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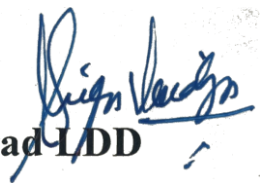
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Greeting from the LDD, NCERT!

The Library and Documentation Division (LDD) of NIE, NCERT is pleased to bring out **“Indexing & Abstracting Service of Periodicals”** for the month of **February, 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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## APPLIED MEASUREMENT IN EDUCATION

1. Finch, H. (2022). Comparison of Methods for Identifying Differential Step Functioning with Polytomous Item Response Data. *Applied Measurement in Education*, 1–17. <https://doi.org/10.1080/08957347.2022.2155650>

**Abstract:** Much research has been devoted to identification of differential item functioning (DIF), which occurs when the item responses for individuals from two groups differ after they are conditioned on the latent trait being measured by the scale. There has been less work examining differential step functioning (DSF), which is present for polytomous items when the conditional likelihood of responses to specific categories differ between groups. DSF impacts estimation of the measured trait and reduces the effectiveness of standard DIF detection methods. The purpose of this simulation study was to extend upon earlier work by comparing several methods for detecting the presence of DSF in polytomous items, including an approach based on the lasso estimation of the generalized partial credit model. Results show that the lasso GPCM technique controlled the Type I error rate while yielding power rates somewhat lower than logistic regression and the MIMIC model, which were not able to control the Type I error rate in some conditions. An empirical example is also presented, and implications of this study for practice are discussed.

2. Wise, S., & Kingsbury, G. (2022). Performance Decline as an Indicator of Generalized Test-Taking Disengagement. *Applied Measurement in Education*, 1–15. <https://doi.org/10.1080/08957347.2022.215565>

**Abstract:** In achievement testing we assume that students will demonstrate their maximum performance as they encounter test items. Sometimes, however, student performance can decline during a test event, which implies that the test score does not represent maximum performance. This study describes a method for identifying significant performance decline and investigated its utility as an indicator of generalized test-taking disengagement. Analysis of data from a computerized adaptive interim achievement test showed that performance decline classifications exhibited characteristics similar to those from disengagement classifications based on rapid guessing. More importantly, performance decline was found to identify disengagement by many students who would not have been identified as disengaged based on rapid-guessing behavior.

3. Zhou, Y., Sackett, P. R., & Brothen, T. (2022). Personality Aspects and the Underprediction of Women's Academic Performance. *Applied Measurement in Education*, 1–13. <https://doi.org/10.1080/08957347.2022.2155652>

**Abstract:** We sought to replicate prior findings that admissions tests' underprediction of female college performance was driven in part by the omission of Big 5 personality factors from the predictive model, using 5,400 college students. We investigated gender differences in an elaborated model subdividing the Big 5 into ten aspects. We found differences at the aspect level that were not found at the factor level, and some aspects

had unique relationships with academic outcomes. The findings demonstrated the effect of omitted variables on predictive bias.

4. Rios, J. A. (2022). An Examination of Individual Ability Estimation and Classification Accuracy Under Rapid Guessing Misidentifications. *Applied Measurement in Education*, 1–13. <https://doi.org/10.1080/08957347.2022.2155653>

**Abstract:** To mitigate the deleterious effects of rapid guessing (RG) on ability estimates, several rescoring procedures have been proposed. Underlying many of these procedures is the assumption that RG is accurately identified. At present, there have been minimal investigations examining the utility of rescoring approaches when RG is misclassified, and individual scores are reported. To address this limitation, the present simulation study investigates the effect of RG misclassifications on individual examinee ability estimate bias and classification accuracy when using effort-moderated (EM) scoring. This objective is accomplished by manipulating simulee ability level, RG rate, as well as misclassification type and percentage. Results showed that EM scoring significantly improved ability inferences for examinees engaging in RG; however, the effectiveness of this approach was largely dependent on misclassification type. Specifically, across ability levels, bias tended to be on average lower when falsely classifying effortful responses as RG. Although EM scoring improved bias, it was susceptible to elevated false-positive classifications of ability under high RG.

## AMERICAN PSYCHOLOGIST

1. O'Donohue, W., & Fisher, J. E. (2022, November). Are illiberal acts unethical? APA's Ethics Code and the protection of free speech. *American Psychologist*, 77(8), 875–886.

<https://doi.org/10.1037/amp0000995>

**Abstract:** The American Psychological Association's (APA's) *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2017b; hereinafter referred to as the Ethics Code) does not contain an enforceable standard regarding psychologists' role in either honoring or protecting the free speech of others, or ensuring that their own free speech is protected, including an important corollary of free speech, the protection of academic freedom. Illiberal acts illegitimately restrict civil liberties. We argue that the ethics of illiberal acts have not been adequately scrutinized in the Ethics Code. Psychologists require free speech to properly enact their roles as scientists as well as professionals who wish to advocate for their clients and students to enhance social justice. This article delineates criteria for what ought to be included in the Ethics Code, argues that ethical issues regarding the protection of free speech rights meet these criteria, and proposes language to be added to the Ethics Code.

2. Jackson, L. M. (2022, November). Racism and free speech: Commentary on O'Donohue and Fisher (2022). *American Psychologist*, 77(8), 887–889.  
<https://doi.org/10.1037/amp0001014>

**Abstract:** In arguing for the addition of an enforceable section on free speech to the *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2017; hereinafter, referred to as the Ethics Code), O'Donohue and Fisher (2022) rely on insufficient evidence of a threat to free speech. They also privilege individualistic over communitarian values and calibrate the risks of racist speech narrowly, and at the individual level. A recent resolution by the American Psychological Association (2021) calls upon all psychologists to “eliminate processes and procedures that perpetuate racial injustice” (para. 29, p. 3). In response to that call, I examine evidence pertinent to the proposal and conclude that the recommended addition to the Ethics Code is not empirically supported and could serve to institutionalize racism.

3. Smith, R. D. (2022, November). A solution in search of a problem: Commentary on O'Donohue and Fisher (2022). *American Psychologist*, 77(8), 890–891.  
<https://doi.org/10.1037/amp0001008>

**Abstract:** O'Donohue and Fisher (2022) make some good arguments about how free speech has been jeopardized in recent years, but few if any of those arguments concern psychologists directly. Furthermore, because free speech is codified in the First Amendment, it is unclear why or how its inclusion in the *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2017), would add anything meaningful. The arguments posed by O'Donohue and Fisher are far ranging but seldom specific to the work of psychologists. While the additional language on free

speech might be well suited for the Ethics Code’s aspirational principles, the proposed amendment is neither suitable nor necessary within the enforceable standards.

4. O’Donohue, W., & Fisher, J. E. (2022, November). Censoring and punishing free speech is unethical: Reply to Jackson (2022) and Smith (2022). *American Psychologist*, 77(8), 892–893. <https://doi.org/10.1037/amp0001040>

**Abstract:** The ethically proper response to problematic speech is more speech and not censorship. To the extent that Jackson (2022) and Smith (2022) advocate for all to be able to criticize all, for example, for unempowered undergraduates to criticize privileged White male professors or for anyone to criticize racist or hate speech, we are in agreement. The speech involved in criticism can be risky and hence ought to be protected by the *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association, 2017). However, except in very circumscribed circumstances, to the extent that Jackson or Smith advocate for acts such as the suppression, censorship, or punishment of speech, we are in disagreement.

5. Barrett, L. F. (2022, November). Context reconsidered: Complex signal ensembles, relational meaning, and population thinking in psychological science. *American Psychologist*, 77(8), 894–920. <https://doi.org/10.1037/amp0001054>

**Abstract:** This article considers the status and study of “context” in psychological science through the lens of research on emotional expressions. The article begins by updating three well-trod methodological debates on the role of context in emotional expressions to reconsider several fundamental assumptions lurking within the field’s dominant methodological tradition: namely, that certain expressive movements have biologically prepared, inherent emotional meanings that issue from singular, universal processes which are independent of but interact with contextual influences. The second part of this article considers the scientific opportunities that await if we set aside this traditional understanding of “context” as a moderator of signals with inherent psychological meaning and instead consider the possibility that psychological events emerge in ecosystems of signal ensembles, such that the psychological meaning of any individual signal is entirely relational. Such a fundamental shift has radical implications not only for the science of emotion but for psychological science more generally. It offers opportunities to improve the validity and trustworthiness of psychological science beyond what can be achieved with improvements to methodological rigor alone.

6. Shen, Y., Seo, E., Jiles, A. I., Zheng, Y., & Wang, Y. (2022, November). Language brokering and immigrant-origin youth’s well-being: A meta-analytic review. *American Psychologist*, 77(8), 921–939. <https://doi.org/10.1037/amp0001035>

**Abstract:** Youth from immigrant families often translate or interpret materials for their parents who lack proficiency in the dominant language of the mainstream society. However, evidence remains mixed regarding whether such a language brokering role is promotive or disruptive for youth’s well-being. This meta-analysis synthesized 65 studies (1,242 effect sizes, 17,791 individuals; grand  $M_{age} = 16.68$ ,  $SD_{age} = 4.78$ ) to examine

whether, how, and when brokering frequency and feelings were related to well-being. Language brokering frequency was inversely associated with youth's positive family relationships ( $r = -.10$ ) and socioemotional outcomes ( $r = -.10$ ) and positively related to youth's acculturation stress ( $r = .06$ ). However, positive or negative language brokering feelings were stronger predictors of youth's well-being or maladjustment ( $|r| = .10-.29$ ). The associations between language brokering frequency and youth's adjustment also varied across subgroups, with the effects of frequent language brokering being more detrimental for European immigrant-origin (vs. Latinx), female (vs. male), and foreign-born (vs. native-born) youth. These findings underscore the need for a nuanced understanding of the impacts of youth language brokering. Finally, practical and policy implications are discussed.

7. Power, S. A., & Velez, G. (2022, November). Field social psychology. *American Psychologist*, 77(8), 940–952. <https://doi.org/10.1037/amp0000931>

**Abstract:** Field social psychology is a conceptual and methodological approach to describe, examine, and explain psychological phenomena at multiple levels of analysis with emphasis on the sociocultural environments in which people are embedded, the unfolding of psychological processes over time, and the use of ecologically valid multiple methods in conjunction. In this essay, we first define a contemporary form of field social psychology from its roots in the history of psychological study. Second, we argue for the necessity of the reemergence of this approach given the limitations of the dominant current social psychological paradigm exposed by the replication crisis. Third, we outline an integrative and actionable model of field social psychological research. We describe two contemporary examples of field social psychological research concerning climate change protests in Norway and restorative justice in the U.S.A. to illustrate this framework. We end with implications of field social psychology for developing psychological science.

## BRITISH JOURNAL OF SPECIAL EDUCATION

1. Demie, F. (2022, October 12). Disproportionality in the attainment of pupils with special educational needs at the end of primary school in England. *British Journal of Special Education*, 49(4), 513–538. <https://doi.org/10.1111/1467-8578.12437>

**Abstract:** This research article aims to examine disproportionality in the attainment of pupils with special educational needs at the end of primary education. The sample consisted of 3,025 pupils who completed Key Stage 2 in one LA in London. Two methodological approaches were used in the data collection. The background data related to special educational needs were collected as part of the January school census and this was then matched at the pupil level to their Key Stage 2 results collected by the Department for Education for all state-educated pupils in England at end of the summer term. The data were then analyzed further using descriptive statistics. The findings of the analysis of Key Stage 2 results show that pupils with special educational needs in England are much less likely to meet the expected standard, raising key concerns for policymakers and teachers. A number of factors were identified, including pupils' type of need, gender, socio-economic status, ethnic background and exclusions rate. The data show that some ethnic minorities are more likely to be identified with some types of special educational need compared to White British pupils. Policy implications for tackling disproportionality in special educational needs and further research are discussed in the concluding section.

2. Sewell, A. (2022). Understanding and supporting learners with specific learning difficulties from a neurodiversity perspective: A narrative synthesis. *British Journal of Special Education*, 49(4), 539–560. <https://doi.org/10.1111/1467-8578.12422>

**Abstract:** Academic and practice-based research constructs specific learning difficulties as a collection of lifelong, within-person conditions that negatively affect learning and daily functioning. Investigation has historically adopted a medical model, specifically a neurodeficit perspective. Conversely, neurodiversity has emerged as a concept that seeks to understand these conditions as part of a person's identity, challenging cures and remediation, and promoting the importance of understanding those with diagnoses as possessing personal differences and strengths. This paper presents a narrative synthesis that collated and analysed current research and scholarship that sought to understand specific learning difficulties from a neurodiversity perspective, thus offering an original contribution to the existing literature. The review focused on three specific learning difficulties: dyslexia, dyspraxia and dyscalculia. Thematic analysis of papers included in the review led to the construction of three major themes, concluding that further neurodiverse research and scholarship is required.

3. Wu, T. S., & Wang, D. (2022). Peer mentoring support for students with autism in school settings: a concept analysis. *British Journal of Special Education*, 49(4), 561–581. <https://doi.org/10.1111/1467-8578.12434>

**Abstract:** Peer mentoring support as an organized peer-run approach can be understood as an intentional support strategy for students with autism within the context of general

schools. However, the increasing number of research-based articles on the peer support programme apply the concept with little consistency. The literature was searched using electronic databases. Any quantitative or qualitative studies published in English, which were focused on peer mentoring support in autism, were included. We followed Walker and Avant's method of concept analysis. The attributes, antecedents and consequences of the concept were identified. The attributes of peer mentoring support were peer-based interaction, mentorship approach, customized support and reciprocal relationship. Antecedents included peer acceptance, peer mentor training and role definition. The consequences of peer mentoring support were also identified. A conceptual model of peer mentoring support in autism was developed.

