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Title Index

ACTION IN TEACHER EDUCATION

1. Maddamsetti, J. (2022). Using Body Maps to Understand Elementary Teacher Candidates' Embodied Understanding of Care Related to Intersectional Marginalization during the COVID-19 Pandemic. *Action in Teacher Education*, 45(1), 3–21. <https://doi.org/10.1080/01626620.2022.2143935>

Abstract: Teacher educators need to thoroughly understand of teacher candidates' (TCs) experiences during the COVID-19 pandemic, in order to support TCs' development and practice of care in the post-pandemic era. Here, I examine how TCs identified body discourses, and examine how those TCs understood and enacted critically oriented caring practices during the pandemic in online asynchronous courses in the Southeastern U.S. I used body mapping as a pedagogical tool for TCs to identify, critically reflect on, and respond to body discourses that emerged during the COVID-19 pandemic in their process of understanding and enacting caring practices. I find that TCs conceptualized their care toward students, families, and colleagues in three overlapping yet distinct ways: (a) care as a motherly presence; (b) care as relational work; and (c) care as the promotion of critical consciousness. This study contributes to current teacher education scholarship by showing that a deeper understanding of TC's embodied experiences is critical for supporting TCs' understanding and practice of care. In addition, this work highlights how body mapping activities can be used in practice, in order to scaffold teachers' critically oriented care work.

Keywords: Care theories and practices; embodied perspectives on critical care; body mapping; teacher education; the COVID-19 pandemic crisis

2. Riddle, M. A., & King, E. T. (2022). Teacher Candidates' Communication and Collaboration with Family and Community During COVID-19. *Action in Teacher Education*, 45(1), 22–36. <https://doi.org/10.1080/01626620.2022.2157905>

Abstract: After schools were closed in AY 2019–2020 due to the COVID-19 pandemic, teachers were expected to continue two-way communication and collaboration with their students' families without much guidance. In this study, we focus on how five teacher candidates navigated and continued their efforts of communication and collaboration with students' families and the larger community during the pandemic. Through storytelling during interviews, the five teacher candidates provided valuable insight that focused on communication during the pandemic. Findings indicated that these teacher candidates struggled with establishing professional boundaries with students' families, wrestled with the unforeseeable challenges of “being” in the homes of their students' families, and experienced a disconnect from the community. Implications of this study suggest that lessons learned during COVID-19 could transform how teacher candidates and Educator Preparation Programs (EPPs) practice future two-way communication and collaboration with students' families.

Keywords: COVID-19; family communication and collaboration; teacher candidates; remote teaching

- Jennings, A. S. (2022). Uncovering Preservice Teachers' Conceptions of Achievement and Accountability: Evidence from a Framed Field Experiment. *Action in Teacher Education*, 45(1), 37–51. <https://doi.org/10.1080/01626620.2022.2057372>

Abstract: Contemporary research on preservice teachers' data use opportunities, coursework, and interventions typically focuses on preservice teachers' perceptions about data use comfort, confidence, and preparedness. Despite the contribution of such research to understanding the efficacy of approaches to teacher preparation, understanding preservice teachers' underlying conceptions about data and data use is critical to responsive teacher preparation. However, these conceptions are elusive as preservice teachers do not routinely engage in authentic data use practices. In the present study, I develop a novel methodological approach for uncovering preservice teachers' conceptions about data. Then, I use this framework to investigate how achievement classifications and accountability pressure manifest in preservice teachers' instructional decision-making. Findings suggest preservice teachers have a general propensity for differentially allocating instructional resources to their lowest achieving students and respond to accountability pressure by shifting these resources toward students approaching proficiency criterion and those closest to achievement thresholds. Findings have implications for how teacher preparation programs may leverage preservice teachers' conceptions as a foundation for the development of data literacy, iterative instructional improvement, professional inquiry, and accountable leadership.

Keywords: Preservice teacher education; achievement; accountability; data literacy

- Rutten, L., & Wolkenhauer, R. (2023). What's the Point? A Case Study Characterizing Teacher Candidates' Purposes for Practitioner Inquiry. *Action in Teacher Education*, 45(1), 52–67. <https://doi.org/10.1080/01626620.2022.2157906>

Abstract: Teacher education programs worldwide have adopted the goal of promoting an inquiry stance among teacher candidates. Such programs commonly ground teacher candidates' clinical practice in practitioner inquiry – a cyclical, systematic, and intentional process supported by inquiry communities. While democratic and justice-oriented purposes are theoretically central to the inquiry stance construct, little empirical evidence exists to illustrate how teacher candidates understand their own purposes for inquiring. This article describes the purposes espoused by six teacher candidates as they conducted practitioner inquiry in a clinically rich teacher education program. The teacher candidates exhibited five overlapping purposes for inquiring: process completion purpose, learning purpose, instrumental/efficiency purpose, social change purpose, and responsive purpose. Teacher candidates seldom connected their inquiries to any broader vision of a just, democratic society. While additional research is needed, this study's findings suggest that understanding how teacher candidates understand inquiry's purposes could assist teacher educators in developing teacher candidates' inquiry stances.

Keywords: action research; clinical practice; practitioner inquiry; preservice teacher education; teacher research

5. Hipkiss, A. M., & Windsor, S. (2022). Surfing Semantic Waves: Using Semantic Profiling to Focus on Knowledge in Practicum Lessons. *Action in Teacher Education*, 45(1), 68–85. <https://doi.org/10.1080/01626620.2022.2158389>

Abstract: In Sweden, although all teacher education programs require the completion of the practicum, little focus has been placed on consistent evaluation of how content knowledge is included and built during practicum lessons, or how lesson planning and teaching are aligned. This article presents a novel method for teacher educators, mentors, and student teachers to engage in knowledge focused post-lesson conversations as well as for supervisors to understand student teachers' lesson planning and subsequent teaching in the practicum period. This research utilized semantic profiling as a method to provide a knowledge-focus for learning during the practicum period. Semantic profiling provides a visualization of how student teachers' lesson plans and delivered lessons allow for cumulative knowledge-building. The plotting and analysis of 54 semantic profiles, based on lesson plans and in-situ observations, suggest that the more knowledge-driven lesson plans also provided better opportunities for school students to engage in cumulative knowledge-building during delivered lessons. The semantic profiling tool made visible how planned content knowledge was delivered in class to both teacher educator observers and student teachers and stimulated rich practice-focused conversations, suggesting the method to be used across teacher education departments for a shared approach to practicum discussions and evaluations.

Keywords: Knowledge-building; lesson planning; practicum; semantic profiling; student teachers; observation

AMERICAN JOURNAL OF PHYSICS

1. Pera, J., & Boronat, J. (2023). Low-energy scattering parameters: A theoretical derivation of the effective range and scattering length for arbitrary angular momentum. *American Journal of Physics*, 91(2), 90–101. <https://doi.org/10.1119/5.0079744>

Abstract: The most important parameters in the study of low-energy scattering are the s -wave and p -wave scattering lengths and the s -wave effective range. We solve the scattering problem and find two useful formulas for the scattering length and the effective range for any angular momentum, as long as the Wigner threshold law holds. Using that formalism, we obtain a set of useful formulas for the angular-momentum scattering parameters of four different model potentials: hard-sphere, soft-sphere, spherical well, and well-barrier potentials. The behavior of the scattering parameters close to Feshbach resonances is also analyzed. Our derivations can be useful as hands-on activities for learning scattering theory.

2. Michalik, A. M., & Marsiglio, F. (2023). A wave packet approach to resonant scattering. *American Journal of Physics*, 91(2), 102–109. <https://doi.org/10.1119/5.0106701>

Abstract: Resonant transmission occurs when constructive interference results in the complete passage of an incoming wave through an array of barriers. In this paper, we explore such a scenario with one-dimensional models. We adopt wave packets with finite width to illustrate the deterioration of resonance with decreasing wave packet width and suggest an approximate wave function for the transmitted and reflected components, derived from aspects of both the wave packet and plane wave approaches. A comparison with exact numerical calculations shows excellent agreement and provides insight into the scattering process

3. Marrocco, M. (2023). “A call to action”: Schrödinger’s representation of quantum mechanics via Hamilton’s principle. *American Journal of Physics*, 91(2), 110–115. <https://doi.org/10.1119/5.0083015>

Abstract: A few years ago, one of the former Editors of this journal launched “a call to action” (E. F. Taylor, *Am. J. Phys.* **71**, 423–425 (2003)) for a revision of teaching methods in physics in order to emphasize the importance of the principle of least action. In response, we suggest the use of Hamilton's principle of stationary action to introduce the Schrödinger equation. When considering the geometric interpretation of the Hamilton–Jacobi theory, the real part of the action S defines the phase of the wave function $\exp(iS/\hbar)$, and requiring the Hamilton–Jacobi wave function to obey wave-front propagation (i.e., $\text{Re}(S)$ is a constant of the motion) yields the Schrödinger equation.

4. Gadre, D. V., Sharma, H., Gadre, S. D., & Srivastava, S. (2023). Science on a stick: An experimental and demonstration platform for learning several physical principles. *American Journal of Physics*, 91(2), 116–121. <https://doi.org/10.1119/5.0080881>

Abstract: We share the design for a simple apparatus that, when paired with an Arduino processor and a computer, can be used in a wide range of laboratory measurements: observing linear kinematics, confirming Faraday's and Lenz's laws, measuring magnetic moments, and observing the effects of eddy currents. The setup is simple, inexpensive, easy to replicate, and can even be fabricated and used by students working at home.

5. Padgett, C. W., Baird, W. H., Coile, J. S., Johnson, W. M., Groneck, E. N., & Rose, R. A. (2023b). Thermal infrared astronomy for the introductory laboratory. *American Journal of Physics*, 91(2), 122–131. <https://doi.org/10.1119/5.0081072>

Abstract: We show that infrared telescopes can be constructed at low cost using consumer-grade thermal infrared imagers and commercially available germanium lenses. Using these telescopes in the laboratory, introductory astronomy students can image nearby celestial objects to observe properties that are not seen in the visible region, in particular, variations in temperature across the surface.

6. Melody, T. M., Patel, K. H., Nguyen, P. K., & Smallwood, C. L. (2023). Low-cost quadrature optical interferometer. *American Journal of Physics*, 91(2), 132–141. <https://doi.org/10.1119/5.0110405>

Abstract: We report on the construction and characterization of a low-cost Mach–Zehnder optical interferometer in which quadrature signal detection is achieved by means of polarization control. The device incorporates a generic green laser pointer, home-built photodetectors, 3D-printed optical mounts, a circular polarizer extracted from a pair of 3D movie glasses, and a PYTHON-enabled microcontroller for analog-to-digital data acquisition. Components fit inside of a 12"×6"12"×6" space and can be assembled on a budget of less than US\$500. The device has the potential to make quadrature interferometry accessible and affordable for instructors, students, and enthusiasts alike.

7. Nilson, A., & Wick, K. (2023). Picometer measurements of strain coefficients by quadrature interferometry and lock-in amplification. *American Journal of Physics*, 91(2), 142–152. <https://doi.org/10.1119/5.0102091>

Abstract: Modulated strain displacements were measured with a quadrature Michelson–Morley interferometer employing polarization optics and two lock-in amplifiers to filter noise and thermal drift. The advantages of the technique, its limitations, and estimates on the accuracy are discussed, including an algorithm to correct for non-ideal components and non-linear effects. Instructions for the construction and setup of the quadrature interferometer are provided. To test the interferometer, the dynamic converse piezoelectric effect was used, and by modulating the electric field across the sample, the $\|d_{14}\|$ strain coefficient for x-cut quartz was determined to be 0.66 ± 0.04 pC/N/ 0.66 ± 0.04 pC/N, which is within 1.5 standard deviations of the accepted standard. The measurements had a standard deviation of 4.1 pm, resulting in standard errors as low as 5 fm/V after fitting.