4. Mousavi, S. T. (2022). Bodily health and bodily integrity capabilities of students with autism spectrum disorder. *British Journal of Special Education*, 49(4), 582–604. <https://doi.org/10.1111/1467-8578.12424>

**Abstract:** The purpose of this study was to explore the views of school staff about the bodily health and bodily integrity capabilities of students with autism spectrum disorder (ASD). These capabilities refer to being healthy and moving freely from place to place. Semi-structured interviews with 12 school staff (teaching and non-teaching staff) in Tehran, Iran, were carried out and thematically analyzed. ‘Nutritional education’ and ‘sexual health education’ emerged as two major themes. The findings revealed that children with ASD struggle to maintain excellent physical health and bodily integrity. The findings underscore the need for having an interprofessional approach to develop students' bodily health and bodily integrity capabilities. Although it is critical to improve these capabilities, the existing curriculum, time management and workload priorities may conflict with this goal.

5. Wythe, J. (2022). An exploration into the implications of the Covid-19 restrictions on the transition from Early Years Education to Key Stage 1 for children with special educational needs and disability – a comparative study. *British Journal of Special Education*, 49(4), 605–627. <https://doi.org/10.1111/1467-8578.12430>

**Abstract:** This small-scale comparative study explores how the coronavirus pandemic has impacted on the transition from Early Years Education to Key Stage 1 (KS1) for children with special educational needs and disability (SEND) in a SEND specialist school in the UK. Two focus group interviews were conducted with nine professionals who work across three KS1 classes for pupils with moderate learning difficulties at a SEND specialist provision setting. This study aimed to compare their experiences and observations of how the children responded to this significant transition in September 2020, in the context of the coronavirus restrictions, and how their practice, provision and transitional support were adapted to meet the needs of the children and to adhere to the changing Covid-19 guidance. The novel findings of this study revealed that the professionals observed significant disruptions and delays in children's independence skills and social and emotional skills, and in adhering to behavioral expectations, in comparison to cohorts in previous academic years. Additionally, the study identified a lack of consistent and systematic educational guidance during the coronavirus pandemic

and a significant difference in transitional support practices due to the coronavirus restrictions.

6. Palacios, R., Larrazabal, S., & Monzalve, M. (2022). Evident demands and absent changes: special education teachers' initial training in Chile. *British Journal of Special Education*, 49(4), 628–647. <https://doi.org/10.1111/1467-8578.12423>

**Abstract:** This article discusses special education teachers' initial training within public policies establishing teaching students with special educational needs and disabilities in mainstream classrooms. Based on the question of how special education teachers' initial training in Chile is responding to inclusive education policy regulations, we describe and analyze discourses about training regarding special education and inclusive policies. Drawing on interviews with directors, graduates and teachers we underline significant dimensions of emergency and change in special education teaching careers regarding collaborative work within regular schools; influence of policy regulations such as School Integration Programs; strategies for diversification of teaching and evaluation; and resources or technologies for special education. Our conclusions address recommendations for teachers' training, distinctions between regular teachers and special education teachers' roles, and major attention to co-teaching strategies.

7. Alves, M. D. S., De Abreu Van Munster, M., Alves, I. S., & De Souza, J. V. (2022). The gap and the bridge: Brazilian Physical Education pre-service training for inclusion. *British Journal of Special Education*, 49(4), 648–666. <https://doi.org/10.1111/1467-8578.12431>

**Abstract:** Currently, the inclusion of disabled students in school still faces significant obstacles to its implementation. In Physical Education (PE) classes, these obstacles are mainly associated with failures in the pre-service training offered in undergraduate courses. This study aimed to investigate pre-service training on the inclusion of disabled students from the perspective of PE teachers. Four teachers, aged 27 to 32, participated in the study. The PE teachers took part in interviews, guided by open questions, which were later transcribed and analyzed using the technique of content analysis. The results section discusses the role of pre-service training concerning the inclusion of disabled students in PE classes, and identifies the gaps in this training. The PE teachers indicated the need for a change in perspective with regard to inclusion in PE classes.

## EDUCATIONAL PSYCHOLOGY IN PRACTICE

1. Atkinson, C., Barrow, J., & Norris, S. L. (2022). Assessment practices of educational psychologists and other educational professionals. *Educational Psychology in Practice*, 38(4), 347–363. <https://doi.org/10.1080/02667363.2022.2109005>

**Abstract:** Assessment is one of the five functions of the educational psychologist's (EP's) role, yet there is a dearth of research exploring its distinctive contribution to school-based practice, and a lack of definition about what it is. In this study, the assessment practices of EPs were compared with those of other educational professionals who had achieved certification for competence in educational testing. Data were analysed using descriptive and inferential statistics, with patterns emerging which indicated that, while there is some overlap, assessment practices of EPs and other educational professionals often have different foci. Specifically, evidence suggests that EPs offer a broader, more holistic perspective with strong emphasis on the social and emotional wellbeing of the child. Additionally, other practitioners typically have a more school-orientated focus, for example, testing for exam access arrangements, reflecting their professional role. Implications are discussed, particularly in relation to the distinctive contribution to EP assessment.

**Keywords:** educational psychologists, assessment, testing, wellbeing, holistic

2. Sewell, A., Kennett, A., & Pugh, V. (2022). Universal Design for Learning as a theory of inclusive practice for use by educational psychologists. *Educational Psychology in Practice*, 38(4), 364–378. <https://doi.org/10.1080/02667363.2022.2111677>

**Abstract:** Educational psychologists seek to keep abreast of significant theoretical and practical developments within the field of inclusive education. This paper outlines and discusses Universal Design for Learning as a theory of inclusion, highly applicable for use by educational psychologists. The Universal Design for Learning (UDL) framework is introduced by exploring the contextual history of its development and explaining the three pillars of the framework; the 'affective networks', the 'recognition networks', and the 'strategic networks'. Application of the UDL framework is demonstrated with classroom-based examples, drawing on existing research. A critical stance is taken towards understanding the current drawbacks of UDL, and direct links to educational psychology practice are made and critically reviewed considering these.

**Keywords:** Inclusive pedagogy, special education needs, inclusive practice, affective networks, recognition networks, strategic networks

3. Vasilic, B. (2022). Behaviour as relational process: linking theory to practice. *Educational Psychology in Practice*, 38(4), 379–391. <https://doi.org/10.1080/02667363.2022.2098257>

**Abstract:** Behaviour supports in schools and educational psychology practices have been largely influenced by the view of human behaviour as individual action. Individual action-focused practices are associated with identifying, labelling and separating

individual young people. This paper argues for a relational process-oriented understanding of human behaviour that can lead to more dynamic practices that are responsive to complexity and diversity. This paper explores how a relational lens in practice could shift the conversation from severe behaviour challenges to behaviour as a relational process and generate more collaborative, inclusive and culturally responsive school practices. A growing interest in relationally oriented practices is evident in the increasing use of culturally responsive, restorative, narrative, and solution-focused practices in schools. What seems to be missing is a conceptual shift that would allow relational orientation in current practices to be better recognised and strategically developed.

**Keywords:** relational process, inclusion, behavior, culture

4. Romney, A., Somerville, M. P., & Baines, E. (2022). The facilitators and barriers to implementing Emotion Coaching following whole-school training in mainstream primary schools. *Educational Psychology in Practice*, 38(4), 392–409. <https://doi.org/10.1080/02667363.2022.2125933>

**Abstract:** Initial research into the use of Emotion Coaching (EC) in educational settings has suggested that it can support social and emotional development, and promote positive relationships and behaviour. This research used a sequential mixed-methods design to examine the factors which impact on the implementation of EC. The views of 40 staff across six mainstream primary schools in the UK who had undertaken whole-school training in EC were examined via an online questionnaire. Follow-up semi-structured interviews with 13 staff from two of those schools were analysed using thematic analysis. Key facilitators to implementation included quality training, a school ethos where wellbeing was central, and an actively engaged senior leadership team. Key barriers to implementation were the pressure faced by school staff due to time constraints and curriculum demands. Implications for senior leaders in schools, educational psychologists (EPs), and policymakers are discussed.

**Keywords:** Emotion Coaching, emotions, behavior, training, implementation

5. Owen, L., Craig, L., Barrett, W., & Hannay, S. (2022). Excellence, equity and efficiency in educational psychology service delivery: a journey. *Educational Psychology in Practice*, 38(4), 410–427. <https://doi.org/10.1080/02667363.2022.2129594>

**Abstract:** Excellence, equity and efficiency are key drivers for improvement in Scotland's education sector, including educational psychology. This paper discusses and evaluates the decisions taken by one Scottish Educational Psychology Service towards achieving the key outcomes of excellence, equity and efficiency through a redesign of their service delivery model. Evidence is presented regarding the impact of this journey towards achieving these key outcomes, and reflections made about the mechanisms which facilitated this process of organisational change and service redesign.

**Keywords:** service delivery, equity, excellence, efficiency, improvement methodology

6. Capper, Z., & Soan, C. (2022). A cultural historical activity theory analysis of educational psychologists' statutory assessment process post- 2014 children and families act. *Educational Psychology in Practice*, 38(4), 428–447. <https://doi.org/10.1080/02667363.2022.2135491>

**Abstract:** The activity of educational psychologists' (EPs') statutory psychological assessment continues to be viewed critically within literature. The current research explores the understanding of EPs and special educational needs and disability (SEND) officers in this activity, considering the 2014/2015 policy reforms. Semi-structured interviews were conducted in a single Local Authority (LA) using Cultural Historical Activity Theory (CHAT) to explore the constructions of each group. Identified contradictions within the data were explored within a Development Work Research (DWR) Lab to create shared actions. Over time, EPs' practice has remained constant in its recognised strengths, but identified contradictions within historic literature remained evident. Actions moving forward sought to redevelop graduated assessment processes, promote stronger multi-professional working, strengthen annual review processes, and create effective methods for efficient data collection.

**Keywords:** Statutory assessment, psychological advice, education health and care plans, cultural-historical activity theory, educational psychologist

## HUMANISTIC PSYCHOLOGY

1. Greene, E. C., & Gupta, N. (2021b). Introduction to the Special Issue on the Cultural Therapeutics of Film. *Journal of Humanistic Psychology*, 62(6), 787–795. <https://doi.org/10.1177/00221678211017342>

**Abstract:** This interdisciplinary special issue explores the synergy between psychotherapy and filmmaking—particularly how film can serve as a powerful healing function by bringing voice, representation, and light to the all-too-often overlooked and shadowed aspects of psychological and cultural life, similar to the work of psychotherapy. To understand the culturally therapeutic aspects of filmmaking, this issue features psychological and cinematic insights from two fields of experts and their crafts: scholars and their writing and filmmakers and their films. The unique approach of this special issue provides new possibilities for interdisciplinary collaboration between psychologists and filmmakers to explore the therapeutic function of film for society as well as avenues for film to address, heal, and transform the pressing cultural issues of our times.

**Keywords:** film, psychoanalysis, liberation psychology, phenomenology.

2. Ash, B. S. (2021). Contemporary Film and the Empathy Controversy: Part 1. *Journal of Humanistic Psychology*, 62(6), 796–805. <https://doi.org/10.1177/00221678211015491>

**Abstract:** This article is written in two parts: Part 1 is a critique of *Against Empathy: The Case for Rational Compassion* by social psychologist Paul Bloom, and Part 2 is a reading of three U.S. films, produced between 2009 and 2012, that allow me to illustrate what is wrong with Bloom’s claim that we should endeavor to bypass empathy and cultivate more rationally effective forms of care. In Part 1, I introduce the project of both papers; however, my central aim is to mount several arguments against Bloom’s position. I argue that empathy is hard wired and therefore it is impossible to bypass, that Bloom’s own utilitarian ethics is significantly flawed, and that his central claim that empathy privileges those few we know best and who are closest to us is brought into question by the research that Bloom himself cites. However, the most important argument of Part 1—the argument that leads directly into my reading of filmic examples of empathy in Part 2—is that Bloom fails to understand how empathy is shaped by hegemonic ideological representations. This failure to consider in any meaningful way how culture and society shape affective response is a profound, but typical failure in the field of social psychology.

**Keywords:** contemporary, film, empathy, controversy, psychoanalysis.

3. Ash, B. S. (2021d). Contemporary Film and the Empathy Controversy: Part 2. *Journal of Humanistic Psychology*, 62(6), 806–821. <https://doi.org/10.1177/00221678211015536>

**Abstract:** Part 2 of this article presents a reading of three films—first, *The Blind Side* (2009) about the interracial adoption of a Black teenager by a White upper-middle

class family, second, *The Kids Are All Right* (2009) about a middle-class lesbian marriage, and third, *The Normal Heart* (2012) about gay activism during the HIV/AIDS epidemic. The first two films are mainstream and as such dramatize and cultivate empathy in ways that reinforce hegemonic (White, middle-class, and heteronormative) expectations. *The Normal Heart* contrasts with these films, and does so despite its homonormative focus on White gay men, in that *The Normal Heart* allows viewers to consider ways of resisting expected emotional responses. However, all three films illustrate the failure of Paul Bloom's argument in *Against Empathy* to consider the enculturation of affect, which is quite typical of social psychology. We are, as Althusser puts it, "interpellated" by normative ideology and hegemonic representations; and film clearly demonstrates this point. Only psychoanalysis—in this article, the school of Lacan and Lacanian film theory—allows us to read unconscious dynamics in relation to coercive enculturation and identify resistant cultural representations.

4. Mert-Travlos, C. (2021). Representation of European Utopia and its Discontents in the Films of Fatih Akin. *Journal of Humanistic Psychology*, 62(6), 822–837. <https://doi.org/10.1177/00221678211009642>

**Abstract:** In this article, I contemplate the questions of "Europeanness" through the prism of Fatih Akin's films. His works can be considered as being representative of European urban cinema, as he skillfully questions "European identity" through the cosmopolitan urban landscape and multicultural identities he employs. Such scrutinization of identities, be it on the level of individual, national, and/or postnational, are emphasized by the sampling of various eclectic music genres. Just as the identity of Europe has been shifting, Akin's filmic representations have been successful in capturing the postindustrial cityscapes of certain European cities. Moreover, through the music and sounds he deploys, Akin opens up a "third space." This unfolds through his cinematography, which aurally and visually reflects on cityscapes, immigrant and nonimmigrant identities, as well as emotional geographies created through his various subjectivities. Such a third space is also constituted by the flow of desire of his characters through their temporal displacements between (European) cities such as Hamburg and Istanbul, and their attachments to "places" through music. I thus discuss how Akin engages with the meaning of "Europeanness" and European identity in relation to the "Other,"—in other words, how this director tackles the issue of identities through the socio-political and cultural spaces of his protagonists. This also overlaps with how he utilizes music in his movies, as well as how he represents the idea of a utopia and dystopia through the social world of his diasporic characters.

**Keywords:** Faith Akin, Urban space, place, emotional, geographies, third area, music, diasporic, communities.

5. Basaran, A. (2021). Filmic Therapeutic Encounters and Resistance: Silence, Forgetting, and Guilt in the Face of Historical Violence. *Journal of Humanistic Psychology*, 62(6), 838–852. <https://doi.org/10.1177/00221678211010013>

**Abstract:** Mental disorder and therapeutic encounters are central aspects of three films that were groundbreaking in addressing collective trauma in the aftermath of slavery, colonialism, or genocide: Peele's GET OUT (USA), Ruhorahoza's GREY MATTER (Rwanda) and Mhando and Mulvihill's MAANGAMIZI—THE ANCIENT ONE (Tanzania/USA). Recurring to theories of collective memory and trauma, the article assumes that asymmetric historical violence causes a crisis of reason among the victims, and that the affective dream-like technique of film has the potential to make unutterable mental conditions explicit and relatable without trivializing their complexities. Oppression is usually perpetuated by an alliance of domination with forgetting, silencing, and a sense of guilt, inflicted on the victims who are thereupon labeled as overly sensitive, moronic, or insane. The films depict mental conditions caused by collective trauma which are expressed by haunting memories, ancestral visions, or victims being possessed by their oppressors. A central element is the depiction of problematic therapeutic encounters which may be abusive, manipulative or turn the patient–therapist relation upside down. By challenging notions of therapy and critically addressing its potential embeddedness in power relations, it is argued, the films themselves serve as a form of postcolonial therapy and empowerment.

**Keywords:** consciousness, cultural psychology, humanistic psychology, meaning, mental disorder, posttraumatic growth, psychotherapy, racism, post colonialism, genocide.

6. Hockley, L. (2021). Feeling Film: Time, Space, and the Third Image. *Journal of Humanistic Psychology*, 62(6), 853–867. <https://doi.org/10.1177/00221678211018025>

**Abstract:** This article explores what it means to feel film. It does so through an exploration of the interconnections between Bergson, Deleuze, and Jung. Central to the argument is the ontological status of the image in these different philosophical and psychological traditions. In particular, image is seen as an encapsulation of coming into being, or what Bergson terms *durée*. To feel film is to engage with its therapeutic capacity to bring us into being. In the consulting room and in the cinema, this process is embodied and in some way created either between client and therapist or viewer and screen. The elusive present moment is the site at which the past permeates the present, creating as it does feeling toned entry into the process of becoming. Jung thought of this as central to individuation and Bergson as central to being. Feeling film from this perspective becomes a way of finding ourselves in both the world of the film and in our individual psyche.

**Keywords:** Jung, Bergson, Deleuze, cinema, film, therapy, image.

7. Clarke, E. X. (2021). A Phantom War: Hollywood as a Mythmaker in the Post–Vietnam War Era. *Journal of Humanistic Psychology*, 62(6), 868–882. <https://doi.org/10.1177/00221678211014343>

**Abstract:** The purpose of this article is to examine the function of entertainment media as a mythmaker in interpreting the legacy of the Vietnam war, which served not only as a

flashpoint within the context of the Cold War but as a global turning point culturally as well. The United States' foray into the conflict was broadcast each night on television, Americans saw an increasing number of veterans returning home with antiwar attitudes and/or posttraumatic stress disorder, and the United States witnessed the rise of numerous countercultural trends and saw a decreasing trust for its government. All of this served in destabilizing traditional attitudes of American exceptionalism and Western colonialism. To process the collective trauma and confusion of the Vietnam conflict and its intrinsically connected periphery, America turned to Hollywood for answers. This article argues that the simulation of war as it appeared on screen, while distinctly different from historical reality, is itself no less important in the formation of our collective memory—it has informed coverage of subsequent conflicts as well as the deep cultural gulfs present in both the U.S. and Westernized culture as a whole.

**Keywords:** trauma, culture, cultural psychology, social psychology, combat, story.

8. Kornbluth, J., Greene, E. C., & Gupta, N. (2021). *Inequality for All* and Activating Empowerment Amid Economic Despair. *Journal of Humanistic Psychology*, 62(6), 883–898. <https://doi.org/10.1177/00221678211010020>

**Abstract:** In this edited interview, psychologists Eric Greene and Nisha Gupta converse with filmmaker Jacob Kornbluth about his documentary film *Inequality for All* (2013), which is a passionate argument on behalf of the middle class. The film features Robert Reich—professor, best-selling author, and Clinton cabinet member—as he demonstrates how the widening income gap has a devastating impact on the American economy. The film is an intimate portrait of a man whose lifelong goal remains protecting those who are unable to protect themselves, as Reich explains how the massive consolidation of wealth by a precious few threatens the viability of the American workforce and the foundation of democracy itself. In this dialogue with the film director, Kornbluth describes his personal socioeconomic background that inspired this project, his creative collaboration with Reich in attempt to evoke critical consciousness among the public about the truth of income inequality, and his vision of creating an emotionally intimate story that balances righteous despair and anger with a tone of political hope.

**Keywords:** critical consciousness, cinematherapy, film, income inequality.

9. Gupta, N., & Greene, E. C. (2021). *Hot Girls Wanted* and the Ethics of Critiquing Agency in Amateur Porn. *Journal of Humanistic Psychology*, 62(6), 899–910. <https://doi.org/10.1177/00221678211009077>

**Abstract:** In this edited interview, psychologists Nisha Gupta and Eric Greene have a conversation with filmmakers Jill Bauer and Ronna Gradus about their documentary film *Hot Girls Wanted* (2015), which is a first-ever look at the realities of the professional amateur porn world and the 18- to 19-year old young women entering into it. This dialogue explores the relationships they developed with the young women they filmed, the ethical questions that arose when pursuing this kind of project, and the challenge in holding the tension between young women's agency who engage in porn versus the

social critique surrounding the amateur porn industry. Ronna and Jill have since gone on to produce the six-part Netflix documentary series: *Hot Girls Wanted: Turned On*, which explores these questions further.

**Keywords:** amateur porn, documentary film, agency, ethics, sex work, filmmaking, cinematherapy.

10. Kangalee, D. L., Greene, E. C., & Gupta, N. (2021). As an Act of Protest and Emotional Catharsis About the Ugly Truth of Racism. *Journal of Humanistic Psychology*, 62(6), 911–924. <https://doi.org/10.1177/00221678211008661>

**Abstract:** In this edited interview, psychologists Eric Greene and Nisha Gupta interview filmmaker Dennis Leroy Kangalee about his film *As an Act of Protest* (2002), which is about a young African American actor named Cairo Medina who goes through a station-of-the-cross journey to find the meaning of his life and eradicate the racism and police brutality that continue to plague the world. In this conversation, Dennis shares the genesis of the film as a response to the police brutality occurring in New York in the late 1990s, the psychological struggles he experienced while making this film and enduring backlash to it, and his desire to convey raw emotional truths about the ugliness of racism and racial trauma through a style of radically honest filmmaking that can foster catharsis, reflection, and transformation.

**Keywords:** racism, social justice, dialogue, depression, creativity, film making, art, movies, Black Americans

11. Scott-Ward, G., Gupta, N., & Greene, E. C. (2021). Back to Natural and the Intergenerational Healing of the Natural Black Hair Movement. *Journal of Humanistic Psychology*, 62(6), 925–941. <https://doi.org/10.1177/00221678211009078>

**Abstract:** In this edited interview, psychologists Eric Greene and Nisha Gupta converse with psychologist and filmmaker Dr. Gillian Scott-Ward about her documentary film *Back to Natural* (2019), which explores the psychological and emotional experience of the intersection of hair, politics, and identity in Black communities. This documentary is a powerful, thought-provoking call for healing that takes a grassroots approach to exploring the globalized policing of natural Black hair. The film offers a journey of discovery and enlightenment while celebrating Black history and natural styles that are taking the world by storm. In this conversation, Gillian shares her own experiences of critical consciousness about natural hair while working as a clinical psychologist, which led to this film, her insights into the intergenerational trauma, resiliency, and healing of African descendants as exemplified in the natural hair movement, and her experiences using her film as a tool for human rights discrimination cases and implicit bias training as a psychologist.

**Keywords:** film, authenticity, anti-Blackness, Black liberation, natural hair, intergenerational trauma, racism, racial identity, activism, self-acceptance.

12. Gupta, N., & Greene, E. C. (2021b). *We the Animals* and Honoring an Intimate Story of Brutal Love. *Journal of Humanistic Psychology*, 62(6), 942–953. <https://doi.org/10.1177/00221678211008695>

**Abstract:** In this edited interview, psychologists Nisha Gupta and Eric Greene interview filmmaker Jeremiah Zagar about *We the Animals* (2018), his film adaptation of the novel by Justin Torres. *We the Animals* is a coming-of-age story of an adolescent boy named Jonah who grows up with rambunctious brothers in a working class mixed-race family in upstate New York, and who must contend with both his volatile father and his emerging queer sexuality. Jonah’s mother and father have a volatile relationship that makes and unmakes the family many times over, often leaving the boys fending for themselves. As his brothers harden and grow into versions of their father, Jonah, who is the youngest, becomes increasingly aware of his desperate need to escape. Driven to the edge, Jonah embraces an imagined world all of his own. In this conversation, Jeremiah describes what it was like to honor novelist Justin’s intimate story by bringing it to screen, depict the nuanced realities of love interlaced with violence within family dynamics, and craft an immersive story that poses more questions than it answers.

**Keywords:** film, therapy, cinematherapy.

13. Fountain, L. J., Gupta, N., & Greene, E. C. (2021). *Inhabitation of Inhibition* and Creative Freedom for Breastfeeding Mothers. *Journal of Humanistic Psychology*, 62(6), 954–968. <https://doi.org/10.1177/00221678211013992>

**Abstract:** In this edited interview, psychologists Nisha Gupta and Eric Greene interview Lori Jordan Fountain, psychology doctoral student and filmmaker of *Inhabitation of Inhibition*, an autophenomenological short film about the lived experience of breastfeeding in public. Despite the known benefits, antipathetic attitudes toward nursing in public persist, and “breastfeeding is perceived by many as dirty, sexual, embarrassing, and generally, something that should be kept behind closed doors.” Inspired by Sartre’s notion of the gaze, the mother in the film takes up the self as seen by the Other. By assuming the guilt of which she is blamed, she embodies and enacts the judgments placed on her, foregrounding the covert oppression endured by breastfeeding mothers. In this interview, Lori describes the liberation felt when responding to the objectifying gaze—a gaze that perceives her as a machine-like milk dispenser, a bad mother, and a sexual object. She shares how satire enables her to ‘flip the script’ in order to demonstrate, address, and challenge the absurd, oppressive narratives that shame breastfeeding mothers. The conversation explores how protesting this covert oppression through the language of filmmaking allowed Lori to work through it directly and experientially, just as one might in psychotherapy.

**Keywords:** barriers to breastfeeding, phenomenology, auto phenomenology, breastfeeding in public, liberation psychology, autophenological film, motherhood.

14. Barnard, S., Greene, E. C., & Gupta, N. (2021). MAXAMBA and Memory-Making Amid Traumatic Displacement. *Journal of Humanistic Psychology*, 62(6), 969–986. <https://doi.org/10.1177/00221678211013599>

**Abstract:** In this edited interview, psychologists Eric Greene and Nisha Gupta converse with filmmaker and psychologist Suzanne Barnard about her film *MAXAMBA*. *MAXAMBA* was created as a sensory ethnographic memory of inhabitants of Lisbon’s Quinta da Vitória neighborhood as they awaited the neighborhood’s final demolition. The film focuses on the daily life of an Indian Portuguese couple who emigrated from Mozambique (a former colony of Portugal) to Lisbon in the 1970s. The husband and wife both work out of their home in the neighborhood. As tailors, they have a close relationship with the other inhabitants, and they are especially integrated into the Hindu community that lives in this neighborhood. In this dialogue, Suzanne describes the film as constructing a virtual or living memory out of coexisting planes of past, present, and future—a memorial process that seeks to honor the everyday life of the couple prior to their traumatic displacement. She also explores how the film attempts to mobilize an intervention in the neighborhood’s representation in the city, and reflects on opportunities and limitations for art activism through the vehicle of filmmaking.