8. Caruso, F., Oguri, V., & Silveira, F. M. (2023). Still learning about space dimensionality: From the description of hydrogen atom by a generalized wave equation for dimensions $D \geq 3$. *American Journal of Physics*, *91*(2), 153–158. <https://doi.org/10.1119/5.0058930>

Abstract: A hydrogen atom is supposed to be described by a generalization of the Schrödinger equation, in which the Hamiltonian depends on an iterated Laplacian and a Coulomb-like potential $r^{-\beta}$. Starting from previously obtained solutions for this equation using the $1/N1$ expansion method, it is shown that new light can be shed on the problem of understanding the dimensionality of the world as proposed by Paul Ehrenfest. A surprising new result is obtained. Indeed, for the first time, we can understand that not only the sign of the energy but also the value of the ground state energy of hydrogen atoms is related to the threefold nature of space.

CAMBRIDGE JOURNAL OF EDUCATION

1. Lam, C. M. (2022). A Philosophy for Children Approach to Professional Development of Teachers. *Cambridge Journal of Education*, 53(1), 1–17. <https://doi.org/10.1080/0305764x.2022.2056143>

Abstract: Dialogic teaching has been demonstrated to be conducive to the development of important competencies and skills such as creativity, communication skills and critical thinking skills. Yet, the literature confirms that teacher–student interactions in the classroom are predominantly monologic rather than dialogic across subjects, grades and countries. This article reports the results of a study that evaluates the effectiveness of a Philosophy for Children (P4C) programme in facilitating the development of dialogic and inquiry teaching in teachers in Hong Kong. In the study, training and support were provided for teachers to enable them to teach P4C to their students during Integrated Humanities and English lessons. P4C was found to help enhance the teachers’ effectiveness in the classroom in terms of their ability to engage in dialogic and inquiry teaching. The findings of this study suggest that P4C plays a significant role in promoting the professional development of teachers.

Keywords: Philosophy for Children; teachers’ professional development; dialogic and inquiry teaching; teachers’ attitude; Hong Kong

2. Mitchell, P. (2022). Measuring ethnic school segregation within local educational markets in England. *Cambridge Journal of Education*, 53(1), 19–42. <https://doi.org/10.1080/0305764x.2022.2061914>

Abstract: Despite the increasing ethnic diversity of England’s school-age population, academic literature on ethnic school segregation remains small, dated and hindered by methodological challenges. This study seeks to address these issues by measuring ethnic school segregation between 2006–2019 using two methodological innovations. Firstly, it is the first national study in England to adopt a multi-group segregation index to measure segregation between five major groups in a single concise metric. Secondly, it uses a clustering algorithm to group local schools into ‘pseudo-neighbourhoods’, which allows for segregation to be measured within local educational markets. The article shows that between 2006 and 2019 the median level of ethnic school segregation within English pseudo-neighbourhoods fell by 25%, which suggests students from different ethnic groups have become more evenly spread across local schools. Additionally, areas in the North of England were typically found to have higher levels of segregation than those in the South.

Keywords: Ethnic school segregation; segregation index; local educational markets; ethnic diversity; ethnic contacts; social justice

3. Seyri, H., & Nazari, M. (2022). From practicum to the second year of teaching: examining novice teacher identity reconstruction. *Cambridge Journal of Education*, 53(1), 43–62. <https://doi.org/10.1080/0305764x.2022.2069227>

Abstract: This study explored the co-constitutive influence of past experiences, present engagement in practice, and future self-images on the identity reconstruction of three novice language teachers. Drawing on practicum journals and narratives over a three-year period, the study explores the process of teacher identity reconstruction from the teacher education programme to the second year of teaching. The findings show how critical studentship experiences guided the teachers' career identity as prospective teachers and how this identity turned into a site of dissonance between practicum experiences and the identity constructed in practice. In particular, context functioned as a main source of teachers' resisted identities, emotional conflicts and turnover intentions. Moreover, the findings highlight the significance of creating a nexus between teacher education programmes and actual teaching practices. We provide implications and pedagogical alternatives for establishing such a nexus to facilitate student teachers' transition to the teaching practice and reduce the associated tensions.

Keywords: Teacher identity reconstruction; novice teachers; practicum; future selves

4. Lyngfelt, A., Sporre, K., Lifmark, D., Lilja, A., Osbeck, C., & Franck, O. (2022). Bridging 'as is' and 'as if' by reading fiction in ethics education. *Cambridge Journal of Education*, 53(1), 63–77. <https://doi.org/10.1080/0305764x.2022.2075323>

Abstract: The overarching aim is to explore what teachers perceive as the opportunities provided by using literature in ethics education in compulsory school. When being interviewed, in what ways do the teachers express views on the potential of fiction to encourage students to accept certain human conditions as imaginable, or to create motivation for ethical change, by means of the capacity of fiction to evoke feelings? Also, in what ways do the teachers interviewed consider fiction to be useful for evoking thoughts about how something could have turned out, in situations that are morally complex? What makes compassion grow within human beings are linked in this article to the concepts *as is* and *as if* in play research (cf). Analytical tools are developed and used to explain how, and why, the use of literature is suitable for work with ethics in compulsory school.

Keywords: Children's literature; youth literature; ethics education; play research; compulsory school; teachers' beliefs

5. Aggleton, J. (2022). Pictures and picturing: mental imagery whilst reading illustrated novels. *Cambridge Journal of Education*, 53(1), 79–95. <https://doi.org/10.1080/0305764x.2022.2081669>

Abstract: The medium of illustrated novels has been neglected by educational research, and the limited current research on the influence of illustrations on a reader's mental images is largely negative in tone. However, by adopting a participatory multiple case study methodology, this research provides a new understanding of the nature of mental picturing when reading illustrated novels. In exploring the responses of five 9–10-year-old participants to three illustrated novels, this study demonstrates that the interactions

between illustrations and mental pictures are more complex than previously theorised. In addition, far from having a negative impact upon mental picturing, the potential of illustrations to interact with mental pictures should be embraced by practitioners as an opportunity for growth, enjoyment, and increased criticality and creativity.

Keywords: Illustrated novels; mental picturing; visualising; participatory research; reading

6. Halligan, C., & Baines, E. (2022). How do teachers engage students in the lowest attaining English sets in high achieving schools? A mixed methods, multiple case study. *Cambridge Journal of Education*, 53(1), 97–116. <https://doi.org/10.1080/0305764x.2022.2083076>

Abstract: Grouping students at secondary school based on attainment is a prevalent practice in English schools. Despite this, research has suggested that those placed in low attaining groups are disadvantaged by their placement. This study aimed to provide an account of student engagement, teacher interactions and pedagogical approaches employed by English teachers. A mixed method, multiple case study design was used to report on classroom practices and student engagement in three low attaining Year 10 English classes in two secondary schools. Information was gathered using semi-structured interviews with teachers and students and lesson observations. Findings suggest that teachers of these classes promoted engagement by developing positive student–teacher relationships through praise that encouraged learning, minimising negative reprimands and adapting teaching to respond to their students’ needs. The authors suggest that strategic use of these practices allows teachers to develop positive relationships with students, providing the foundation for engagement in lessons.

Keywords: Low attaining; attainment grouping; ability grouping; tracking; teaching practices; teacher-student relationships

7. Forbes, C., & Kerr, K. (2022). Endogenous assets-mapping: a new approach to conceptualizing assets in order to understand young people’s capabilities and how these relate to their desired educational outcomes in disadvantaged neighbourhoods. *Cambridge Journal of Education*, 53(1), 117–133. <https://doi.org/10.1080/0305764x.2022.2083077>

Abstract: Asset-based approaches to public service reform suggest a need for policymakers to shift attention from ‘fixing’ the perceived deficits of disadvantaged neighbourhoods, to recognising and building on the resources, or assets, they hold. However, these approaches have also been critiqued for interpreting assets so broadly that they effectively become meaningless, or so narrowly that they perpetuate deficit views. To counter these tendencies, a new conceptually and methodologically robust endogenous assets-mapping approach is proposed. This has been designed to enable nuanced insights into the assets young people living in disadvantaged neighbourhoods may draw upon to pursue positive educational and wider life outcomes. The approach’s utility is illustrated through the case of Ayesha, a 14-year-old student with a difficult

relationship with school. The paper concludes that an endogenous assets-mapping approach can help to generate more positive narratives for vulnerable learners living in disadvantaged neighbourhoods than schooling may typically enable.

Keywords: Assets; capabilities; disadvantaged neighbourhoods; educational inequalities; vulnerable learners

CONTEMPORARY EDUCATIONAL PSYCHOLOGY

1. Burns, E. C., Lowe, K., Leonard, A. B., & Tsiamis, J. (2022). Australian Aboriginal and Torres Strait Islander students' motivation to continue in senior science: An expectancy value theory and intersectional identity approach. *Contemporary Educational Psychology*, 72, 102125. <https://doi.org/10.1016/j.cedpsych.2022.102125>

Abstract: Researchers have noted a persistent decline in Australian students' participation in senior science in secondary school (Year 12). Aboriginal and Torres Strait Islander (Indigenous) students are significantly less likely to continue with science, in part because western science and the present science curriculum have ignored and delegitimized Indigenous knowledges and cultures as "unempirical." Moreover, Indigenous students who sit at multiple marginalized science identities (i.e., girls, low socio-economic background) may be less likely to continue with science. Drawing on expectancy value theory and considering intersectional identity, this study examined the extent to which Indigenous students' science self-efficacy, intrinsic value, and utility value predicted their Y12 science enrolment and science subject selection, and if these associations were moderated by gender or socio-economic status. Multi-class logistic regression and multi-group path analysis were conducted with $n = 334$ Indigenous students and $n = 2,801$ non-Indigenous students. Utility value predicted Y12 participation and self-efficacy predicted science subject selection for Indigenous students. Socio-economic status was a significant moderator. Findings suggest that particular attention should be paid to these factors to better support Indigenous students in science.

Keywords: Indigenous students, Aboriginal students, Expectancy value theory, Intersectional identity, Science, Adolescents, Quantitative methods

2. Zhang, H., Miller-Cotto, D., & Jordan, N. C. (2022). Estimating the co-development of executive functions and math achievement throughout the elementary grades using a cross-lagged panel model with fixed effects. *Contemporary Educational Psychology*, 72, 102126. <https://doi.org/10.1016/j.cedpsych.2022.102126>

Abstract: Executive functioning (EF) is associated with children's math skill development, both concurrently and longitudinally. However, it is not known how components of EF might be related to mathematics skills and vice versa over the course of elementary school. The present study addresses this issue by investigating relations between math achievement and two key components of EF -- working memory (WM) and cognitive flexibility (CF) -- from kindergarten to 5th grade, using the large-scale nationally representative dataset ($N = 18,174$) from the Early Childhood Longitudinal Study-Kindergarten (ECLS-K: 2011). Results from cross-lagged panel models with fixed effects support a transactional theoretical model, demonstrating a long-term reciprocal relationship between WM and math achievement from kindergarten to 5th grade and between CF and math achievement from 2nd grade to 5th grade. However, we found that reciprocal relations decrease as children grow older, suggesting that their math achievement relies less on EF and more on prior math knowledge over time.

Keywords: Cross-lagged panel models with fixed effects, Executive functions, Mathematics, Longitudinal models

3. Daumiller, M., & Dresel, M. (2022). Temporal dynamics between faculty goals, burnout/engagement, and performance in teaching and research: A latent change score approach. *Contemporary Educational Psychology*, 72, 102124. <https://doi.org/10.1016/j.cedpsych.2022.102124>

Abstract: Motivation plays a central role in faculty members' professional lives—with achievement goals having been found to have important links with their burnout/engagement and performance. However, the few studies investigating these links were cross-sectional and considered only one of the two equally important work domains of faculty members. In the present research, we analyze the temporal relationships between achievement goals and burnout/engagement as well as performance and investigate domain specificity of goal pursuit by considering goals for teaching and for research. We conducted a longitudinal study (4 measurement points across two years) including 681 German faculty members. Multivariate Latent Change Score modeling attested that in both domains, mastery-approach goals were positively related to subsequent development of performance, while performance was also positively related to subsequent development of mastery goals, creating a double positive loop. Performance goals and work-avoidance goals were differentially associated with performance in both domains, indicating that the effects of goals can be bound to different contextual features. For overall burnout/engagement, our results implied that primarily research goals mattered for its development (with performance-avoidance and work-avoidance goals being risk factors), while high burnout levels were associated with subsequent reduction of adaptive mastery-approach goals in both domains. This highlights the relevance of achievement goals for burnout/engagement and performance of faculty and illuminates their complex temporal dynamics that can also meaningfully inform achievement goal research in other contexts.

Keywords: Faculty, Goal, Motivation, Stress, Achievement

4. Lazarides, R., Watt, H. M., & Richardson, P. W. (2022). Does school context moderate longitudinal relations between teacher-reported self-efficacy and value for student engagement and teacher-student relationships from early until midcareer? *Contemporary Educational Psychology*, 72, 102136. <https://doi.org/10.1016/j.cedpsych.2022.102136>

Abstract: Teachers' self-efficacy and value represent two central components of their motivation. However, there is a scarcity of knowledge regarding the relevance of value for teaching quality and student outcomes, as well as the extent to which interrelations depend on contextual resources and demands. Engaging students in their learning is an essential aspect of teachers' work which should promote warm and positive relationships between them and their students. Not only teachers' self-efficacy for student engagement, but also the value they attach to being able to engage students, should be important for teacher-student relationship quality. Using longitudinal structural equation models, we analyzed relations between self-efficacy and value for student engagement, reported

teacher-student relationships, and the potential moderating roles of perceived excessive work demands and the resource of school belonging. Data from 395 Australian teachers in primary and secondary schools encompassed 3 timepoints from the end of teacher education, during teachers' early career (average 3 years teaching), and midcareer (average 10 years teaching). Informed by social cognitive, expectancy-value and job demands-resources theories, key findings revealed that teachers' reported relationships with their students at midcareer were predicted only at low levels of perceived excessive demands, by early career self-efficacy and early career value in interaction with self-efficacy. At midcareer, value associated with teacher-reported relationships with students only at low levels of excessive demands, and school belonging. Conversely, perceived teacher-student relationship in early career predicted teachers' value for student engagement at midcareer. Implications for theory, teacher education and teachers' professional practice are discussed.

Keywords: Teacher self-efficacy, Teacher value, Longitudinal, Teacher-student relationships, Work demands, School belonging

5. Camacho, A., Alves, R. A., Silva, M. P. B., Ferreira, P., Correia, N., & Daniel, J. R. (2022). The impact of combining SRSD instruction with a brief growth mindset intervention on sixth graders' writing motivation and performance. *Contemporary Educational Psychology*, 72, 102127. <https://doi.org/10.1016/j.cedpsych.2022.102127>

Abstract: Self-Regulated Strategy Development (SRSD) is an evidence-based instructional approach combining background knowledge, writing, and self-regulation strategies to improve students' writing motivation and performance. While the positive impact of SRSD on writing performance variables is well-established, mixed findings were found for motivational variables, namely self-efficacy. In addition, the impact of SRSD on motivational constructs other than self-efficacy—such as implicit theories—has received considerably less attention. In this study, we examined the impact of an SRSD instructional program about opinion text writing on two extensively studied writing performance variables (i.e., text quality and text length) and on two motivational variables (i.e., self-efficacy and implicit theories). Moreover, we tested whether adding a brief growth mindset intervention to SRSD instruction would result in gains in writing motivation and performance. To this end, we enrolled 191 sixth graders, from 11 classes, and their Portuguese language teachers to participate in a six-week intervention study. Using a quasi-experimental design, the classes were assigned to one of three conditions: (a) an active control condition (three classes); (b) an SRSD group (four classes); (c) an SRSD plus growth mindset intervention group (henceforth, SRSD + GM; four classes). Our results showed that both the SRSD and the SRSD + GM generally did not significantly differ from the active control group in self-efficacy and implicit theories of writing at posttest. The only exception was self-efficacy for ideation. Of note, the SRSD and the SRSD + GM groups outperformed the active control group in terms of text quality and text length. Our findings did not reveal an added value of a brief growth mindset intervention for SRSD instruction. Overall, our study showed that a six-week SRSD instructional program was effective in improving students' self-efficacy for ideation and writing performance. However, the brief nature of both SRSD and mindset

interventions may have precluded a broader positive impact on motivational beliefs, such as self-efficacy for conventions, self-efficacy for self-regulation, and implicit theories.

Keywords: Self-Regulated Strategy Development, Growth mindset intervention, Self-efficacy, Implicit theories, Writing performance

6. Won, S., & Lee, Y. J. (2022). Adolescent students' grit: Do parents' grit and educational expectations matter? *Contemporary Educational Psychology*, 72, 102137. <https://doi.org/10.1016/j.cedpsych.2022.102137>

Abstract: Despite the widespread enthusiasm towards grit, little attention has been paid to how stable grit remains over time and what contextual factors can predict longitudinal changes in grit. The present study investigated adolescent students' grit and its change over one year. We employed nationally representative longitudinal data from a sample of Korean adolescent students ($N = 2,590$) and their parents ($N = 2,590$). Specifically, we evaluated the temporal stability of student grit, parent grit and educational expectations as determinants of student grit, and the relative importance of student grit in predicting academic achievement compared to academic self-concept. Results of autoregressive cross-lagged modeling revealed that grit was fairly stable over one year. In addition, parents' grit and educational expectations for students' educational attainment emerged as significant predictors of longitudinal changes in students' grit. Finally, when students' academic self-concept was controlled, students' grit was not predictive of their academic achievement. Implications and areas of future research are presented and discussed.

Keywords: Adolescents' grit, Academic self-concept, Parents' grit, Parents' educational expectations, Motivation

7. Kim, Y., Gaspard, H., Fleischmann, M., Nagengast, B., & Trautwein, U. (2022). What Happens With Comparison Processes When “the Other” is Very Similar? Academic Self-Concept Formation in Twins. *Contemporary Educational Psychology*, 72, 102138. <https://doi.org/10.1016/j.cedpsych.2022.102138>

Abstract: According to the internal/external frame of reference (I/E) model (Marsh, 1986), individuals' academic self-concept is strongly influenced by comparing their achievement in one domain with their achievement in other domains and with the achievement of others. Research has typically found contrast effects such that high-achieving others have a negative effect on students' academic self-concept. Yet, what happens if the “other” is somebody very similar to oneself as in the case of monozygotic twins? We postulate and examine the *mirror effect*, which means that rather than serving as a contrast, the effect of the co-twin's achievement parallels the effect of a monozygotic twin's own achievement on academic self-concept. We used data from two school-aged cohorts (11- and 17-year-olds) from a representative sample ($N = 4,202$) of monozygotic and dizygotic twins in Germany. We regressed twins' math and German self-concepts on their own and their co-twins' mathematics and German achievement. Internal and external comparison effects as postulated in the I/E model were replicated for both monozygotic and dizygotic twins across both age groups. In line with our hypothesis, the

mirror effect was found in monozygotic twins only: Co-twins' achievement and twins' own achievement showed a parallel pattern of positive effects on academic self-concept within each domain and negative effects on academic self-concept between domains, duplicating the I/E pattern. The mirror effect tended to be more pronounced for older monozygotic twins. We argue that the mirror effect is likely caused by high interpersonal similarity and constitutes a rare exception to the broad generalizability of contrast effects as assumed in the I/E model.

Keywords: Academic self-concept, Social comparison, I/E model, Mirror effect, Twin, Age-difference

8. Marsh, H. W., Craven, R., Yeung, A. S., Mooney, J., Franklin, A. E., Dillon, A., Barclay, L., vanWestenbrugge, A., Vasconcellos, D., See, S., Roy, D., Kadir, M. S., & Durmush, G. (2022). Self-concept a game changer for academic success for high-achieving Australian Indigenous and non-Indigenous students: Reciprocal effects between self-concept and achievement. *Contemporary Educational Psychology*, 72, 102135. <https://doi.org/10.1016/j.cedpsych.2022.102135>

Abstract: Indigenous Australians are highly disadvantaged educationally and on all socioeconomic indicators, but graduating from university largely closes this gap. However, despite clear examples of Indigenous success, little research has focused on the drivers of success of high-achieving Indigenous students to emulate their success. Thus, the explicit purpose of our study is to identify psychological drivers of Indigenous academic success for high-achieving students and compare these to those of high-achieving non-Indigenous students. To accomplish this purpose, we test the reciprocal effects model (REM) of self-concept and achievement for high-achieving Indigenous students ($N=493$) and matched non-Indigenous students ($N=586$) in primary and secondary schools. Academic achievement and self-concept were reciprocally related over three annual time waves, supporting the REM for high-achieving Indigenous and non-Indigenous students. Furthermore, results were invariant over two within-person facets (time and content-domain—math vs. English) and two between-person facets (Indigenous vs. non-Indigenous, and primary vs. secondary students). The results have important policy/practice implications for the drivers of success for high-achieving Indigenous students, education of high-achieving students more generally, and self-concept theory and research.

Keywords: Indigenous Australian students, Academic self-concept, Academic achievement, Reciprocal effects model, High-ability students

9. Guzmán, B., Rodríguez, C., & Ferreira, R. A. (2023). Effect of parents' mathematics anxiety and home numeracy activities on young children's math performance-anxiety relationship. *Contemporary Educational Psychology*, 72, 102140. <https://doi.org/10.1016/j.cedpsych.2022.102140>

Abstract: A negative correlation between mathematics performance and mathematics anxiety (MA) has been identified in students of varying ages. However, little is known as

to whether this correlation diminishes when environmental factors are incorporated as moderator variables.

Specifically, the effect of home numeracy activities (HNA) and parental MA on students' performance-MA relationship has received little attention. Furthermore, there have been no studies that consider HNA frequency as reported by the children themselves. A sample of 311 Chilean second graders and their parents participated in the present study. We examined whether HNA frequency moderates the performance-MA relationship and whether this moderation is in turn moderated by parent MA. Results showed that the frequency of HNA strengthened or diminished the negative correlation between performance and MA as a function of parent MA. In the case of parents with low MA, regardless of HNA frequency, child mathematics performance was negatively associated with child MA. However, in the case of math-anxious parents that interacted frequently with their children, there was no association between child MA and math achievement. More broadly, the present study suggests that mathematics-related family dynamics and parents' emotions are key to understanding the relationship between performance and MA in early development.