**Keywords:** film, methodology, memory, cross-cultural, phenomenology, social justice, Deleuze.

## INDIAN ECONOMIC AND SOCIAL HISTORY REVIEW

1. Bangash, Y. K., & Virdee, P. (2022b). Partitioning the University of the Panjab, 1947. *Indian Economic and Social History Review*, 001946462211304. <https://doi.org/10.1177/00194646221130414>

**Abstract:** In the summer of 1947, as preparations commenced for the partition of the province of Punjab in British India, the Lahore-based Panjab University became the site of a fierce debate concerning its future. Waged within, by its officials as well as between the members of the Punjab Partition Committee, this debate saw the Hindus and Sikhs among them wishing for a ‘physical’ partitioning of the university, while the Muslims wanted it to stay intact at Lahore, which was expected to fall in Pakistan. With no agreement forthcoming, and after references to the respective ‘national’ governments, the university remained where it was, while any ideas of academic cooperation between the two sides collapsed as a new ‘East Panjab University’ was established at Simla, India. The debate over this new university, vis-à-vis its old counterpart, further carved out the university as a space of not just education but one of exhibiting new-found sovereignty and creating a staff/student-citizenry, in those partitioned times.

**Keywords:** Panjab, partition, university, education

2. Galewicz, C. (2022). A jar of pure poetry over the head of a polluted god: On the cultural economy of *Tiruniḷalmāla*. *Indian Economic and Social History Review*, 59(4), 447–470. <https://doi.org/10.1177/00194646221130437>

**Abstract:** The present essay grows from the contention that we need to learn more on how the historical survival and career of indigenous knowledge systems and of related literary genres depended on genre-specific vehicles of transmission and on changing institutional structures of patronage that sustained them. As in many other instances of surviving early Malayalam literature, we know next to nothing about the process of producing intended audiences or actual users of the work titled *Tiruniḷalmāla*. So is the case with the historical moment of its composition, its sociocultural context or the economic basis of its transmission in terms of patronage patterns that might have framed its composition and later circulation. This situation calls for a new critical attention to the editorial processes of rediscovery pertaining to this and other early works in their bearing on the regional history making. The article proposes a closer look at the work in question as an instance of specific type of premodern textuality with its problematic standing in terms of genre, language and type of discourse against the backdrop of the practices of inscription prevalent in later medieval and premodern South India. It touches also on the complex relationship of *Tiruniḷalmāla* with the Āranmuḷa temple and the ritualised performances of Teyyam of North Malabar while exploring the historically understood cultural economy of its transmission and reproduction.

3. Naorem, D. (2022). Taming the ‘rude’ and ‘barbarous’ tongues of the frontier: *Bor Saheps, Sutu Saheps* and their encounters with languages, scripts, and texts (1835–1904). *Indian Economic and Social History Review*, 001946462211308. <https://doi.org/10.1177/00194646221130814>

**Abstract:** This article looks at an alternative history of colonial expansion in the North-East Frontier region during the nineteenth century by exploring the crucial role of colonial officers deployed there, who were locally known as Bor/bura saheps, sutu saheps or simply saheps. Scholarship on these officials has studied their roles as diplomats, administrators and military commanders, while this study instead examines their encounters with local languages, scripts and texts as well as their linguistic projects in the former frontier state of Manipur. The region was described as a recalcitrant frontier space, inhabited by ‘savages’ speaking ‘rude’ and ‘barbarous’ tongues. Yet the saheps’ knowledge of its languages, scripts, and local literature was vital for information-gathering as well as for their daily administrative work. This article raises questions about the ramifications of these colonial linguistic projects on the process of colonial expansion and consolidation and the concomitant establishment of language hegemony. It argues that the early linguistic projects were not only an indispensable instrument for colonial conquest but also produced rudimentary philological knowledge of the languages of the region, calcifying differences and hierarchies along linguistic lines and contributing to the methodical state-funded linguistic projects undertaken in the early twentieth century.

4. Sangameswaran, P. (2022). Contending claims and uses of land: Unpacking the trajectory of a mortgage in Thane. *Indian Economic and Social History Review*, 001946462211308. <https://doi.org/10.1177/00194646221130827>

**Abstract:** This article deals with a case of land that was mortgaged against a loan given by the Gwalior Durbar to a businessman in Bombay in 1925. The said land in Thane subsequently has had a wide range of claimants and uses. The mortgage case is linked to a variety of processes such as the decline in the textile industry in Bombay in the 1920s, federal financial integration in the late 1940s, the trajectory of post-independence industrialisation in cities such as Thane located near larger metropolises, and the character of urban property rights. On the basis of a discussion of the case, the article makes three kinds of arguments. One, it contrasts the implications of acquisition versus leasing of the mortgaged land and shows how acquisition has been used to ensure clear titles. Two, it brings out the varied ways in which urban land can be claimed and accessed and the factors that enable this. Three, the actual trajectory of use of the mortgaged land by two industries is examined to show how even lessees/sub-lessees of land subject to uncertainties can use the land (and select rights over it) for different purposes. Overall, the article contributes to an understanding of the working of property rights as they have evolved to fit new contexts of industrialisation and urbanisation.

## INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT

1. Falk, D., Shephard, D., & Mendenhall, M. (2022). "I always take their problem as mine"  
– Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts. *International Journal of Educational Development*, 95, 102670. <https://doi.org/10.1016/j.ijedudev.2022.102670>

**Abstract:** Teachers play a significant role in the lives of their students, yet they also work in one of the most stressful professions. When teachers are not 'well', there are implications at the individual, school, and system-level. This is particularly true in contexts affected by conflict and forced displacement, where education can provide life-saving and sustaining knowledge and skills to children and youth, and where teachers take on additional roles beyond teaching to meet the distinct needs of their students. Yet, in these settings, there is evidence that teachers face cumulative and compounding stressors in their work, and little is known about their own well-being or the ways in which their well-being interacts with their relationships with their students. Our research attempts to address this gap by exploring teachers' perceptions of how their relationships with their students interact with their well-being in Uganda and South Sudan, the top third and fourth refugee-hosting and producing countries, respectively. Drawing on qualitative data from semi-structured interviews with 42 teachers, we find that teacher-student relationships influence teacher well-being in complex, complementary, and contradictory ways. These findings have implications for policy, practice, and future research concerning teacher education and on-going school-based support and the ways in which support to teachers ultimately supports quality education in contexts of conflict and forced displacement.

**Keywords:** Educational in Emergencies, Teacher well-being, Resilience Qualitative Research

2. Iturra, V., & Gallardo, M. (2022). Schools, circumstances and inequality of opportunities in Chile. *International Journal of Educational Development*, 95, 102668. <https://doi.org/10.1016/j.ijedudev.2022.102668>

**Abstract:** The equality of opportunity approach establishes that welfare inequalities emerge from differences in individual efforts and circumstances of origin. However, observable data on adults' childhood circumstances are usually lacking. To identify these, we take advantage of the Chilean school system implemented in 1981, which instituted three types of school: public, private-voucher and private-paid schools clearly differentiated according to the children's socioeconomic background. Using longitudinal data, parametric and nonparametric techniques, our main finding suggest that there is a substantial impact of childhood circumstances, captured by the school type, on the wage rate: attending private-voucher or private-paid schools systematically increases Chileans' wages.

**Keywords:** Equality of opportunity school system wage differentials stochastic dominance.

3. Ango, T. G., Börjeson, L., Wisborg, P., Senbeta, F., & Alem, H. (2022). Coffee, child labour, and education: Examining a triple social–ecological trade-off in an Afromontane forest landscape. *International Journal of Educational Development*, 95, 102681. <https://doi.org/10.1016/j.ijedudev.2022.102681>

**Abstract:** In biodiversity rich agriculture–forest moasic landscapes in south-western Ethiopia, the production of coffee and food crops, including guarding them from forest-dwelling mammals, requires a high input of labour, which is supplied partly by children. Through field observations and interviews with smallholders, we studied the extent of children’s participation in coffee production and food crop guarding, its impact on school attendance and implications for sustainable development. The findings revealed that the extent of children’s participation in such work is correlated with the level of household’s income and residential location, i.e. near versus far from forests or in coffee versus non-coffee areas. Child labour and school absenteeism linked to coffee production and crop guarding are widespread problems. Some of the measures taken to mitigate the problem of school absenteeism were coercive and posed threats to poor households. The paper concludes that child work in coffee production and crop protection is at the cost of school attendance for many children, which represents a critical social justice issue and a trade-off with the economic and environmental values of the forest. Reducing poverty would likely mitigate the problem of child labour and school absenteeism and promote synergistic development in the region.

**Keywords:** Child labour, Child work, Ethiopia, Forest conservation, School absenteeism, shade coffee, sustainability trade-off.

4. Tran, T. N. M. (2022). Skills and educational aspirations as predictors of secondary school dropout in Vietnam: A dynamic approach. *International Journal of Educational Development*, 95, 102682. <https://doi.org/10.1016/j.ijedudev.2022.102682>

**Abstract:** Despite the national target of universal lower secondary education, a significant number of students leave secondary school every year in Vietnam. Nothing is known about socioemotional or psychological factors in secondary school dropout. Few studies have investigated dropping out as a dynamic process. Therefore, this study examines the relationship between cognitive and non-cognitive skills, educational aspirations, and school dropout at the lower and upper secondary level, and the transition between these two levels, using Cox models based on the panel data from the Young Lives Vietnam survey. The analysis finds that cognitive skills are more protective against lower secondary school dropout than non-cognitive skills, but less protective against dropout at the transition than non-cognitive skills. The role of skills faded away at the upper secondary level. Instead, adolescents' educational aspirations emerge as the most significant predictor. Other factors such as family background, parents' aspirations for their child's education, and time allocation also play a considerable role. The study

suggests developing both cognitive and non-cognitive skills during children's education to promote secondary graduation.

**Keywords:** Cognitive skills, Non-cognitive skills Educational aspirations, Secondary level School dropouts, Vietnam.

5. Delprato, M. (2022). Educational gender gap in sub-Saharan Africa: Does the estimation method matter? A comparison using a sample of opposite sex twins. *International Journal of Educational Development*, 95, 102683. <https://doi.org/10.1016/j.ijedudev.2022.102683>

**Abstract:** A robust assessment of the gender educational gap addressing all channels behind gender discrimination is necessary. Using data for over 30 sub-Saharan Africa (SSA) countries and household and twin fixed-effects approaches, I estimate this inequality across the lifecourse, controlling for variables that are the same within households or twins, yielding a better understanding of the association of gender with education outcomes. Estimates show that gender inequality is still a significant barrier in SSA, but its extent is somewhat over-estimated by monitoring platforms of SGD4. The analysis indicates that more emphasis should be placed on investigating unobserved factors behind gender discrimination.

**Keywords:** Gender education gap, Household and twins fixed effects, SDG4, Sub-Saharan Africa, DHS Surveys

6. Bennett, F., Contreras, D., & Cerda, M. M. (2022). The consequences of exclusionary discipline on school dropout: Evidence from Chile. *International Journal of Educational Development*, 95, 102671. <https://doi.org/10.1016/j.ijedudev.2022.102671>

**Abstract:** Disciplinary sanctions are a commonly available tool in school systems to punish disruptive students. While these tools are aimed at deterring misbehavior, they exclude offenders to restore discipline in the classroom at the potential cost of inflicting a harm on sanctioned students. In this paper, we study the effect of being expelled from school (expulsions are those sanctions in which students are forced to leave their school and look for another one to re-enroll) on the probability of dropping out using longitudinal data from Chile. We find that sanctioned students are 4.8 percentage points more likely to drop out than non-sanctioned students. The consequences of expulsions are particularly harmful for students in public schools, men, retained students, and those meeting the legal working age. Also, immediately expelling a student –as opposed to expelling at the end of the school year– increases the baseline probability of dropout by three times. These costs of exclusionary discipline are not offset by clear gains in academic performance of expelled students' classmates. Taken together, these results call for alternative methods to improve school discipline and strengthen support policies to minimize the harm of expulsions.

**Keywords:** School dropout, Exclusionary discipline, Expulsions.

## JOURNAL OF COUNSELING PSYCHOLOGY

1. Maroney, M. R., & Horne, S. G. (2022, November). “Tuned into a different channel”: Autistic transgender adults’ experiences of intersectional stigma. *Journal of Counseling Psychology*, 69(6), 761–774. <https://doi.org/10.1037/cou0000639>

**Abstract:** In this critical-constructivist grounded theory study, we interviewed 13 autistic-transgender, nonbinary, and/or gender diverse (TNG) individuals on the intersection of their autistic-TNG identities and how they resisted marginalization related to these experiences. Analysis revealed the experiences of living in a world that “doesn’t seem quite set up the right way” and situated autistic-TNG experiences in complex set of intersectional processes that require navigating relationships, health care systems, and safety challenges living in a heterosexist, cissexist, and ableist society. Participants had to constantly assess the safety and disclosure of their identities in the face of oppressive systems while claiming space and creating community that affirmed them. We conclude by highlighting the importance of taking an intersectional lens to highlight the many positive aspects of being autistic and TNG, which have been largely absent in research and clinical dialogues. We provide some suggestions for providing culturally responsive mental health and ways neurotypical and cisgender people can begin to challenge ableist and cissexist narratives in their clinical practice and research, alongside autistic-TNG people.

**Keywords:** transgender, nonbinary, autistic, neurodivergent, grounded theory

2. Autin, K. L., Herdt, M. E., Allan, B. A., Zhu, L., Abdullah, M., & Garcia, R. G. (2022, November). Decent work among women workers: An intersectional approach. *Journal of Counseling Psychology*, 69(6), 775–785. <https://doi.org/10.1037/cou0000634>

**Abstract:** The present study sought to apply an intersectional lens in predicting decent work (i.e., work that meets minimum standards for supporting worker dignity and livelihood). With a racially diverse sample of 302 women workers, we tested a moderated mediation model predicting decent work from economic constraints, experiences of sexism, experiences of racism, and the interaction of racism and sexism. Following psychology of working theory (PWT), we positioned work volition and career adaptability as mediators. Main effects were consistent with previous PWT theory and research, indicating that experiences of sexism and racism were important direct and indirect predictors of decent work. Interaction effects indicated that the interaction of sexism and racism predicted work volition and that the indirect effect of sexism on decent work was stronger at higher levels of racism. Results have implications for policymakers and practitioners seeking to support women across racial backgrounds in securing decent work.