Keywords: Mathematics anxiety, Math performance, Parents, Home numeracy activities

10. Daumiller, M., Janke, S., Rinas, R., Hein, J., Dickhäuser, O., & Dresel, M. (2022).

Different time and context = Different goals and emotions? Temporal variability and context specificity of achievement goals for teaching and associations with discrete emotions. *Contemporary Educational Psychology*, 72, 102139. <https://doi.org/10.1016/j.cedpsych.2022.102139>

Abstract: Prior research has demonstrated that achievement goals for teaching matter for student learning and teacher experiences. While previous studies have primarily focused on how goals differ between individuals, educational theorists and practitioners have proposed that investigating variation within individuals may be more suitable for explaining their daily experiences. To investigate the magnitude of within-person variation in goals, we distinguished between temporal variability and context specificity and tested their relevance for differences in emotional experiences when teaching. One-hundred-and-eight higher education teachers participated with 213 courses and 949 consecutive course sessions across an average of five weeks. Before each session, they reported their current achievement goals, and directly afterwards, the emotions they experienced throughout the respective session. We used multilevel analyses to investigate sources of variation in these constructs. Results indicated that between half and two thirds of the variability in goal pursuit could be attributed to a stable-general fraction (between-level: different teachers), and that goal pursuit also had substantial amounts of variable-general (different semester weeks of the teachers), stable-specific (different courses of the teachers), and variable-specific (remaining session variance) fractions. Variability in emotions could also be attributed to these four fractions to a substantial extent, with the stable-general fraction being lower than for the goals. Further, emotions were systematically related to achievement goals, with different effects being observable for the different levels. Taken together, these findings contribute to a better understanding of

how to conceptualize and assess achievement goals for teaching and how they are intertwined with emotions.

Keywords: Achievement goals, Temporal variability, Domain specificity, University teaching, Emotions

11. Ness-Maddox, H., Carlson, S. J., Dahl, A. R., Kennedy, P. C., Davison, M., Seipel, B., & Clinton, V. (2022). Emotional factors of causal coherence in text comprehension. *Contemporary Educational Psychology*, 72, 102141. <https://doi.org/10.1016/j.cedpsych.2022.102141>

Abstract: The current study tested the effects of positive and negative emotion at the beginning and end of texts, as well as the consistency in valence throughout a text on readers' response choice to items on a multiple-choice reading comprehension assessment. Multinomial logistic regressions were performed on 1,161 college participants' assessment responses to test whether emotion in narrative and informational text items significantly predicted which distractor response options readers chose in comparison to the correct response option. Overall, consistent emotion throughout text and positive and negative emotion at the beginning and end of text were significant predictors of readers' response choices. The results are discussed in terms of emotion being an indicator of readers' causal processing. Specifically, findings provide a better understanding of how emotional features in narrative and informational texts may influence how readers develop causal coherence and comprehension during reading. This understanding could also help inform the development of instructional tools that encourage readers to focus on aspects of text (i.e., emotion) which could, in turn, help improve comprehension for readers who struggle.

Keywords: Emotion, Reading comprehension, Causal coherence, Causal processing

12. He, S., Guo, X., Bi, T., Zhang, T., & Luo, L. (2022). Developmental trajectories of children's educational expectations in China: Contributions of academic achievement and maternal expectations. *Contemporary Educational Psychology*, 72, 102144. <https://doi.org/10.1016/j.cedpsych.2022.102144>

Abstract: This longitudinal study examined the overall and heterogeneous developmental trajectories of children's educational expectations and the effects of children's previous academic achievements and maternal educational expectations on these trajectories. The educational expectations of 3868 Chinese children (1839 girls; $M_{age} = 9.42 \pm 0.52$) were investigated six times from the 4th to 6th grades. Children's previous academic achievement and maternal educational expectations were also collected during the first wave. The results showed that Chinese children's educational expectations generally increased in middle childhood and could be categorized into four classes: high stable-increasing, low stable-increasing, low quickly-increasing, and high quickly-decreasing. Furthermore, maternal educational expectations have the greatest influence on the initial level of children's educational expectations, whereas previous academic achievement has the greatest impact on the increasing rate of

children's expectations. In addition, both factors contribute to classifying children into a high-stable increasing class in comparison to the other three classes. The findings indicate that Chinese children increase their educational expectations in middle childhood and continually adapt their expectations mainly based on their previous achievements. These findings could advance our understanding of the development of children's educational expectations in the middle childhood period and provide educational practitioners with prospective factors to increase children's educational expectations.

Keywords: Educational expectation, Middle childhood, Academic achievement, Developmental trajectory

13. Mack, E., Gnas, J., Vock, M., & Preckel, F. (2022). The Domain-Specificity of Elementary School Teachers' Judgment Accuracy. *Contemporary Educational Psychology*, 72, 102142. <https://doi.org/10.1016/j.cedpsych.2022.102142>

Abstract: Teachers' diagnostic competence for accurately judging students' achievement is essential for instructional practice and professional decisions. To promote their judgment accuracy, it is important to know if this is a general or domain-specific skill. We investigated teachers' judgment accuracy in German language (one subdomain: reading) and mathematics (two subdomains: geometry; stochastics) and examined differences across domains (i.e., German and mathematics) and across subdomains (reading; geometry; stochastics). We examined the judgment accuracy of 59 German elementary school teachers who teach both German and mathematics, judging the achievement of 1227 students in the three subdomains. We conducted multilevel analyses with a subsample of 39 teachers and 787 students and calculated different accuracy components (i.e., rank, level, and differentiation) to examine the comparability of our results. In line with prior research, findings revealed that teachers' judgments were fairly accurate. However, there were significant differences between teachers' average judgment accuracy in different subdomains (between-person comparisons) and no or only a weak relation between individual teachers' judgment accuracy in different subdomains (within-person comparisons). Findings support the notion that teachers' judgment accuracy of student achievement is domain-specific with respect to the investigated subdomains. Practical implications for the promotion of teacher judgment accuracy are discussed.

Keywords: Teacher judgment accuracy, Diagnostic competencies, Domain-specificity, Elementary school, Student achievement

14. Finn, B., Miele, D. B., & Wigfield, A. (2022). The impact of remembered success experiences on expectancies, values, and perceived costs. *Contemporary Educational Psychology*, 72, 102143. <https://doi.org/10.1016/j.cedpsych.2022.102143>

Abstract: The "remembered success effect" (Finn, 2010) refers to the finding that challenging academic tasks that start or end with extra opportunities for success are often preferred to challenging tasks that do not include these opportunities. Research on the remembered success effect has identified some memory processes that are thought to give

rise to the effect. To date there has been no research on how experiences of remembered success relate to motivational constructs that may be associated with the effect. Accordingly, we examined how challenging math experiences designed to induce remembered success impacted individuals' expectancies for success, positive task value and perceived costs, and how these motivational constructs related to two future task choices; expectancy-value theory posits that expectancies and task values are the most direct motivational predictors of choice. In two studies, participants completed two challenging math tasks under two conditions: a short task of all difficult problems and a longer, "extended" task that had the same number of difficult problems plus a set of moderately difficult problems. Results demonstrated that expectancies and subjective task value were higher, and perceived costs lower in the "extended" condition than in the short condition. In both experiments, the between-task difference scores (i.e., extended task minus short task) for positive task values, expectancies, and perceived costs were significantly correlated with both task choices. Notably, the positive task value difference score uniquely predicted at least one of the two choices in both experiments. Costs and expectancies were less consistent unique predictors of choice: the between-task difference in perceived costs predicted one choice in Experiment 1, but neither choice in Experiment 2, and the difference in expectancies only predicted the choices in Experiment 2.

Keywords: Remembered success, Expectancy value theory, Math motivation

15. Martin, A. J., Ginns, P., Nagy, R., Collie, R. J., & Bostwick, K. C. P. (2023). Load reduction instruction in mathematics and English classrooms: A multilevel study of student and teacher reports. *Contemporary Educational Psychology*, 72, 102147. <https://doi.org/10.1016/j.cedpsych.2023.102147>

Abstract: Load reduction instruction (LRI) is a practical instructional framework aimed at managing the cognitive demands experienced by students as they learn. LRI comprises five key instructional principles: (1) difficulty reduction during initial learning, as appropriate to students' prior learning, (2) support and scaffolding, (3) structured practice, (4) feedback-feedforward, and (5) guided independent application. The present investigation explored student- and teacher-reports of LRI in both mathematics and English. The Load Reduction Instruction Scale – Short was administered to 1773 students and their teachers in 93 mathematics classrooms and 94 English classrooms. Multilevel (Level 1 student; Level 2 classroom) confirmatory factor analysis (MCFA) supported a Level 1 student LRI factor and a Level 2 class-average LRI factor in each of mathematics and English. However, two LRI factors emerged for teachers in each of mathematics and English: one factor related to Principle 1 (difficulty reduction) and one factor related to Principles 2–5 (scaffolding to autonomy). Follow-up multilevel structural equation modeling (MSEM) revealed that teachers adjusted their application of LRI Principle 1 (but not Principles 2–5) as a function of class-average prior learning (lower prior learning was associated with greater application of Principle 1). MCFA also showed that correlations between student- and teacher-reported LRI were low. Follow-up MSEM revealed that student- and teacher-reports of LRI uniquely predicted students' effort and achievement—suggesting that students and teachers provide distinct insights into

instruction (hence the low correlation between them) and highlighting the important role of both informants in capturing a comprehensive perspective on instruction in the classroom.

Keywords: Load reduction instruction, Load reduction instruction scale, Engagement, Achievement, Effort, Cognitive load theory

16. Muenks, K., Miller, J., Schuetze, B. A., & Whittaker, T. A. (2023). Is cost separate from or part of subjective task value? An empirical examination of expectancy-value versus expectancy-value-cost perspectives. *Contemporary Educational Psychology*, 72, 102149. <https://doi.org/10.1016/j.cedpsych.2023.102149>

Abstract: Situated expectancy-value theorists propose that students' domain-specific expectancies and subjective task values are critical predictors of their achievement and academic choices in those domains. The theory also posits that subjective task values are multidimensional and can be separated into four subcomponents: intrinsic value, attainment value, utility value, and perceived cost. Recently, there have been debates regarding whether perceived cost should be conceptualized and operationalized as part of subjective task value (i.e., the classic *expectancy-value* perspective), or as a separate construct from subjective task value (i.e., the *expectancy-value-cost* perspective). In the present study, we explore different structural associations among expectancies, values, and costs using a hierarchical structural equation modeling approach in a high-stakes undergraduate biochemistry course. We use two different measures of perceived cost: one that measured cost as a unidimensional construct and one that measured cost as a multidimensional construct. We also report on data collected both before and after the COVID-19 lockdowns in the United States. Overall, our results suggested that models that supported the *expectancy-value* perspective and models that supported the *expectancy-value-cost* perspective both fit the data reasonably well. However, in line with situated expectancy-value theory, we discuss how aspects of the educational context (a high-stakes undergraduate context), the historical context (COVID-19), and measurement of cost (unidimensional vs. multidimensional) may have impacted our findings. Implications for SEVT and future research in this area are discussed.

Keywords: Expectancy value theory, Cost, Value, STEM, Motivation

17. Part, R., Perera, H. N., Mefferd, K. C., & Miller, C. J. (2022). Decomposing trait and state variability in general and specific subjective task value beliefs. *Contemporary Educational Psychology*, 72, 102112. <https://doi.org/10.1016/j.cedpsych.2022.102112>

Abstract: Expectancy-value researchers have theorized about the extent to which subjective task value components are more trait-like or more state-like. Using a bifactor representation of subjective task value data, the current study aimed to examine the degree of trait-state variation in general subjective task value, specific attainment value, specific intrinsic value, and specific utility value. The relations of both between and within components of the subjective task value constructs with academic self-efficacy beliefs were also examined. Results indicate that, in an undergraduate life science learning context (n = 169), the general subjective task value factor was the most trait-like

of the subjective task value constructs. With respect to specific value beliefs, attainment value was composed of nearly equal amounts of trait and state variation, intrinsic value was composed of the largest amount of trait variation, and utility value exhibited the most state-like variation. Additionally, findings suggest that trait-like and state-like general subjective task value, trait-like specific intrinsic value, and state-like attainment value were positively associated with self-efficacy. Finally, we propose a model of trait- state dynamics in subjective task value.

Keywords: Expectancy-value theory, Subjective task value, Trait-state variability, Structural equation modeling, Bifactor model

ECONOMIC AND POLITICAL WEEKLY

1. *Monetary Policy Debates in the Age of Deglobalisation*. (2023, March 19). Economic and Political Weekly. <https://www.epw.in/journal/2023/11/h-t-parekh-finance-column/monetary-policy-debates-age-deglobalisation.html>

Abstract: This article is the second in a series of articles on monetary policy debates in the age when deglobalisation became a buzzword. Here, we begin our discussion of the ongoing economic experiment in Turkey as an example to elaborate on these debates. In the third article, we will turn our attention to the post-2018 Turkish currency crisis phase of the experiment by focusing on macroprudential measures, capital controls and central bank independence, as promised in the first article.

2. *Fostering an Independent Bar*. (2023, March 19). Economic and Political Weekly. <https://www.epw.in/journal/2023/11/law-and-society/fostering-independent-bar.html>

Abstract: Even as debates rage over the threats to the independence of the judiciary, it is necessary to focus on the other institution keeping the judicial system going—the bar—specifically that part of the legal profession which largely practises in the courts. The bar being the source of appointments to judges at the high court and who then go on to become Supreme Court judges, concerns have recently emerged on its independence as well.

3. *Information and Communication Technology and Female Labour Market Participation*. (2023, March 20). Economic and Political Weekly. <https://www.epw.in/journal/2023/11/commentary/information-and-communication-technology-and.html>

Abstract: Does information and communication technology adoption lead to any broad differences in women's labour force participation behaviour in India? We use the India Human Development Survey to examine employment decisions of women and find that its adoption leads to improvement in employment measures only for urban women.

4. *Household Pharmaceutical Disposal Practices in India*. (2023, March 20). Economic and Political Weekly. <https://www.epw.in/journal/2023/11/commentary/household-pharmaceutical-disposal-practices-india.html>

Abstract: Action towards scientific planning and management of pharmaceutical waste by controlling it from its source, especially the households, is necessary. We propose a four-item strategic plan for proper disposal of household pharmaceutical waste: fostering pro-environmental consciousness and behaviour; policy framing and implementation; targeted continuous ecopharmacovigilance; and integration of circular economy principles.

5. *Dalit Sikh Settlers in Shillong*. (2023, March 20). Economic and Political Weekly. <https://www.epw.in/journal/2023/11/commentary/dalit-sikh-settlers-shillong.html>

Abstract: In North East India, the indigenous assertion and mobilisation of various ethnic communities often lead to the dislocation and impoverishment of the settled minority communities. The relationship between tribal communities and settled minority communities is often driven by conflicts in sharing resources and accessing political power. When the Khasis, the dominant ethnic community in Meghalaya, assert their indigenous claims over the minority Dalit Sikhs, it would displace their land and resources leading to further insecurity and impoverishment.

6. *Public Order (v Sedition) vs Freedom of Speech and Expression*. (2023, March 19). Economic and Political Weekly. <https://epw.in/journal/2023/11/perspectives/public-order-v-sedition-vs-freedom-speech-and.html>

Abstract: Post-independence judicial rulings on the right to freedom of speech and expression have produced two contradictory lines of precedents on the restriction of “public order” under Article 19(2). The first is a “tendency-driven test” which reads public disorder as synonymous with “undermining the security of the state” and therefore sedition, while the second is a “consequence-driven test,” which separates sedition from public disorder, based on the temporal dimensions of proximity and proportionality. The underlying question at stake in either case, however, is that of determining the exercisable limits of an average Indian’s rationality within the public sphere.

7. *Basic Amenities, Deficiency-induced Ailments, and Catastrophic Health Spending in the Slums of Lucknow, Uttar Pradesh*. (2023, March 20). Economic and Political Weekly. <https://www.epw.in/journal/2023/11/special-articles/basic-amenities-deficiency-induced-ailments-and.html>

Abstract: The pattern of disease that comes about due to inadequate availability and poor quality of drinking water as well as substandard sanitation and micro-environmental (drainage, sewerage, and solid waste disposal) facilities in the slums of Lucknow are investigated in this paper. It estimates the relevant health costs and catastrophic health spending in these slum households. The results suggest that limitations in these public utilities cause numerous water-borne and faecal-transmitted infections as well as other infectious diseases. Consequently, the poorest sections of the urban population of Lucknow, who live in slums, spend almost a third of their consumption expenditure on out-of-pocket expenditure, and over half of these disease-affected households have encountered CHS. It suggests a comprehensive and integrated approach for reviving a large number of short- and long-term policies, which involve specifically developing a policy for providing free medical facilities to all acute and chronic cases in poor households, which would lead to a reduction of OOPE and CHS in slum areas.

8. *The Existence of a North–South Divide in Kerala*. (2023, March 20). *Economic and Political Weekly*. <https://www.epw.in/journal/2023/11/special-articles/existence-north%E2%80%93south-divide-kerala.htm>

Abstract: It has been acknowledged that the disparities in the development indicators between north and south Kerala have been reduced significantly post independence. This reduction is typically attributed to developments in the social sector. However, there is considerable difference existing between Malabar and Travancore–Cochin in terms of living standards and key infrastructural facilities. The multidimensional poverty index has also revealed that the incidence of poverty is high in northern Kerala compared to southern Kerala. People-centric policies coupled with decentralisation have effectively reduced the outcome disparity, while the Malabar region still lags behind the Travancore–Cochin region in some key aspects.

9. *Corporatisation in Private Hospitals Sector in India*. (2023, March 20). *Economic and Political Weekly*. <https://www.epw.in/journal/2023/11/special-articles/corporatisation-private-hospitals-sector-india.html>

Abstract: It has been acknowledged that the disparities in the development indicators between north and south Kerala have been reduced significantly post independence. This reduction is typically attributed to developments in the social sector. However, there is considerable difference existing between Malabar and Travancore–Cochin in terms of living standards and key infrastructural facilities. The multidimensional poverty index has also revealed that the incidence of poverty is high in northern Kerala compared to southern Kerala. People-centric policies coupled with decentralisation have effectively reduced the outcome disparity, while the Malabar region still lags behind the Travancore–Cochin region in some key aspects.

GEOGRAPHICAL JOURNAL

1. Mancilla, A., & Jabour, J. (2022b). Turned 60, is the Antarctic treaty system in good health? *The Geographical Journal*, 189(1), 2–6. <https://doi.org/10.1111/geoj.12501>

Abstract: Signed in 1959, the Antarctic Treaty is usually hailed as an example of what states can achieve when they leave aside their interests and truly collaborate. It was over 30 years ago, however, that the last significant legal instrument of the Antarctic Treaty System (namely, the Protocol on Environmental Protection) was signed. Since then, no new legal instruments have been drafted, despite a number of growing internal and external challenges. In this special issue, an interdisciplinary group of scholars examine some of these challenges and evaluate whether the system is well prepared to tackle them. Their point of agreement is that, if not severely ill, the system's chronic ailments—particularly laggardness—must be addressed if it is to respond satisfactorily to rapid social, political, environmental and economic changes on a global scale.

Keywords: Antarctic treaty system, Antarctica, protocol on environmental protection

2. Li, X. (2020). Shall the forthcoming Chinese Antarctic law be obligation-oriented? *The Geographical Journal*. <https://doi.org/10.1111/geoj.12369>

Abstract: China has set forth on making its Antarctic law after a long time of ferment. This forthcoming law should refer to the most suitable Chinese theoretical standards of law-making. It should also clarify China's domestic and international legal dimensions and the doctrine of rights shaped by obligations in the Antarctic Treaty System. All of which determine that this new law shall have the nature of obligation-orientation and will have high impact on Chinese Antarctic activities in the future, though leaving possible drawbacks relevant to the suspended issues under the Antarctic Treaty System.

3. Roberts, P. (2020). Does the science criterion rest on thin ice? *The Geographical Journal*. <https://doi.org/10.1111/geoj.12367>

Abstract: This paper explores whether a central plank of the Antarctic Treaty System (ATS) – the science criterion – is threatened by anthropogenic climate change. It begins by situating the origins of the ATS within the context of the International Geophysical Year (IGY), and the privileged position that science obtained within first the IGY and later the ATS. This extends to science functioning as the dominant currency through which states may ascend to the level of consultative parties (CPs), the highest level of authority within the ATS. Within this model Antarctica functions as a laboratory, a metaphor with a long history in Antarctica, reinforced by the Madrid Protocol and its strong focus on maintaining environmental boundaries and by a perception that Antarctica otherwise plays a minimal role in global affairs. Much of the research in Antarctica focuses on climate change and indeed has been important in establishing its scope and magnitude. But climate change also threatens both Antarctica itself and – by extension – the many low-lying areas of the world that would be affected by rising sea levels caused by melting Antarctic ice. Given Antarctica may no longer be so removed from the rest of the world, is this sufficient reason to revisit the centrality of science to

legitimate participation in Antarctic governance? The paper considers alternatives to the current system, including assigning authority within the ATS to states affected by climate change. It concludes that while the science criterion remains viable, it rests on a moral as well as practical foundation that could be undermined if the right to authority over Antarctica remains disconnected from the actions that cause changes to the continent.

Keywords: Antarctica, climate change, geopolitics, governance, justice, science

4. Roura, R. M. (2022). Spatial protection tools as indicators of the ‘health’ of the Antarctic Treaty system. *The Geographical Journal*. <https://doi.org/10.1111/geoj.12482>

Abstract: What do ongoing discussions about Antarctic spatial protection tools tell us about the ‘health’ or overall condition of the Antarctic Treaty system 60 years after its entry into force? The Antarctic Treaty (1959, in force 1961) resulted from the alignment of common international interests (e.g., maintenance of peace, freedom of scientific investigation) with the national interests of original signatory states (e.g., ‘freezing’ of diverging positions on territorial claims). Later instruments adopted by Antarctic Treaty states replicated this scheme and allowed agreement on, among other issues, environmental protection, and marine ecosystem conservation. This paper draws on an examination of the series of spatial protection tools in force established by the main Antarctic Treaty system bodies, and observations conducted in annual decision-making meetings. Issues of conflict emerge as the size, complexity, and conservation ambitions of spatial protection tools increase, resulting in a weakening of the proposals and lack of consensus. This paper argues that establishing spatial protection tools reflects an intent by Antarctic Treaty states to engage with the Antarctic Treaty system for the longer term; however, the establishment trajectory of spatial protection tools is sensitive to resource interests and broader Antarctic geopolitics. Ongoing difficulties of Antarctic Treaty fora to reach consensus on the spatial protection tools they agreed to establish – and on other important issues – bring into question the current effectiveness of the Antarctic Treaty system. The path to recovery requires Antarctic Treaty states to negotiate in good faith with a view to finding consensus, while upholding the environmental objectives of Antarctic Treaty system instruments.