**Keywords:** psychology of working theory, women’s career development, racial discrimination, gender discrimination, intersectionality

3. Zilcha-Mano, S., & Ben David-Sela, T. (2022, November). Is alliance therapeutic in itself? It depends. *Journal of Counseling Psychology*, 69(6), 786–793. <https://doi.org/10.1037/cou0000627>

**Abstract:** The alliance has been a leading player in the long-running debate on whether therapeutic change is driven by factors common across distinct treatments or by treatment-specific factors. The present study disentangled between-patients differences in alliance strength from within-patient changes to investigate whether two treatments with identical goals but based on different roles of alliance differ in the within-patient effect of alliance on outcome. Both treatments are aimed at improving the patients' interpersonal abilities, but in the supportive treatment (ST) the alliance is the main specific factor, whereas in the supportive–expressive treatment (SET) it is conceptualized as a common factor. One hundred patients were randomized to receive either ST or SET. Treatment outcome and alliance were assessed weekly. Treatment condition significantly moderated the effect of within-patient changes in the alliance (relative to its mean) on subsequent treatment outcome, so that any increases in state-like alliance predicted lower levels of subsequent depressive symptoms in ST than in SET.

4. Lu, Y., Kivlighan, D. M., Hill, C. E., & Gelso, C. J. (2022, November). Therapist initial attachment style, changes in attachment style during training, and client outcome in psychodynamic psychotherapy. *Journal of Counseling Psychology*, 69(6), 794–802. <https://doi.org/10.1037/cou0000557>

**Abstract:** This study extended the cross-sectional therapist attachment literature by examining longitudinal changes of therapist attachment avoidance and anxiety in relation to client treatment outcome. Data consisted of 942 Outcome Questionnaire-45 assessments (Lambert et al., 1996, 2004) of 213 clients working with 30 therapists from a university clinic that provided psychodynamically/interpersonally oriented individual therapy, and yearly therapist self-report of attachment styles using the Experience in Close Relationships Scale (Brennan et al., 1998) over 2–4 years of training at a university clinic. Using multilevel growth modeling, we found that initial attachment anxiety or avoidance alone were not associated with treatment outcomes. Instead, therapists with small increases in attachment avoidance, from a low avoidance baseline, were more effective in helping clients reduce psychological distress than their peers. Findings suggest that small increases in attachment avoidance may be a beneficial development for trainees, as it may reflect a process of learning emotional boundary regulation (Skovholt & Rønnestad, 2003) and taking on the observer aspect of the participant-observer role (Sullivan, 1953). Current findings challenged the assumption that higher therapist attachment avoidance and anxiety is always associated with worse client outcome and suggested the importance of continuous self-reflection to understand how one's own attachment change impacts their clinical practice.

5. Duffy, K. E. M., Simmonds-Buckley, M., Saxon, D., Delgadillo, J., & Barkham, M. (2022, November). Early response as a prognostic indicator in person-centered experiential therapy for depression. *Journal of Counseling Psychology*, 69(6), 803–811. <https://doi.org/10.1037/cou0000633>

**Abstract:** Currently, no reports exist on the phenomenon of early response in humanistic–experiential therapies. This study investigated the prognostic value of early response on posttreatment outcomes in person-centered experiential therapy (PCET) for depression within the English Improving Access to Psychological Therapies program. The design of the study was a retrospective observational cohort study. Routine clinical data were drawn from  $N = 3,321$  patients with depression symptoms. The primary outcome was reliable and clinically significant improvement (RCSI) on the Patient Health Questionnaire-9 (PHQ-9) self-report depression measure at the end of treatment. Early response was operationalized as reliable improvement, defined as a PHQ-9 change score  $\geq 6$  from baseline to Session 4. Early response was examined as a predictor of RCSI using logistic regression controlling for baseline depression severity. In sensitivity analyses, therapist effects were controlled using multilevel modeling. A total of 38.7% of patients met the criterion for early response. Patients who experienced an early response to treatment were six times more likely to recover at the end of treatment compared to patients who did not have an early response. The early response effect was still evident after accounting for individual variability between therapists. However, a quarter of patients displayed a pattern of eventual response, reaching recovery at end of treatment despite not experiencing an initial improvement early in therapy. Early response to PCET is a reliable predictor of treatment outcome. Different response patterns evidenced in this study indicate that identifying subgroups of patients associated with early and eventual response could support clinical decision-making.

6. Hillman, J. W., Lu, Y., Kivlighan, D. M., & Hill, C. E. (2022, November). The within-client alliance-outcome relationship: A response surface analysis. *Journal of Counseling Psychology*, 69(6), 812–822. <https://doi.org/10.1037/cou0000630>

**Abstract:** The authors examined how stability/change in working alliance predicted subsequent symptoms, and how stability/change in symptoms predicted subsequent alliance in a sample of 188 adult clients with 44 doctoral student therapists over the course of 893 eight-session time periods of individual psychodynamic psychotherapy. Clients completed the Working Alliance Inventory–Short Revised (WAI-SR; Hatcher & Gillaspay, 2006) after every session and the Outcome Questionnaire–45 (OQ; Lambert et al., 1996) before intake and every eighth session. The authors used multilevel polynomial regression and response surface analyses to examine within-client effects. The authors found that change in the alliance across an eight-session period did not have an immediate temporal effect on symptoms, but when alliance was stable and stronger compared to other periods, subsequent symptoms were lower. Similarly, change in symptoms across an eight-session period did not have an immediate temporal effect on alliance, but when symptoms were stable and lower compared to other periods, subsequent alliance was stronger. These results suggest that sustained improvements in the alliance contribute to subsequent symptom improvements, and vice versa. The authors conclude that it is important to work to improve and maintain improvements in the working alliance and symptoms. Limitations and future directions are discussed.

7. Finsrud, I., Nissen-Lie, H. A., Ulvenes, P., Melsom, L., Vrabel, K., & Wampold, B. (2022, November). Confidence in the therapist and confidence in the treatment predict symptomatic improvement week by week in therapy: A latent curve modeling approach. *Journal of Counseling Psychology*, 69(6), 823–834. <https://doi.org/10.1037/cou0000640>

**Abstract:** Previous research suggests that common relationship factors are composed of two overarching factors, “Confidence in the therapist” and “Confidence in the treatment.” The aim of this naturalistic process–outcome study was to investigate the reciprocal relationships between these two constructs and patients’ symptom level across treatment. The sample consisted of 587 patients who were admitted to an inpatient program and treated with psychotherapy for a range of mental health disorders, such as chronic depression, anxiety disorders, and eating disorders. Our data consisted of weekly measures of symptomatic distress (Patient Health Questionnaire) and the common relationship factors were measured weekly using a newly developed scale. Latent curve modeling with structured residuals was used to investigate the between- and within effects of week-to-week changes in the two components as predictors of subsequent symptom level. An increase in both relationship factors predicted a decrease in subsequent levels of symptoms at the within-patient level, and the other way around, but the two relationship factors did not systematically relate to one another at the within-patient level over the course of treatment. Our findings indicate that patients’ perceptions of the therapist as a person and their appraisal of the treatment, are important, different predictors of therapeutic change. Furthermore, they support prior research demonstrating a reciprocal relationship between common relationship factors and symptomatic distress and add to existing common factor theory by exploring the role of two central relationship dimensions and using a method which examines reciprocal relationships and within-patient effects simultaneously.

8. Rim, K. L., Hill, C. E., & Kivlighan, D. M. (2022, November). Changes in meaning in life, working alliance, and outcome in psychodynamic psychotherapy: What leads to what? *Journal of Counseling Psychology*, 69(6), 835–844. <https://doi.org/10.1037/cou0000636>

**Abstract:** We examined how meaning in life was associated with working alliance (WA) and outcomes, all from the client perspective. Random intercept lagged cross-panel analyses were used to analyze data from intake and after every eight sessions for the first 24 sessions of open-ended individual psychodynamic psychotherapy from 94 clients nested within 12 therapists. We found that, for all four time periods, working alliance in one 8-week time period predicted both Meaning in Life Measure–Experience (MILM-E) and Meaning in Life Measure–Reflectivity (MILM-R) in the subsequent time period, and MILM-R in one 8-week time period predicted client outcome in the subsequent time period. These findings suggest that having a strong working alliance is associated with clients developing more meaning in life, and reflectivity about meaning in life is associated with clients improving in psychotherapy. Implications for practice and research are discussed.

9. Kadur, J., Huber, D., Klug, G., Müller, S., Wendt, L., & Andreas, S. (2022, November). Passing patients' tests—But how? An analysis of therapists' helping skills in response to patient testing. *Journal of Counseling Psychology*, 69(6), 845–852. <https://doi.org/10.1037/cou0000631>

**Abstract:** According to control mastery theory, patients in psychotherapy try to master their problems by disconfirming their pathogenic beliefs. This can be done by testing the therapist. So far, there is hardly any evidence on what concrete interventions or statements of therapists are specifically helpful in passing those tests. In our study, we analyzed the verbal utterances of therapists in test situations to determine whether there is a difference in statements used for passing or failing tests. A total of 168 session transcripts of 21 patients were selected from a total of six therapists, two each in psychoanalytic therapy, psychodynamic therapy, and cognitive behavioral therapy. Test situations were identified, and therapist responses were coded using the helping skills system. There were significant differences in the therapists' reactions to test situations. In particular, closed questions, approval, interpretation, and reflection of the patients' feelings by therapists were associated with a high probability of passing tests. These findings can especially support therapists-in-training to obtain an orientation on how to deal with their patients' test situations that may be perceived as challenging and are important for therapy success while respecting the individuality of their patients.

## JOURNAL OF EDUCATIONAL RESEARCH

1. Orhan, A. (2022). Critical thinking dispositions and decision making as predictors of high school students' perceived problem solving skills. *Journal of Educational Research*, 115(4), 235–245. <https://doi.org/10.1080/00220671.2022.2113498>

**Abstract:** In this non-experimental quantitative study, it was aimed to investigate if high school students' critical thinking (CT) dispositions, decision making (DM) styles, and perceived problem solving (PS) skills differ by gender and their CT dispositions and DM styles are significant predictors of perceived PS skills. The study was carried out with 170 high school students and the data were collected with UF/EMI Critical Thinking Disposition Instrument, Problem Solving Skills Perception Scale, and Adolescent Decision Making Questionnaire. It was found out that gender did not significantly affect students' CT dispositions, perceived PS skills, and DM styles except for decisional self-esteem. Also, CT dispositions (engagement, maturity, and innovativeness) and DM styles (decisional self-esteem, vigilance, panic, cop out, and complacency) were significant predictors of the students' perceived PS skills. While CT dispositions explained 51% of the total variance on students' perceived PS skills, DM styles explained 48% of the total variance.

**Keywords:** Problem solving skills, critical thinking dispositions, decision making, high school students, multiple regression analysis

2. Önal, H., & Altiner, E. C. (2022). The effect of the use of concept cartoons on students' success in mathematics (time measurement). *Journal of Educational Research*, 115(4), 246–257. <https://doi.org/10.1080/00220671.2022.2117127>

**Abstract:** The aim of this study is to determine the effect of the use of concept cartoons on the academic achievements of students in a mathematics course. The model of the research is based on a quasi-experimental design from quantitative research methods and supported by an interview from the qualitative methods. The purpose of qualitative data collected by interviewing teachers is to support quantitative data. For this reason, a triangulation mixed design was used in the research. A total of 67 (35 experimental-32 control) fourth graders constitute the participants of the study. The “time measurement success test” developed by the researchers was used as a data collection tool. In the four-week practice, the experimental group was taught with concept cartoons, and in the control group, lessons were taught taking into account the classic approach. According to the results, a significant difference was determined in terms of the academic achievement in the mathematics course between the experimental group in which concept cartoons were used and the control group in which the classic approach was used.

**Keyword:** Achievements, concept cartoon, elementary school students, mathematics, time

3. De Smedt, F., Landrieu, Y., De Wever, B., & Van Keer, H. (2022). Do cognitive processes and motives for argumentative writing converge in writer profiles? *Journal of Educational Research*, 115(4), 258–270. <https://doi.org/10.1080/00220671.2022.2122020>

**Abstract:** The aim of this study is twofold: (1) to distinguish writer profiles on the basis of students' cognitive processes and motives for argumentative writing and (2) to study differences in the distribution of students' background characteristics and in students' writing outcomes across writer profiles. Participants were students who are enrolled in the academic track of upper-secondary education (aged 16–18). The current study uses questionnaire data from two independent samples ( $n_{\text{sample 1}} = 386$  students;  $n_{\text{sample 2}} = 383$  students) and writing test data from sample 1. A hierarchical and  $k$ -means cluster analysis was conducted on both samples revealing two clusters: (1) process-oriented writers with a high autonomous writing motivation and (2) writers who reported overall lower levels of cognitive writing processes and who simultaneously were less autonomously motivated to write. Furthermore, we found statistically significant differences between the writer profiles in terms of gender distribution and the results also showed that profile 1 students felt significantly more self-efficacious in argumentation and in regulating their writing behavior compared to students in profile 2. The present study contributes to the limited amount of person-centered profiling studies in writing research, especially since no studies to date have investigated writer profiles by combining cognitive and motivational cluster variables.