Keywords: Antarctic Environmental Protocol, Antarctic Protocol Areas, Antarctica Treaty System, CCAMLR marine protected areas, consensus decision-making

5. Hingley, R. (2021). Diverging Antarctic heritage discourses: The geopolitical ramifications of non-state actor engagement with the “state-sanctioned” version of Antarctic heritage. *The Geographical Journal*. <https://doi.org/10.1111/geoj.12383>

Abstract: The governance of heritage in Antarctica has always been centred on the nation-state and the dissemination of its Antarctic narrative both within the state and between states. However, non-state actors outside of the state offer alternative conceptions of Antarctic heritage. What are the geopolitical consequences of their engagement with objects and places of heritage on and around the frozen continent? Are non-state actors accounted for within the current, official, and dominant discourse on

heritage under the Antarctic Treaty System? These questions align with a broader enquiry into the System's capacity to adequately account for non-state actors and their increasing presence in the polar region 60 years on from the signing of the 1959 Antarctic Treaty. To better understand the nature of non-state actors' interaction with Antarctic heritage and the conditions under which it occurs, this paper will investigate how three non-state actors conceive of and engage with Antarctic heritage: the tourism industry, environmental activists, and individuals. It will then consider the implications of their engagement with Antarctic heritage under the current framework for heritage management, before considering the potential obstacles the System may encounter within this governing space in the future.

Keywords: Antarctic Treaty System, ENGOs, geopolitics, heritage, non-state action, tourism industry

6. Senatore, M. X. (2022). Antarctic conservation policies and practices: Towards a more inclusive and sustainable future. *The Geographical Journal*, 189(1), 49–62. <https://doi.org/10.1111/geoj.12502>

Abstract: Contemporary archaeology brings a unique perspective from which to critically think about Antarctic Treaty System conservation policies and practices concerning material things. The paper begins by highlighting how they have relied on several underlying assumptions, which we summarise as the 'wilderness' and 'heritage' principles. It then discusses how these policies and practices have often led to non-sustainable or non-inclusive outcomes. In particular, the application of the wilderness and heritage principles to environmental conservation has, on the one hand, reinforced the dominant images and narratives of Antarctica, selectively neglecting and erasing diverse human and non-human stories, and on the other hand, led to human–thing entanglements that are currently difficult to overcome. The paper's conclusions encourage readers to envision more inclusive and sustainable conservation models by challenging the assumptions underlying current policies and practices.

Keywords: Antarctic Treaty System, Antarctica, Archaeology, inclusiveness, polar heritage, sustainability

7. Catney, G., Lloyd, C. D., Ellis, M., Wright, R., Finney, N., Jivraj, S., & Manley, D. (2023). Ethnic diversification and neighbourhood mixing: A rapid response analysis of the 2021 Census of England and Wales. *The Geographical Journal*, 189(1), 63–77. <https://doi.org/10.1111/geoj.12507>

Abstract: This paper provides a rapid response analysis of the changing geographies of ethnic diversity and segregation in England and Wales using Census data covering the last 30 years (1991, 2001, 2011 and 2021), a period of significant social, economic and political change. Presenting the first detailed analysis of 2021 Census small area ethnic group data, we find that the growth of ethnic diversity at the national level is mirrored across residential neighbourhoods. Increasing numbers of neighbourhoods are home to a substantial mix of people from different ethnic groups, and this growing neighbourhood

ethnic diversity has been spatially diffusing across all regions of England and Wales. We argue that to understand the ethnic mosaic across England and Wales, it is more illuminating to consider mix than majority: places labelled as ‘minority-majority’ are, in fact, ethnically diverse spaces, home to sizable proportions of people from many ethnic groups. Increasing ethnic diversity is matched by decreasing residential segregation, for all ethnic groups—majority and minority.

Keywords: census, diversity, ethnicity, mixing, neighbourhood, segregation

8. Heddam, S., Kim, S., Mehr, A. D., Zounemat-Kermani, M., Ptak, M., Elbeltagi, A., Malik, A., & Tikhamarine, Y. (2022). Bat algorithm optimised extreme learning machine (Bat-ELM): A novel approach for daily river water temperature modelling. *The Geographical Journal*. <https://doi.org/10.1111/geoj.12478>

Abstract: Here, the capability of the Bat algorithm optimised extreme learning machines ELM (Bat-ELM) is demonstrated for river water temperature (T_w) modelling in the Orda River, Poland. Results using the multilayer perceptron neural network (MLPNN), the classification and regression Tree (CART) and the multiple linear regression (MLR) models were presented for comparison. The models were developed according to two scenarios: (1) using air temperature (T_a) as input for predicting T_w , and (2) using T_a and the periodicity (i.e., day, month and year number). River T_w calibration and validation results derived from air temperature and the periodicity show its potential application. The Bat-ELM accurately predicts the T_w and surpassed all other models with coefficient of correlation (R) values ranging within the limits of 0.973 to 0.981, and the Nash-Sutcliffe efficiency (NSE) values will fall within the interval of 0.947 to 0.963. Findings from this research also highlight the robustness of the Bat-ELM using the periodicity by enhancing its ability to estimate river T_w .

Keywords: Bat-ELM, CART, MLPNN, modeling, periodicity, water temperature

9. O’Neill, S., Hayes, S., Strauß, N., Doutreix, M., Steentjes, K., Ettinger, J., Westood, N., & Painter, J. (2022). Visual portrayals of fun in the sun in European news outlets misrepresent heatwave risks. *The Geographical Journal*, 189(1), 90–103. <https://doi.org/10.1111/geoj.12487>

Abstract: The ways in which news media communicate about heatwaves can influence how society conceptualises and addresses heatwave risks. We examined visual news coverage of the 2019 heatwaves in France, Germany, the Netherlands and the UK, using content and visual critical discourse analyses. Many visuals were positively valenced (in contrast to article texts), framing heatwaves as ‘fun in the sun’. The most prevalent type of images in all countries were photographs of people having fun in or by water. When images did depict the danger of heat extremes, people were largely absent. We conclude that this visual framing of heatwaves is problematic: first, by displacing concerns of vulnerability, it marginalises the experiences of those vulnerable to heatwaves; and second, it excludes opportunities for imagining a more resilient future. We conclude with

suggestions to diversify the visual discourse on climate change and heatwaves in the news media.

Keywords: adaptation, climate change, heatwave, imagery, media, visual

10. Kearney, A., O’Leary, M. P., & Platten, S. (2022). Sea Country: Plurality and knowledge of saltwater territories in Indigenous Australian contexts. *The Geographical Journal*. <https://doi.org/10.1111/geoj.12466>

Abstract: There are distinct bodies of cultural knowledge attached to the sea. In this paper we orient the focus towards the nature and extent of cultural framings of sea territories, as inclusive of submerged landscapes, for Indigenous maritime peoples in northern Australia. This approach is distinguished by a pluralist methodology and reorients the primal focus of a human geography and broader geographical scholarship concerning submerged landscapes to begin with an Indigenous perspective. Engaging ethnographic accounts of Indigenous Australian knowledges of Sea Country, as inclusive of ancient pre-inundation landscapes that lie out-of-sight on Australia's continental shelves, highlights the potential for a more expansive vision of human connections to the past and present continental landmass of Australia. Indigenous oral traditions, Dreaming Ancestor narratives and songlines provide extensive detail to assist in understanding these parts of the greater Australian landmass and in this paper are brought into relation with recent sea floor mapping efforts which operate to draw back the water and reveal commensurable geographies upon which to envision possibilities for socialised realms of human emplacement. Both bodies of knowledge generate information of submerged landscapes that call for an expansion of thinking on where the land ends and the sea begins and how submerged terrestrial landscapes are understood across cultures as part of human geography. The approach outlined here calls for a habit of bringing principled systems of understanding to stand together as part of an explanatory schema for a world populated by and yet differentially known by people.

Keywords: Australia, indigenous knowledge, mapping, maritime cultures, plurality, submerged landscapes

GLOBALISATION, SOCIETIES AND EDUCATION

1. Brissett, N. C. (2021). CARICOM Caribbean's HRD 2030 strategy: inscribing the neoliberal imaginary through social planning? *Globalisation, Societies and Education*, 21(1), 1–14. <https://doi.org/10.1080/14767724.2021.2013166>

Abstract: The globalisation's 'knowledge economy' has created a new set of human capital requirements. The guiding policy and planning document, *The CARICOM Human Resource Development 2030 Strategy: Unlocking Caribbean Human Potential* document, 'serves as a roadmap for the CARICOM Caribbean's responses to these human capital demands. I conduct a critical analysis of this document's policy discourses to ascertain their core values and strategies, as well as their implications for the education and development of the CARICOM Caribbean. I find that the emergent discourses and ideas – neoliberal education reform and state-led social planning – provide a cautionary tale of the potential impact of educational change driven by the neoliberal imaginary of globalisation. A chief concern is that as the discourse of *education as a tool for social planning* is utilised according to a neoliberal logic of the *education system operational reform* discourse, the deep social development problems already characterising Caribbean education and other development challenges, may very well be exacerbated.

Keywords: CARICOM Caribbean human capital development, education reform, neoliberal globalisation and education, critical policy analysis, discourse analysis, social planning

2. Casmana, A. R., Dewantara, J. A., Timoera, D. A., Kusmawati, A., & Syafrudin, I. (2022b). Global citizenship: preparing the younger generation to possess pro-environment behavior, mutual assistance and tolerance awareness through school engagement. *Globalisation, Societies and Education*, 21(1), 15–32. <https://doi.org/10.1080/14767724.2021.2013167>

Abstract: In a context in which academics and policymakers across the globe emphasise the importance of educators acting to encourage citizens to possess high social concern for their environment, this article reports and discusses qualitative research that explores perceptions and actions from within Indonesia. The purpose of the research was to identify what is being done through positively regarded Indonesian educational programs to promote globally relevant social concern. Semi-structured interview data were obtained from a total of 20 informants consisting of teachers, students, vice principals for student affairs and school principal who are active in the school environment. The obtained data were reduced and analysed using triangulation techniques. Data collection focused on several initiatives including the green school *adiwiyata* program, which aims to look after the school environment and foster a pro-environment behavior, service-learning activities or voluntary programs that teach students the procedure needed to conduct mutual assistance with other people and the torch parade festival on religious holidays. An argument is made that these activities are perceived to be successful in preparing students to become global citizens.

Keywords: Global citizenship, mutual assistance, pro-environment behavior, tolerance awareness, school engagement

3. Brotherhood, T. (2021). Consolidating regulatory and personal accounts of student migration: a mixed methods study in the UK and Japan. *Globalisation, Societies and Education*, 1–22. <https://doi.org/10.1080/14767724.2021.2016374>

Abstract: Taking the UK and Japan as contrasting national case studies, this article supplements existing research into student migration by consolidating a regulatory perspective with individual narrative accounts. Reported here are the results of a mixed-methods two-phase study. Phase 1 is a concerted trajectory analysis of student migration policy in the UK and Japan from 2004 to 2018, while phase 2 draws on biographical-narrative interviews with 26 student-migrants. The paper reveals tangible effects of the receptivity, stability, and transparency of regulatory frameworks in student-migrants' trajectories, while also demonstrating that seemingly receptive regulatory environments do not necessarily equate to smooth and risk-free post-study transitions.