**Keywords:** Argumentative writing, cognitive writing processes, writer profiles, writing motives, writing performance, self-efficacy for writing.

4. Eltanahy, M., & Mansour, N. (2022). Promoting UAE entrepreneurs using E-STEM model. *Journal of Educational Research*, 115(5), 273–284. <https://doi.org/10.1080/00220671.2022.2124218>

**Abstract:** Although students' STEM designs are widely admired by teachers, relatively little attention has been given to making use of these designs by incorporating a basic understanding of the market to create new values for communities. The E-STEM model was developed to promote entrepreneurial practices into STEM disciplines and prepare students for the market. Yet, little is explored regarding the teaching pedagogy of E-STEM model and its outcomes. A qualitative case study was conducted to explore E-STEM experiences of high school students and to further explore teachers' perceptions regarding the teaching approach of E-STEM model. A total of twelve teachers were trained to understand the concept of E-STEM, and five of them were selected purposefully to implement E-STEM model with 42 students. Through analyzing and interpreting students' projects and teachers' interview transcripts, this study concluded that the effective practices of E-STEM model require a development-oriented instruction to enhance students' outcomes over time.

**Keywords:** Competency-based approach, development-oriented course, E-STEM model, entrepreneurial learning, experiential learning, project-based problem solving, teaching approach

5. Kuang, X., Eysink, T. H., & De Jong, T. (2022). Effects of providing domain information on facilitating hypothesis generation in inquiry learning. *Journal of Educational Research*, 115(5), 285–297. <https://doi.org/10.1080/00220671.2022.2124219>

**Abstract:** This study investigated the effects of providing domain information in an early stage of an inquiry process, together with an aligned hypothesis scratchpad, on inquiry learning, and hypothesis generation in particular. Participants were provided with basic domain information that was adapted to their prior knowledge (experimental condition) or received no introduction to the domain (control condition) before writing their hypotheses. Sixty-nine secondary school students from two countries were randomly assigned to the experimental or the control condition. These two conditions were compared on hypothesis generation, the subsequent inquiry processes of data recording and drawing conclusions, and knowledge acquisition. Results indicate that the supported students could specify more testable relations in their hypotheses, and could write hypotheses with higher levels of informativeness about variables, conditions, and relations. No differences between conditions were found on data recording, drawing conclusions, and knowledge acquisition. Limitations and directions for future research are presented.

**Keywords:** Adaptive support, domain knowledge, hypothesis generation, inquiry learning

6. Aydın-Güç, F., Özmen, Z. M., & Guven, B. (2022). Difficulties scatter plots pose for 11th grade students. *Journal of Educational Research*, 115(5), 298–314. <https://doi.org/10.1080/00220671.2022.2128018>

**Abstract:** The purpose of this study is to identify and assess the difficulties experienced by the 11<sup>th</sup> grade students regarding generating, interpreting and comparing scatter plots. The study was carried out with 40 students-enrolled in 11<sup>th</sup> grade. The difficulties of students were identified through an achievement test on generating, interpreting, and comparing aspects. In the light of the test, the students identified as having difficulty were interviewed. It was found that the students experienced a range of difficulties related to generating, interpreting, and comparing aspects, and cannot be considered knowledgeable about scatter plots. Arguably, these difficulties can help explain the students' failures regarding scatter plots in the literature and provide a basis for the efforts to cope with these difficulties. In order to enhance the students' understanding of the concept, examples covering various aspects of the plots should be employed in instructional settings.

**Keywords:** Graphs, scatter, plots, students' understanding

7. Zhu, Y., & He, A. (2022). The effects of a collaborative argumentation intervention on Chinese students' socioscientific issues decision-making. *Journal of Educational Research*, 115(6), 317–332. <https://doi.org/10.1080/00220671.2022.2150996>

**Abstract:** This study investigates the effect of group collaborative argumentation on the quality of decision-making on waste incineration of socioscientific issues (SSI). To achieve this, fifty-nine high school students engaged with a lecture-style class that did not use any argumentation activities. They then completed an individual survey aimed at examining individual decision-making, as the pre-test. The participants then received a two-week pedagogical intervention of collaborative argumentation, after which they completed the same survey again, as the post-test. The results showed that, after the argumentation intervention, students made more statements that considered ethical issues and policies. In addition, students defended their positions with more in-depth analysis supported by sufficient and scientific evidence. These findings reveal that argumentation facilitates students' growth in interdisciplinary thinking and improves the quality of their decision-making on the SSI. Implication was group argumentation will be of great value to the more widespread implementation of the SSI curriculum.

**Keywords:** Argumentation teaching, decision-making competence, socioscientific issues (SSI), waste incineration

8. Morueta, R. T., Ceada-Garrido, Y., Barragán, A. J., Enrique, J., & Andújar, J. M. (2022). Factors explaining students' engagement and self-reported outcomes in a project-based learning case. *Journal of Educational Research*, 115(6), 333–348. <https://doi.org/10.1080/00220671.2022.2150997>

**Abstract:** Project-based learning (PBL) has been a methodology traditionally associated with student engagement and good results. However, not all experiences are sufficiently satisfactory. Comprehensive models that explain the success or failure of these experiences are still lacking. The objective of this study was to understand the mechanisms that explain student engagement and other satisfactory educational results of PBL. During two academic years, the Sustainable Urban Race (SUR) project was analyzed. In this project, students from secondary schools should design and build an electric vehicle using solar energy. In the present study, a multigroup analysis of structural equations was applied. The data showed a positive association of the challenging and support-enriched context with the students' engagement, being partially mediated by the satisfaction of the competence needs, peer relationships and group autonomy. The study provides a useful framework for practitioners and researchers of student engagement in PBL.

**Keywords:** Engagement, learning environment, learning outcomes, Motivation, school innovation

9. Bayat, M., Banihashem, S. K., & Noroozi, O. (2022). The effects of collaborative reasoning strategies on improving primary school students' argumentative decision-making skills. *Journal of Educational Research*, 1–10. <https://doi.org/10.1080/00220671.2022.2155602>

**Abstract:** This study investigates the effects of three Collaborative Reasoning (CR) strategies including pre-trained CR, scripted CR, and pre-trained + scripted (mixed) CR

on the argumentative decision-making skills of primary school students. Forty-six school students were requested to write a reflective essay on a social-moral issue, and after participating in a six-week story-based CR with three different conditions, they were asked to write their reflective essay. A follow-up test was conducted two weeks later. The results showed that students in the pre-trained CR condition performed better than students in the scripted CR condition with regard to acquiring and transferring decision-making skills. However, compared to students in the mixed CR condition, the performance of the students in the pre-trained condition was lower for acquiring and transferring decision-making skills. In terms of learning satisfaction, students with the mixed CR condition declared higher learning satisfaction compared to students in the other two conditions. We discuss these results and provide agenda for future research and practice.

**Keywords:** Argumentation, collaborative reasoning, decision-making skills, pre-training, primary education, scripted collaborative reasoning

## LINGUISTICS AND EDUCATION

1. Chen, P., & Ouyang, H. (2022). Support use in Chinese writers' English argumentative models: Status and linguistic subjectivity. *Linguistics and Education*, 71, 101060. <https://doi.org/10.1016/j.linged.2022.101060>

**Abstract:** The study investigates support use and its linguistic subjectivity in English argumentative models contributed by L1 Chinese and L1 English writers in the context of Chinese IELTS writing instruction from the perspective of writing as writer activity framed by Hunston's conceptualization of status. Through analysis in two datasets of 60 L2 and 60 L1 essays, the study has revealed seven statuses of support use including assessment, empathy interpretation, inference, cause-effect supposition, prediction, authoritative report, and fact. There is a contrast regarding linguistic subjectivity of support use in the two datasets. More subjective support statuses are found in the L2 essays, whereas objective support statuses are dominant in the L1 essays. Plausible factors including writing instruction and culture-specific communicative styles are discussed. The study has implications for L2 writing research and pedagogy.

**Keywords:** Study abroad, Identity, Ideological becoming, Turkish, Japanese, Scales

2. Erduyan, I., & Bozer, E. N. (2022). Ideological becoming through study abroad: Multilingual Japanese students in Turkey. *Linguistics and Education*, 71, 101062. <https://doi.org/10.1016/j.linged.2022.101062>

**Abstract:** Against the background of the current interest in identity in study abroad scholarship in applied linguistics, we focus in this paper on the case of non-Western students enrolled in study abroad programs based in non-Western countries. Drawing on face-to-face interviews with 25 multilingual Japanese undergraduates who studied in Turkey for a year and returned home 3–4 years ago as advanced speakers of Turkish, we problematize the Bakhtinian concept of *ideological becoming* that students experience as a result of their sojourn. More specifically, we investigate how *ideological becoming* is constructed across the three languages in the students' repertoires that are in play in their study abroad experiences: Japanese, Turkish, and English. Our findings demonstrate that ideological becoming in the case of study abroad students concerns multiple languages in which students take active roles drawing on various timescales of their sojourn experience.

**Keywords:** Study abroad, Identity, Ideological becoming, Turkish, Japanese, Scales

3. Cuda, J. (2022). Constructing identities of disability in narratives about high school. *Linguistics and Education*, 71, 101061. <https://doi.org/10.1016/j.linged.2022.101061>

**Abstract:** This article examines how autistic youth and youth with learning disabilities (LD) discursively position themselves within narratives telling of their high school experiences to construct identities of disability. Analysis of the narrative episodes of 12 participants revealed advocacy and associated traits of disability as two superordinate

themes reflective of recounted experiences of disability. A microanalysis examined narratives at three levels, in accordance with Bamberg's model of positioning. Participants position themselves within, and outside of their narratives to mark themselves as protagonists in relation to school professionals, index levels of agency in achieving goals in high school, and near or distance themselves from certain behaviors and characteristics associated with membership to their disability – all to construct identities related to disability. Describing how autistic youth and youth with LD construct identities related to disability advances understanding within research as to how these marginalized groups build their relationships to disability.

**Keywords:** Autism spectrum disorder, Learning disabilities, Identity, Narrative analysis, Positioning, Indexicality

4. Oldani, M., & Truan, N. (2022). Navigating the German school system when being perceived as a student ‘with migration background’: Students’ perspectives on linguistic racism. *Linguistics and Education*, 71, 101049. <https://doi.org/10.1016/j.linged.2022.101049>

**Abstract:** Standard language ideologies, as a construct characterizing presumably unmarked and stable ways of speaking or writing, pervade all aspects of social life, and schools make no exception. The classroom realities in Berlin, our field of investigation, remain fixed on idealized notions of (White) monolingual standard German. On the basis of eight interviews with multilingual women aged 16–23 who speak German and Turkish, we show how young women who are constructed as having a ‘migration background’ partially align with, but also challenge, teachers’ expectations regarding their use of German. Specifically, we show that because of their perceived ethnicity, the interviewees are viewed as ‘having an accent’ or ‘using non-standard German’ across contexts. Based on these findings, we argue for a renewed focus on *addressivity*. Following Flores and Rosa (2015), we propose that in order to value heteroglossic repertoires, a shift from the speakers to the addressees needs to take place.

**Keywords:** Standard language ideology, Interviews, Berlin schools, Heteroglossic repertoires, Migration, Multilingualism, Ethnicity, Race, Accent, Linguistic racism

5. Gonzalez-Dogan, S. (2022b). Linguistic Othering and “knowledge deserts”: Perspectives on Arabic use in linguistically diverse Islamic institutions. *Linguistics and Education*, 71, 101076. <https://doi.org/10.1016/j.linged.2022.101076>

**Abstract:** Linguistic capital is context-specific: the power of a language in one context changes in another. While English might be the language of highest linguistic capital in many settings in “Western” countries, that trend can shift when in a different linguistic context. This is the case for Islamic institutions in the “West” and how Arabic use is oftentimes perceived by non-Arabic speakers. This article examines views on Arabic use by attendees of three linguistically diverse Islamic institutional settings through the responses provided by 15 members of the Islamic community in one city in the U.S. Qualitative data was collected over a period of two years using semi-structured interviews. This work draws attention to three primary findings: 1) Arabic maintains

linguistic capital within Islamic institutional spaces, 2) “linguistic othering” (Jaspal and Coyle, 2010) occurs in Islamic institutional settings and can have a significant effect on the way that attendees view their relationship to the institution, and 3) education and teaching methods can contribute to linguistic marginalization in Islamic education spaces. The subsequent sense of isolation can lead to decreased institutional attendance and may have a significant negative impact on the identity of institutional attendees. The conclusion of this paper offers recommendations on how Arabic can be incorporated into Islamic spaces without it being a source of alienation through the method of translanguaging.

**Keywords:** Linguistic capital, Linguistic othering, Language teaching, Arabic, Equity in education, Islamic School, Islamic Institution, Translanguaging

6. Lindström, E. S., & Lubińska, D. (2022). Target-like and non-target-like conjunctive relations in L2 Swedish beginner writing. *Linguistics and Education*, 71, 101073. <https://doi.org/10.1016/j.linged.2022.101073>

**Abstract:** The purpose of this paper is to explore conjunctive relations in recounts written by adult L2 Swedish beginners with a wealth of language learning experience as well as advanced literacy. Conjunctive relations were analyzed based on the following analytical categories: additive, temporal, comparative, causal, generally subordinating ‘att’ (*that*), and non-target-like. The principal results show the dominating category to be the additive. More unexpected was the relatively high proportion of comparative conjunctive relations, often associated with more advanced L2 levels. Relative to previous studies, the number of non-target-like conjunctives was small. Our major conclusion is that temporal conjunctives are challenging to these learners, who show a tendency to activate their L2 English rather than their L1 when learning and using an additional language. Further, participants with advanced literacy in prior languages might be underestimated regarding their ability to use conjunctives in beginner writing in additional languages.

**Keywords:** Swedish as a second language, Conjunction, Second language writing, Crosslinguistic influence, Error analysis

7. Ghandchi, N. (2022). Beyond individual language brokering: Family literacy brokering. *Linguistics and Education*, 71, 101077. <https://doi.org/10.1016/j.linged.2022.101077>

**Abstract:** Drawing on ethnographic data from everyday practices within an Afghan-origin family in Denmark, the present study takes a language brokering perspective to investigate literacy—doing things with texts. It shows that literacy is social, multilingual, multimodal, and imbued with attitudes, norms, and values. Additionally whereas several previous research concentrate on one youth or child language broker, the study illustrates that language brokering involves multiple parties and develops multidirectional interactions, particularly when the family is relatively newly arrived. Furthermore, focusing on literacy events provides insights into how discussing language within interactional settings may advance processes of learning and participation in social

practices. Methodologically, the study applies a linguistic ethnographic approach and engages both emic and etic views to the family members' negotiations of social and linguistic practices, identities, and relations.

**Keywords:** Textually-mediated communication, Multilingualism. Family brokering literacy, Afghan families in migration, Linguistic ethnography

8. Flynn, E. (2022). Enacting relationships through dialogic storytelling. *Linguistics and Education*, 71, 101075. <https://doi.org/10.1016/j.linged.2022.101075>

**Abstract:** This study investigates the dialogic affordances of story circles, a small group storytelling activity, enacted in three lower socioeconomic status preschool classrooms. Results show that children employed a range of dialogic strategies from ideationally populating their stories with other children to negotiating participation and making evaluative appraisals of children's stories. Boys, in particular, engaged in a more pronounced co-constructive storytelling style as the children used stories to enact relationships through the discourse systems of ideation, negotiation, and appraisal. The children's storytelling reveals the importance of child-led, dialogic talk for supporting meaning making in early childhood education.

**Keywords:** Storytelling, Early childhood, Dialogic talk

9. Grammon, D. (2022). Es un mal castellano cuando decimos 'su': Language instruction, raciolinguistic ideologies and study abroad in Peru. *Linguistics and Education*, 71, 101078. <https://doi.org/10.1016/j.linged.2022.101078>

**Abstract:** This article explores how two Quechua language teachers negotiated and reproduced raciolinguistic ideologies in the classroom during a Spanish immersion study abroad program that focused on indigenous communities in Peru. Specifically, it examines the ways that they conveyed the sociolinguistic appropriateness of racialized "double-possessive" constructions from the local variety of Spanish to a cohort of U.S. undergraduate students in Cuzco. An analysis of ethnographic data reveals that both instructors drew learners' attention to these constructions, depicted them as signs of an incompetent Quechua-speaking identity, and affirmed the normative appropriateness of racially-unmarked sociolinguistic variants within the host society. These findings suggest that racialized language attitudes can underlie the ways that learners are taught appropriate target language practices during study abroad. This study illustrates how language instructors and study abroad programs can foster racialized ideologies of language that students may internalize as part of their development of sociolinguistic competence.

**Keywords:** Sociolinguistic competence, Raciolinguistic ideologies, Morphosyntactic variation, Study abroad, Spanish, Quechua

10. Grapin, S. E. (2022). "I relate everything in my life to music": How music pre-service teachers make sense of and envision using English language development standards. *Linguistics and Education*, 71, 101081. <https://doi.org/10.1016/j.linged.2022.101081>

**Abstract:** Content area teachers need specialized knowledge about language to teach a growing population of multilingual learners (MLs). This includes knowledge of English language development standards and how they can be applied to classroom instruction in each teacher's content area. Traditionally, the preparation of pre-service teachers (PSTs) for teaching MLs has revolved around core content areas (e.g., science, math). However, MLs' learning takes place across a range of settings in K-12 schools, including in non-core content areas (e.g., music, art). This study investigated how music PSTs made sense of language, as represented in the latest English language development standards in U.S. K-12 education, by making connections to music. It also investigated how PSTs envisioned using the standards in their future music classrooms with MLs. Findings highlight the need to adopt an asset-based view of non-core PSTs as bringing rich disciplinary knowledge and experiences to their preparation for teaching MLs.

**Keywords:** Pre-service teachers, Multilingual learners, English language development standards, Music education

11. Robertson, W. B., & Yazan, B. (2022). Navigating tensions and asserting agency in language teacher identity: A case study of a graduate teaching assistant. *Linguistics and Education*, 71, 101079. <https://doi.org/10.1016/j.linged.2022.101079>

**Abstract:** This paper reports on a qualitative case study of an often-overlooked language teacher: The graduate teaching assistant (GTA). The study relies on the theoretical premise that teachers' professional learning is a process of identity construction. During this process, teachers experience tensions as they are introduced to professional authoritative discourses (ADs) and negotiate internally persuasive discourses (IPDs). In the qualitative case study of Karina, a GTA at a US University (State University, henceforth), we address the research question: How did Karina navigate her identity tensions as a GTA in the German program at State University? Our findings detail the effect of authoritative discourses in the program, and a GTA's agency in developing her own IPD.

**Keywords:** Second language Instruction, Higher Education, Teacher Identity, Qualitative Research, Tensions, Case Study

12. Yüzlü, M. Y., & Dikilitaş, K. (2022). The impact of translanguaging-driven training on in-service EFL teachers: Complexity theory prism. *Linguistics and Education*, 71, 101080. <https://doi.org/10.1016/j.linged.2022.101080>

**Abstract:** Over the past two decades, embodiment has been seen as valuable in the field of language and literacy education. Drawing on a six-month long ethnographic case study conducted at an R1 university in the U.S., this paper examines how a range of embodied activities, as part of the shared *and* distinct material←→discursive itineraries (Barad, 2007; Scollon, 2008), were mediated into culturally and linguistically diverse students'

(pre-service teachers') doing and be(com)ing across time and place. Data analysis includes a mediated approach and theory-informed thematic analysis of classroom discourse and two individual interviews with the students. Findings point to the affordances of using embodied activities to (1) support students from diverse backgrounds in (un)making sense of theories and practices in connection to their lived experiences and identifications, and (2) create critical and dialogic spaces for students to engage with and contest dominant discourses in both school context and society at large.

**Keywords:** Translanguaging pedagogy, In-service teacher training, Teacher identity, EFL teachers, Complexity theory

13. Zhang, M. Y. (2022). Embodiment in action: Engaging with the doing and be(com)ing. *Linguistics and Education*, 71, 101082. <https://doi.org/10.1016/j.linged.2022.101082>

**Abstract:** Over the past two decades, embodiment has been seen as valuable in the field of language and literacy education. Drawing on a six-month long ethnographic case study conducted at an R1 university in the U.S., this paper examines how a range of embodied activities, as part of the shared *and* distinct material←→discursive itineraries (Barad, 2007; Scollon, 2008), were mediated into culturally and linguistically diverse students' (pre-service teachers') doing and be(com)ing across time and place. Data analysis includes a mediated approach and theory-informed thematic analysis of classroom discourse and two individual interviews with the students. Findings point to the affordances of using embodied activities to (1) support students from diverse backgrounds in (un)making sense of theories and practices in connection to their lived experiences and identifications, and (2) create critical and dialogic spaces for students to engage with and contest dominant discourses in both school context and society at large.

**Keywords:** Embodiment, Mediated discourse study, Multilingual-cultural education, Posthuman, Teacher education

14. Terasawa, T. (2022). What made primary English education in Japan different from the global trend? A policy process analysis. *Linguistics and Education*, 71, 101084. <https://doi.org/10.1016/j.linged.2022.101084>

**Abstract:** This paper aims to examine the policy process of implementing English education in primary schools in Japan, focusing on two reforms: (1) the introduction of a mandatory subject in 2011, emphasising cross-cultural experiences (rather than English skill development) and (2) the introduction of English as a formal subject in 2020. The paper investigates the underlying reasons for these policy changes through the two policy-process theories: windows-of-opportunity theory and historical institutionalism. Analysis of governmental documents revealed that (1) the 2011 reform can be considered a consequence of the path dependence effect accelerated by a peculiar reform in the 1990s, and (2) the 2020 reform can be attributed to a change in the political power balance within the government, originating from the late 1980s. These findings indicate that even some globally orientated policies like English education reform can be

determined by historical/political conditions that are largely characterised as domestic, rather than global.

**Keywords:** Japan, English language education policy, Policy document analysis

15. Gu, X., & Catalano, T. (2022). Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature. *Linguistics and Education*, 71, 101083. <https://doi.org/10.1016/j.linged.2022.101083>

**Abstract:** Because literature can serve as a mirror for children's self-reflection and a window into humanizing insights on immigrants and immigration, it can be a powerful educational tool to promote understanding of immigrant learner's experiences and needs. However, this has not always been the case. As such, informed by our theoretical framework of critical discourse studies (CDS) and raciolinguistics, this study explores the representations of immigrant children's experiences in children's literature. Employing multimodal critical discourse analysis, the authors analyze the visual and verbal representations of immigrant children (and the ideologies behind them) in 18 picture books with immigration themes. Findings reveal how the children are represented visually and/or verbally in ways that create understanding and empathy for the characters, but other times in more problematic ways. The authors conclude with suggestions for how to select (visual and verbal) curricula that avoids problematic ideologies of immigrant children and how to teach children to de-construct these ideologies when they encounter them.

**Keywords:** Immigration, Children's literature, Multimodal critical discourse analysis

## SOCIOLOGY OF EDUCATION

1. Goodrum, S., Slepicka, J., Woodward, W. R., & Kingston, B. (2022). Learning from Error in Violence Prevention: A School Shooting as an Organizational Accident. *Sociology of Education*, 003804072211204. <https://doi.org/10.1177/00380407221120431>

**Abstract:** This article argues that the organizational structure and culture of schools may impede the prevention of violence in America's schools, specifically threat assessment and management for students of concern. The data come from a qualitative case study of a school shooting where two students died; the data include deposition testimony from 12 school officials and more than 4,000 pages of school and law enforcement records. The findings illustrate the way the school's organizational structure and culture shaped and hindered violence prevention practices. The tightly coupled guidelines for threat assessment created an institutional myth of safety and a false sense of security for the school and district, and the loosely coupled structure of the organization led educators to modify guidelines and make decisions about the student's behavior problems and discipline without consulting others. The school's culture of autonomy for staff and fresh start mentality for students created unintentional secrets about the history of the student's difficulties, which gave educators little context for understanding the problem behaviors they observed and inhibited the threat assessment team's ability to adequately evaluate and monitor those behaviors. Recommendations for building organizational structures and cultures that support violence prevention in schools are discussed.

**Keywords:** school organization, school policy, violence in schools, at-risk students, tracking.

2. Denice, P. (2022). Spatial Mismatch and the Share of Black, Hispanic, and White Students Enrolled in Charter Schools. *Sociology of Education*, 003804072211089. <https://doi.org/10.1177/00380407221108976>

**Abstract:** How are patterns of segregation related to families' engagement in public-school choice policies across U.S. metropolitan areas? This article examines how segregation in urban public schools and the spatial mismatch between school-age children and relatively high-performing schools relate to the shares of Black, Hispanic, and White students enrolled in charter schools, one particular school choice mechanism. Drawing on Core-Based Statistical Area-level data, I find that charter-school enrollment among Black students is positively associated with spatial mismatch. As the degree of geographic imbalance between Black and, to a lesser extent, Hispanic school-age children and high-performing schools increases, so too does the share of Black and Hispanic students who enroll in charter schools. There is no such relationship for White students, whose enrollment in charter schools is higher when school segregation is relatively low—that is, when they would be more likely to attend neighborhood public schools with Black children.

**Keywords:** racial/ethnic, segregation, spatial mismatch, urban education, school choice.

3. K, O. (2022). Stereotype Promise: Racialized Teacher Appraisals of Asian American Academic Achievement. *Sociology of Education*, 003804072211197. <https://doi.org/10.1177/00380407221119746>

**Abstract:** Asian American students are frequently stereotyped to be hardworking and academically talented. To what extent are teacher appraisals of Asian students influenced by such racial stereotypes? This article investigates this question through a quantitative analysis of high school students from the Educational Longitudinal Study. I find that even when controlling for a wide range of student and family characteristics, including standardized test scores, and comparing students within the same school, high school teachers express more favorable appraisals of Asian students relative to academically comparable White students along three dimensions. First, teachers report more positive assessments of Asian students' attentiveness and performance in their classrooms. Second, they hold higher expectations for Asian students' future educational attainment, typically expecting a college degree or more. Third, they are more likely to recommend Asian students for Advanced Placement and honors courses, signaling one concrete action by which teachers may act as gatekeepers to further reify Asian students' academic success. Importantly, I find that math teachers remain more likely to engage in such behaviors net of their own subjective evaluations of student attitudes and behaviors, lending suggestive evidence to the claim that Asian youth benefit from racialized teacher expectations. The results more broadly suggest that differential teacher appraisals are a source of educational inequality across racial groups in the United States.

**Keywords:** teacher appraisals, racial stereotypes, Asian Americans, academic achievement, educational expectations, educational inequality.