Keywords: Student migration, higher education, visas, sponsors, UK, Japan

4. Rhein, D., & Nanni, A. (2021b). The impact of global university rankings on universities in Thailand: don't hate the player, hate the game. *Globalisation, Societies and Education*, 21(1), 55–65. <https://doi.org/10.1080/14767724.2021.2016375>

Abstract: This article reviews the history of world university rankings and their large-scale impact. It then analyzes some of the criticism of the world ranking systems before exploring their impact in the context of Thai universities. The authors' assertions centre on the premise that much of the criticism of these ranking systems can be divided into three broad categories: criticism of their conceptualization and guiding ideology, criticism of the methodology that they employ, and criticism of their influence on universities and other stakeholders. These criticisms cut across national borders; however, some apply to a greater extent in certain contexts, for example in developing countries such as Thailand. The article then details how these ranking systems have shifted academic attention from teaching quality to research production through the creation of annual performance assessments which are heavily skewed towards research and the creation of lucrative research product rewards systems which can create an organisational hierarchy of faculty based solely on research output through academic positions and financial rewards. Although some may criticize the Asian universities' and faculty's, i.e., the 'players' responses to the academic rankings, these responses are predictable and rational adaptations to the 'game' that has been imposed on them.

Keywords: University ranking, Thailand, isomorphism, internationalization

5. Friend, L., Mills, K. A., & Lingard, B. (2022). Globalisation, cultural knowledges and sociomateriality in Middle Eastern education: how the global and local influence classroom practices? *Globalisation, Societies and Education*, 21(1), 66–77. <https://doi.org/10.1080/14767724.2021.2016376>

Abstract: This article examines how local, social and cultural knowledges were disrupted by global flows of human and non-human things in an international private Middle Eastern school. The study examined how the interplay of local and globally transient knowledges recursively influenced the sociomaterial actions of teachers in classroom learning. Critical ethnography was employed over three years using participant observation and interviews analysed from a critical orientation. The study's findings confirm that educational global flows must not be taken as neutral and that their use is recontextualised within a local–global nexus. These findings are significant in our current global world of cultural unrest and dynamic and morphing local–national–global relations, and document social relations of learning in an early childhood context, not previously given much attention in globalisation and education research.

Keywords: Cultural knowledge, globalization, place, power, reading, sociomateriality

6. Aydin, H., & Avincan, K. (2021). 'Am I a terrorist or an educator?' Turkish asylum seekers narratives on education rights violations after a crackdown following the 2016 failed coup attempt in Turkey. *Globalisation, Societies and Education*, 21(1), 78–101. <https://doi.org/10.1080/14767724.2021.2017264>

Abstract: Democratisation in Turkey collapsed in the wake of the 2016 failed military coup and the crackdown that followed, with President Recep Tayyip Erdoğan launching a widespread rollback of academic and other liberties, systematically purging civic institutions of political opponents and critics that significantly harmed intellectuals, students, and educational rights. This paper analyses the narratives of Turkish citizens who were prosecuted, dismissed, abused, tortured, victimised, and imprisoned during the State of Emergency (OHAL) initiated after the failed coup attempt in July 2016. This narrative approach examines the transcripts of in-depth interviews about the experiences and critical life stories of 20 individuals now living in the United States, Canada, and Europe. Also included are field notes and documents that reveal the authorities' violations of their educational human rights. These included the denial of education, unwarranted dismissal, elimination of academic freedom of thought, and harassment of academics and their children. Such violations have created a brain drain of educators fleeing the country. These deleterious changes in the Turkish education system have had severe social and political effects and have produced an education system that fails to meet the country's needs, which, if not remediated, will ripple through the generations, dimming the nation's future.

Keywords: Coup d'etat, education rights, human rights violations, narrative analysis, the state of emergency (OHAL), Turkey

7. Mahon, D., & Yuchshenko, A. (2021). Educational responses to the challenges of the COVID-19 global pandemic: online provision and its consequences for the social resilience of minority communities. *Globalisation, Societies and Education*, 21(1), 102–113. <https://doi.org/10.1080/14767724.2021.2017859>

Abstract: Social resilience can be defined as the individual’s willingness to mobilise for the communal good, combined with the ability of societal institutions to both resist and adapt to changing conditions. Social resilience has become increasingly important as we respond to the challenges the COVID-19 pandemic poses to education. As individuals, we are expected to act for the communal good by wearing masks, following social distancing and allowing contact tracing. At the institutional level, education providers have responded to the current situation to a great extent by rapidly moving education online. However, online education provision has connotations which threaten the quality of education provision for minorities (ethnic, religious, and others). This paper looks at potential scenarios of online education disadvantaging minorities and suggests principles which can guide socially resilient education transformation in response to crises like the global COVID-19 pandemic.

Keywords: Education, social resilience, online provision, COVID-19, pandemic response

8. Brandt, C., Kithumbu, O., Kuliumbwa, E., & Marchais, G. (2022). The multiple faces of ‘conscientisation’: exploring links between structural inequalities, education and violence. *Globalisation, Societies and Education*, 21(1), 114–134. <https://doi.org/10.1080/14767724.2021.2017860>

Abstract: Education can instil conscientisation and stimulate action against injustice. The Batwa (‘pygmy’) people in the Eastern Democratic Republic of Congo have been severely marginalised. In 2012–2013, violent conflict broke out in Tanganyika, pitting Batwa against dominant groups. Our qualitative interviews evoked a causal relationship between conscientisation – via non-formal human rights education – and violence. Our article dispels this idea. Yet, it demonstrates that conscientisation can circulate beyond the confines of educational activities, and be appropriated by a range of actors, including those calling for violence. We thereby advance a critical discussion of the implications of transformative peace education in conflict-affected contexts.

Keywords: Conscientisation, human rights education, violence, education in emergencies, Democratic Republic of Congo

9. Xu, W., & Stahl, G. (2022). Chinese as a Foreign Language (CFL) education and global citizenship: pedagogical encounters and endangered spaces of possibility. *Globalisation, Societies and Education*, 21(1), 135–147. <https://doi.org/10.1080/14767724.2022.2026764>

Abstract: Within the field of Chinese as a Foreign Language (CFL) teaching, there has been limited engagement with Global Citizenship Education (GCE). The politicisation of CFL education in today’s diverse and multilingual Australian classroom remains a significant cause for concern as it endangers spaces of pedagogic possibility. Drawing upon data from an Australian primary CFL classroom we consider how pedagogic practices speak to Freire’s conceptualisation of ‘dialogic practice’ and ‘critical consciousness’ and how such approaches open up pedagogical encounters and

opportunities for disadvantaged students to become informed global citizens. We explore how students came to recognise themselves as culturally sensitive learners and aware of the future demands of global citizenship through dialogues with their Chinese peers via video conferencing and letters. Through focusing on these pedagogic vignettes of integrating GCE into CFL teaching practice, we present an argument for a more dynamic view of CFL education where pedagogic approaches foreground interconnectedness and diversity.

Keywords: Chinese as a foreign language (CFL) education, global citizenship education (GCE) dialog practices, critical consciousness, intercultural teaching and learning

INTERNATIONAL RESEARCH IN GEOGRAPHICAL AND ENVIRONMENTAL EDUCATION

1. Maude, A. (2022). Using geography's conceptual ways of thinking to teach about sustainable development. *International Research in Geographical and Environmental Education*, 1–16. <https://doi.org/10.1080/10382046.2022.2079407>

Abstract: This paper discusses how geography's disciplinary ways of thinking can equip teachers "to organize deep geographical learning" about sustainable development in their students. These ways of thinking are based on the subject's core concepts, and the ones selected for discussion in this paper are environment, interconnection and place. The paper argues, first, that knowledge of the ways that geographers think of the interrelationships between the biophysical environment and humans will give students a deep understanding of environmental sustainability. Second, knowledge of the ways that geographers think about interconnections will enable them to understand the links between environmental, economic and social sustainability, the effects of interconnections between countries on their environmental sustainability, and how to investigate causes. Third, knowledge of the ways that geographers think about place will enable them to understand how ideas about sustainable development vary across space, and how actions for sustainable development are place-based. Applying geography's conceptual ways of thinking will contribute to both student understanding of sustainable development and geography as a discipline.

Keywords: ESD, geographical concepts, sustainability, sustainable development, environment, interconnection, place

2. Muller, J. (2022). Powerful knowledge, disciplinary knowledge, curriculum knowledge: educational knowledge in question. *International Research in Geographical and Environmental Education*, 32(1), 20–34. <https://doi.org/10.1080/10382046.2022.2058349>

Abstract: This paper traces the sociological roots of the 'knowledge turn' and a concept centrally identified with it, 'powerful knowledge', beginning with the work of Basil Bernstein which was subsequently elaborated in a wide range of contexts-of-use in the broad field of curriculum studies. The paper distinguishes different reasons educators have for engaging with curriculum which the paper classifies into 'curriculum of' and 'curriculum for'. It goes on to discuss the particular pathos of specialised knowledge, and suggests ways of dealing with it; and concludes by suggesting paths going forward for bringing curriculum theory and subject didactics into productive dialogue.

Keywords: Disciplinary knowledge, geography education, powerful knowledge, pedagogic discourse, curriculum theory?

3. Kriewaldt, J., & Lee, S. Y. (2022). Towards powerful knowledge: an Australian case study of prospective teachers' knowledge and dispositions for sustainability education. *International Research in Geographical and Environmental Education*, 32(1), 35–52. <https://doi.org/10.1080/10382046.2022.2146836>

Abstract: Preparing school teachers goes beyond equipping them with instrumental knowledge of curriculum, pedagogy, and experiences of how this can be enacted in practice. They must be prepared to understand and encompass compelling social issues of justice, equity, and sustainability. To do this they need to understand pressing environmental issues as a forerunner to incorporate sustainability into their teaching. This paper uses survey data from a sample of 136 Australian pre-service teachers to gauge their knowledge and beliefs about sustainability, as well as their level of concern and their inclination to teach about it. The results show sound levels of knowledge of the biophysical environment, knowledge about the consequences of unsustainable practices and the effects of energy use and its contribution as one cause of climate change. Some also hold misconceptions about the causes of climate change. Most prospective teachers are ready to take action to protect earth systems through personal actions, and teaching and advocating within their school community, and less likely to undertake political activities beyond the school. Results from this sample are used to set out a challenge to use the concept of powerful knowledge in tandem with everyday knowledge to improve sustainability instruction in teachers' preparation programs to capitalise on their potential to contribute to Education for Sustainable Development.

Keywords: Attitudes, climate change, dispositions, knowledge, misconception, pre-service teachers, pro-environmental, sustainability

4. Bagoly-Simó, P. (2022). Geography's unkept promises of education for sustainable development (ESD) on geography's wasted potential to educate for a more sustainable future. *International Research in Geographical and Environmental Education*, 32(1), 53–68. <https://doi.org/10.1080/10382046.2023.2158631>

Abstract: For decades, geography has claimed to be the school subject with a unique and powerful contribution to Environmental Education and, subsequently, Education for Sustainable Development. Empirical evidence seems to support this agenda showcasing that geographical knowledge, defined as human-environment interaction, can better equip students with the knowledge required in relation to ESD-topics and thus help to work towards a more sustainable future than any other school subject. However, despite the efforts of the last three decades, there is a clear gap between the claim and the reality of geography's role in ESD. Therefore, using the case of Germany, this article discusses three dimensions of this gap to assist geography in making the meaningful contribution to young people's lives that it has promised for decades.