4. Hossain, M. (2022). Diffusing “Destandardization” Reforms across Educational Systems in Low- and Middle-Income Countries: The Case of the World Bank, 1965 to 2020. *Sociology of Education*, 95(4), 320–339. <https://doi.org/10.1177/00380407221109209>

**Abstract:** The education sector in low- and middle-income countries (LMICs) has experienced a surge of neoliberal reforms over the past few decades, primarily led by the World Bank (WB). One of these reform agendas has been to “decrease standards” or “destandardize” educational responsibilities and policies by devolving educational systems to subnational and school levels. Diffused through different mechanisms, such as conditional aid and the “what works” mantra, we know little about the growth and nature of these reforms, but they may have significant socioeconomic consequences. This is the first study to investigate the destandardization reforms implemented by the WB in the educational systems of 99 historical and present LMICs. Results show that about 63 percent of WB project components in primary and secondary education have focused on destandardizing educational systems at subnational and school levels. Growth of these reforms at the subnational level slowed between the mid-1990s and the early 2000s but sharply increased at the school level since the late 1980s. I argue that the latter could be due to a global emphasis on school-based intervention, an urge for aid effectiveness, and a strategy to spread democratic values in micro-social units. I provide evidence of how

homogeneous strategies of supranational organizations diffuse heterogeneous educational systems of nation-states because of aid dependency.

**Keywords:** educational systems, destandardization reforms, policy diffusion, policy borrowing, international organizations, World Bank, LMICs.

## STUDEIES IN HISTORY

1. Yadav, M. (2022). Transforming the Female Body: Gender Dialectics in Early Buddhism. *Studies in History*, 38(2), 111–132. <https://doi.org/10.1177/02576430221124487>

**Abstract:** Scholars have long debated the woman question in Buddhism, in terms of the social spaces and gendered attitudes revealed by texts and traditions. In the opinion of some, Buddhism in its essence does not discriminate between male and female forms. It is the cultural baggage of the practitioners that has led to discriminatory behaviour based on the body. But others have questioned this understanding as being too simplistic and essentializing. The discourse around gender has multiple layers and contexts corresponding to developments (both philosophical and sectarian) within Buddhism. This article attempts to look at the evolution of this discourse from Early Buddhism to the early stages of *Mahāyāna* Buddhism and, subsequently, within *Mahāyāna* Buddhism. To do so, this article utilizes *Mahāratnakūṭa Sūtras*, and *Prajñāpāramitā Sūtras*, juxtaposing them to analyse the evolution of the gender discourse in the philosophical world as well as in the narrative world. This study reveals that while *Mahāyāna* Buddhism philosophically stands upon the concept of *Śūnyatā*, that is, emptiness, which extends to include the illusory nature of the human body, the narrative literature carries reservations about the female body. *Mahāratnakūṭa Sūtra* employs a narrative device of ‘sex transformation’ as part of the show of the enlightened state of the female practitioner. Despite the claims made by all these practitioners about the emptiness of the body, all these stories end with female practitioners acquiring a male body and immediately receiving their Buddhahood. This study reveals a more complex picture of conversations and interactions between Early Buddhism and *Mahāyāna* Buddhism.

2. Mazumder, R. K. (2022). Muslim Minority Against Islamic Nation: The Shias of British India and the Demand for Pakistan, 1940–45. *Studies in History*, 38(2), 133–161. <https://doi.org/10.1177/02576430221120312>

**Abstract:** This article analyses the relationship between British colonialism and Islamic sectarianism, and its consequent impact on the Shias, the largest Muslim minority in British India. In the critical decade leading up to independence and partition in 1947, politics in British India were dominated by the Muslim League’s demand for Pakistan. However, leading Shia organizations were opposed to the League’s idea of an Islamic nation and supported India’s independence without partition. Instead, they demanded that the British recognize the Shia as a Muslim minority, and thereby confer statutory protections from Sunni domination. The British government arbitrarily and unjustly ignored Shia entreaties for constitutional protections. Imperial realpolitik required the colonial state to acknowledge the Muslim League as the sole political representative of all Muslims, thus, rendering Pakistan a *fait accompli*. The intersection of the colonial government’s political calculations with the League’s political ambitions compelled both to discard the Shias. This study of the complex issue of minorities and their uncertain position in the nation promised for all Muslims has relevance for current debates on the nation and nationalism, on minorities and their rights, on sectarianism and majoritarianism, and on the politics of identity.

3. Chakravarty, P. (2022). Remembering a Date in the History of the Indian Subcontinent. *Studies in History*, 025764302211203. <https://doi.org/10.1177/02576430221120314>

**Abstract:** In light of the seventy-fifth year of India's independence from colonial rule and the Indian government's announcement that 14 August will be commemorated as 'Partition Horrors Remembrance Day', this article connects the histories of the three nations in the Indian subcontinent: India, Pakistan and Bangladesh. Using inputs from archives and oral testimonies, this article will revisit the important date of 15 August 1947, to preserve the multiple meanings of the day as portrayed in official and public memories.

## SRELS JOURNAL OF INFORMATION MANAGEMENT

1. Roy, B. K., & Mukhopadhyay, P. (2023). Digital Access Brokers: Clustering and comparison (part II – from summarization to Citation Map). *SRELS Journal of Information Management*, 337–351. <https://doi.org/10.17821/srels/2022/v59i6/170786>

**Abstract:** Strategic plans have the ability to encourage increased awareness of customer value for developing strategy and implementation. Strategic plans focus on vision of future growth as well as establishing priorities necessary when faced with scarce resources. However, many public university libraries in Kenya do not implement their strategic plans effectively due to several challenges posed by internal as well as external factors. The purpose of the study was to assess the effectiveness of strategic plans implementation in Kenyan public university libraries with a view to propose interventions that can be used to improve the implementation of strategic plans in these libraries. The study adopted mixed methods research approach and concurrent triangulation design employing descriptive survey within a pragmatic philosophical paradigm. Quantitative data was collected by use of questionnaires while qualitative data was by use of interview schedule. The population of study was 277 respondents from selected five public universities. Yamane’s formula was used to get a sample of 134 respondents. Stratified sampling was used to sample library staff while purposive sampling was used to select Deputy Vice Chancellors, and Finance Officers. Quantitative data was analysed statistically and findings presented in tables, charts and graphs while qualitative data was grouped into themes and analysed using content analysis. Findings established that all the participating libraries in the study were implementing strategic plans although that was hampered by various challenges which lack of adequate and skilled staff; that public university libraries are allocated budgets that is not sufficient to support the implementation of their strategic plans. The study recommends that management consider allocating adequate budget and also recruitment of sufficient and qualified staff for efficient implementation of strategic plans. The study provides insights to decision makers on the mechanisms to employ for effective implementation of strategic plans.

**Keywords:** Effectiveness, Implementation, Public University Libraries, Strategic Plan

2. Roy, N. B. K., & Mukhopadhyay, N. P. (2022). Digital Access Brokers: Clustering and Comparison (Part I – Locator Services). *SRELS Journal of Information Management*, 273–284. <https://doi.org/10.17821/srels/2022/v59i5/168622>

**Abstract:** Scholarly resources published on different platforms are not often searchable and accessible to potential scholars. Google, like other search engines, does not always retrieve free articles on a consistent basis. As a result, there is a gap between the availability and discoverability of scholarly resources. Digital Access Brokers are ground-breaking developments in this context that assemble, discover, and link to open access copies of paid articles or paywalled papers legally uploaded by authors or author-posted manuscripts, with permission from publishers. Browser extensions have emerged as an alternative retrieval assistant to help scholars locate and provide free full-text access

to such content available on different publisher sites, databases, open-access journals, or institutional repositories. Unlike other search engines, these extensions provide additional value-added services (such as recommending related resources, citation information, status, type of open access license, level of access and availability of copies by indicating different colours, integration with citation management tools, article metrics) along with the paper to reduce the information overload of the readers. The objective of this paper is to provide an idea about different browser extensions such as Kopernio, Open Access Button, Unpaywall, and along with their key features that might help them in selecting the best tool for their research work.

**Keywords:** Browser Extension, Digital Access Broker, Open Access, Open Access Button, Scholarly Communication, Unpaywall

3. Chacha, N. J. M., Amunga, N. H., & Ongus, N. R. (2022c). Access to and use of Tobacco Production Health Hazard Information Sources by Tobacco Farmers in Kuria West Sub – County, Migori County, Kenya. *SRELS Journal of Information Management*, 285–294. <https://doi.org/10.17821/srels/2022/v59i5/168594>

**Abstract:** Tobacco production poses serious dangers to tobacco farmers especially in developing countries. Previous studies have shown that tobacco production activities continue to expose tobacco farmers to health risk. This study examines sources of health hazard information that tobacco farmers in Kuria West Sub- County of Migori County, Kenya access and use in an effort to protect themselves. The data was collected from a sample size of 100 tobacco farmers and 41 key informants. A representative sample was chosen from the four selected wards of Kuria West Sub-County. Software Packages for Social Sciences (SPSS) was used to analyse data. A major finding was that majority of tobacco farmers used various sources of information whose adequacy about potential risks associated with the crop farming remained a challenge. The paper concludes that, the sources of information that tobacco farmers relied on are unreliable and not trustworthy. The study recommends the establishment of Non- partisan organisations to train and disseminate relevant information on health hazards to tobacco farmers.

**Keywords:** Access, Health Hazards Information, Kenya, Kuria West, Tobacco Farmers, Use.

4. Agalya, N. A., Singson, N. M., Thiagarajan, N. S., & Gogoi, N. T. (2022). Investigating the Relationship between Emotional Intelligence, Library Anxiety and Academic Performance of Post Graduate Students. *SRELS Journal of Information Management*, 295–306. <https://doi.org/10.17821/srels/2022/v59i5/170654>

**Abstract:** The study was conducted to assess the relationship between Library Anxiety (LA), Emotional Intelligence (EI), and academic achievement of post-graduate students of Pondicherry University. T-tests revealed female students are emotionally intelligent than male students. Analysis of variances showed that students studying in any medium of education i.e. English, Hindi or Mother Tongue, tend to be library anxious while getting exposed to the library for the first time. Tests reveal that utilizing the library

services rarely i.e., once in a month, is one of the major reasons for library anxiety being persistent in post-graduate students. There exists a positive relationship between emotional intelligence and library anxiety ( $r(140) = .178, p = .035$ ), which paved way for further regression analysis. Further analysis disclosed that a unit of increase in EI will lead to 0.229 units increase in LA. So in order to know the factors contributing to this unanticipated increase, MANOVA analysis was done for factors. The results seems to be positive on the factors Perception of emotion and managing own emotion on library anxiety. This study distinct its work from published literatures by having contradicting results. The results show the real emotions of students who are emotionally intelligent, still hesitate to use library due to the fear of library i.e. library anxiety. This paper suggests the importance of Information literacy programs, and awareness programs for the students to be emotionally intelligent and anxiety-free.

**Keywords:** Academic Achievements, Emotional Intelligence, Library Anxiety, Pondicherry University, Post-graduate Students

5. Sunil, M. V., & Srilakshminarayana, N. G. (2022). Information Literacy among High School Students: A Study about Cyber Literacy for the use of Online Resources. *SRELS Journal of Information Management*, 307–317. <https://doi.org/10.17821/srels/2022/v59i5/170701>

**Abstract:** Post-COVID situations have opened many opportunities and challenges in the education world. The challenges are the accumulation of the pre-COVID and the COVID technology requirements to have a proper environment for the students. The recently released National Crime Records Bureau (NCRB) of India cautioned the information and library professionals about the need for information literacy programs regarding the use of Online Resources. In response, this study was attempted among students of select high schools in Mysore city to understand the literacy level regarding cyber security and its implication. The data analysis suggests the urgent need for an information literacy program for teachers and librarians.

**Keywords:** Cyber Crime – Juvenile, High School Students, Information Literacy Program, Cyber Security, Use of Mobile for Education, Use of Online Resources

6. Jeevan, N. V. K. J., & Trivedi, N. K. (2022b). An Estimation of the Cost of Providing Books for further Reading in Libraries of Distance Education. *SRELS Journal of Information Management*, 319–328. <https://doi.org/10.17821/srels/2022/v59i5/166954>

**Abstract:** The Self Learning Materials (SLMs) of distance education attempt to provide learners with a learning environment containing textbooks and lecture notes. Apart from this, counselling sessions, media enabled solutions such as audio/ video channels and teleconferencing sessions are provided to learners. A small library of essential books for further reading mentioned in the SLMs are also maintained at the study centres to offer library facilities comparable to campus based education. An accurate and efficient cost

estimation and optimisation methodology is very important in library development as it would assist the management to estimate the costs involved. Cost analysis is perhaps not given the required consideration by libraries largely due to the fact that they are state-funded, and difficulties attached to assess the use made out of money spent. This study has been carried out to find out the optimum cost of supply of books prescribed for further reading in the SLMs of Master of Library and Information Science (MLIS) programme of the national Open University, IGNOU to the libraries of its Regional Centres and of its Study Centres hosting the programme.

**Keywords:** Cost Estimation, Further Reading Books, Master of Library and Information Science (MLIS), Prescribed Books, Optimisation, Optimum Cost, Reading List

7. Pradhan, N. D. K., & Maharana, N. B. (2022). Knowledge Organization Approach in Online Public Access Catalogues (OPAC) for Search and Navigation. *SRELS Journal of Information Management*, 329–335. <https://doi.org/10.17821/srels/2022/v59i5/169161>

**Abstract:** Effective organization, discovery, and retrieval of resources have always been essential functions for any library. Libraries have implemented various new information systems along with traditional library systems such as federated search, web scale discovery, next-generation catalogue, etc. Faceted navigation, known as faceted search, faceted browsing, or guided navigation, has been applied in many e-commerce sites and dominates features in the interaction paradigm. Faceted approach to knowledge organization in searching and navigation features in the online catalogue supports users in finding the information needed in the most effective and efficient manner. This paper discusses faceted searching and navigation application in library Online Public Access Catalogues (OPAC).

**Keywords:** Faceted Navigation, Faceted Search, Knowledge Organization, Online Public Access Catalogues (OPAC) Information Retrieval

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