Keywords: Education for Sustainable Development (ESD), Environmental Education (EE), sustainability, geographical knowledge, Germany

5. Roberts, M. (2022). Powerful pedagogies for the school geography curriculum. *International Research in Geographical and Environmental Education*, 32(1), 69–84. <https://doi.org/10.1080/10382046.2022.2146840>

Abstract: Michael Young's concept of "powerful knowledge" has received widespread attention from many in geographical education. I use the claims Young has made about powerful knowledge as a starting point for considering how pedagogic practices could contribute to making geographical education powerful. I present three sets of pedagogic practices: connecting everyday knowledge with school knowledge; practising geography and debating and discussing geography. Each set of each practices is illustrated with examples of activities all of which involve the active engagement of students and the interactive support of teachers. I outline ways in which the three pedagogic practices are powerful and suggest the kinds of classroom culture that supports them.

Keywords: Debating geography, everyday knowledge, geographical education, pedagogy, powerful knowledge: enquiry.

JOURNAL OF CROSS-CULTURAL PSYCHOLOGY

1. Lin, G., Mikolajczak, M., Keller, H., Akgün, E., Arikan, G., Aunola, K., Barham, E., Besson, E., Blanchard, M. A., Boujut, E., Brianda, M. E., Brytek-Matera, A., César, F., Chen, B., Dorard, G., Elias, L. C. D. S., Dunsmuir, S., Egorova, N., Escobar, M. J., . . . Roskam, I. (2022). Parenting Culture(s): Ideal-Parent Beliefs Across 37 Countries. *Journal of Cross-Cultural Psychology*, 002202212211230. <https://doi.org/10.1177/00220221221123043>

Abstract: What is it to be “an ideal parent”? Does the answer differ across countries and social classes? To answer these questions in a way that minimizes bias and ethnocentrism, we used open-ended questions to explore ideal-parent beliefs among 8,357 mothers and 3,517 fathers from 37 countries. Leximancer Semantic Network Analysis was utilized to first determine parenting culture zones (i.e., countries with shared ideal-parent beliefs) and then extract the predominant themes and concepts in each culture zone. The results yielded specific types of ideal-parent beliefs in five parenting culture zones: being “responsible and children/family-focused” for Asian parents, being “responsible and proper demeanor-focused” for African parents, and being “loving and responsible” for Hispanic-Italian parents. Although the most important themes and concepts were the same in the final two zones—being “loving and patient,” there were subtle differences: English-speaking, European Union, and Russian parents emphasized “being caring,” while French-speaking parents valued “listening” or being “present.” Ideal-parent beliefs also differed by education levels within culture zones, but no general pattern was discerned across culture zones. These findings suggest that the country in which parents were born cannot fully explain their differences in ideal-parent beliefs and that differences arising from social class or education level cannot be dismissed. Future research should consider how these differences affect the validity of the measurements in question and how they can be incorporated into parenting intervention research within and across cultures.

Keywords: parental beliefs, automated content analysis, positive parenting, qualitative and quantitative methods, semantic network analysis

2. Fernando, J., Burden, N., Judge, M., O’Brien, L. M., Ashman, H., Paladino, A., & Kashima, Y. (2022). Profiles of an Ideal Society: The Utopian Visions of Ordinary People. *Journal of Cross-Cultural Psychology*, 002202212211264. <https://doi.org/10.1177/00220221221126419>

Abstract: Throughout history, people have expressed the desire for an ideal society—a utopia. These imagined societies have motivated action for social change. Recent research has demonstrated this motivational effect among ordinary people in English-speaking countries, but we know little about the specific content of ordinary people’s utopian visions in different cultures. Here we report that a majority of samples from four countries—Australia, China, the United Kingdom, and the United States—converge on a small number of utopian visions: a Modern Green utopia, a Primitivist utopia, a Futurist utopia, and a Religious utopia. Although the prevalence of these utopia profiles differed

across countries, there was a cross-cultural convergence in utopian visions. These shared visions may provide common ground for conversations about how to achieve a better future across cultural borders.

Keywords: utopia, ideal society, culture, cross-cultural.

3. Lomas, T., Diego-Rosell, P., Shiba, K., Standridge, P., Lee, M. T., Case, B., Lai, A. Y., & VanderWeele, T. J. (2022). Complexifying Individualism Versus Collectivism and West Versus East: Exploring Global Diversity in Perspectives on Self and Other in the Gallup World Poll. *Journal of Cross-Cultural Psychology*, 54(1), 61–89. <https://doi.org/10.1177/00220221221130978>

Abstract: A wealth of research has suggested the West tends toward individualism and the East toward collectivism. We explored this topic on an unprecedented scale through two new items in the 2020 Gallup World Poll, involving 121,207 participants in 116 countries. The first tapped into orientations toward self-care versus other-care (“Do you think people should focus more on taking care of themselves or on taking care of others?”). The second enquired into self-orientation versus other-orientation (“Which of the following is closest to your main purpose in life? Being good at what you do in your daily life, Caring for family and close friends, or Helping other people who need help?”). We anticipated that self-care and self-orientation would index individualism (hence be higher in the West), while other-care and other-orientation would index collectivism (hence be higher in the East). However, contrary to expectation, there was greater self-care in the East (45.82%) than in the West (41.58%). As predicted though, there was greater self-orientation in the West (30.20%) than in the East (23.08%). Greater self-care in the East invites one of two interpretations. Either these items: (a) index individualism and collectivism as anticipated, so in some ways the East is more individualistic and the West less individualistic than assumed; or (b) do *not* index individualism and collectivism as anticipated, so the concepts are more complex than often realized (e.g., collectivism may involve prioritizing self-care over other-care). Either way, the findings help complexify these concepts, challenging common cross-cultural generalizations in this area.

Keywords: individualism, collectivism, cross-cultural, global, gallup

4. Doery, E., Satyen, L., Paradies, Y., & Toumbourou, J. W. (2022). The Relationship Between Cultural Engagement and Psychological Well-being Among Indigenous Adolescents: A Systematic Review. *Journal of Cross-Cultural Psychology*, 002202212211282. <https://doi.org/10.1177/00220221221128215>

Abstract: The disproportionate burden of mental illness experienced by Indigenous adolescents is well established. Therefore, this review focused on how the well-being of Indigenous adolescents can be better promoted. The review identified studies that examined the relationship between cultural engagement and psychological well-being among Indigenous adolescents. To achieve this, a systematic search of published literature across seven online databases including Medline and EMBASE was conducted

between October and November 2020. To meet the inclusion criteria, studies were required to include a sample of Indigenous adolescents and measure the relationship between psychological well-being and cultural engagement. Twenty-five studies met the inclusion criteria, yielding a total sample size of 19,231 participants. Eighteen studies (72%) reported a significant positive relationship between cultural engagement and psychological well-being, four studies (16%) reported a nonsignificant relationship, and three studies (12%) reported mixed findings. Despite measuring different domains of culture across the 25 studies, these findings demonstrate relatively strong evidence of a positive association between cultural engagement and psychological well-being. They highlight the importance of culture for young Indigenous Peoples in developing a positive well-being. In the future, researchers should focus on specifying how intervention factors contribute to cultural engagement effects and establish further contributors to well-being and positive development among Indigenous adolescents. The findings of this review advance our understanding of how Indigenous Peoples interpret culture and their engagement with this culture. This has implications for policy, programs, and interventions intended to enhance well-being outcomes for Indigenous communities.

Keywords: well-being, Indigenous psychologies, development: child/adolescent, Aboriginal, mental health, cultural engagement

5. Moy, J. H., Van Dyne, A., & Hattrup, K. (2022). An Investigation of the Moderating Effects of National Culture Values on the Interaction Between Job Insecurity and Employability on Employee Outcomes. *Journal of Cross-Cultural Psychology*, 54(1), 114–141. <https://doi.org/10.1177/00220221221119720>

Abstract: This study investigated the combined effects of national culture and perceptions of employability on relationships between job insecurity and work and non-work outcomes for individual employees. Data from 28,674 participants in 35 nations were obtained from the 2015 European Working Conditions Survey. Results showed that nation-level differences in individualism/collectivism (I/C), uncertainty avoidance (UA), and masculinity/femininity (M/F) accounted for variation in the degree to which perceptions of employability buffered the negative effects of job insecurity on job satisfaction, work engagement, and subjective well-being. Among more collectivist cultures, employability did less to minimize the effects of job insecurity on job satisfaction than in more individualistic cultures. Employability also had a weaker effect on buffering the consequences of job insecurity for job satisfaction and work engagement when cultural uncertainty avoidance was higher. And across all three outcome measures, higher levels of job insecurity combined with lower perceptions of employability were consistently more detrimental to individuals in more masculine cultures. Results support the prevailing theory regarding the mechanisms underlying the effects of job insecurity on individuals and suggest several important practical implications for managing a global workforce.

Keywords: job insecurity, employability, national culture.

6. Nelson, L. A., Collins, S. E., Birch, J., Burns, R., McPhail, G., Onih, J., Cupp, C., Ubay, T., King, V. L., Taylor, E., Masciel, K., Slaney, T., Bunch, J., King, R., Mahinalani-Garza, C., Piper, B. K. S., & Squetinkin-Anquoe, A. (2022). Content Analysis of Preferred Recovery Pathways Among Urban American Indians and Alaska Natives Experiencing Alcohol Use Disorders. *Journal of Cross-Cultural Psychology*, 002202212211327. <https://doi.org/10.1177/00220221221132778>

Abstract: Approximately three fourths of the American Indian and Alaska Native (AI/AN) population lives in urban areas, and urban AI/ANs are disproportionately affected by alcohol-related morbidity and mortality. Although no studies have documented alcohol use disorder (AUD) treatment outcomes specific to urban AI/ANs, studies in other Native communities highlight concerns about the cultural acceptability of directive, abstinence-based approaches, such as cognitive behavioral therapy and 12-step programs. Understanding this population’s desired recovery pathways in their own words may help providers create more culturally appropriate, patient-centered, and effective approaches. Participants ($N = 31$) were urban AI/ANs who screened positive for AUD using the AUDIT-C. They participated in semi-structured interviews eliciting their experiences in AUD treatment to date and suggestions for redesigning AUD treatment in their own vision. Conventional content analysis was used to create a thematic description. Findings indicated that intrinsic motivation and not extrinsic pressure (e.g., mandated treatment) was associated with positive treatment engagement and outcomes. Participants appreciated feeling safe and supported in AUD treatment, but also felt AUD treatment could be institutional and oppressive. Participants preferred compassionate counselors with lived experience who could provide insights into recovery; they largely did not appreciate a “tough love” approach or power struggles with counselors. Native-led treatment centers providing access to cultural practices were preferred. Moving forward, participants suggested AUD treatment providers should help patients meet basic needs, prioritize patient-driven versus provider-driven goal-setting, support patients’ reconnection with meaningful activities, facilitate access to a supportive community network, and recognize cultural activities as important recovery pathways.

Keywords: American Indian, Alaska Native, Indigenous, recovery pathways, alcohol use, drinking, qualitative analysis, content analysis

LANGUAGE ASSESSMENT QUARTERLY

1. Poehner, M. E., & Lantolf, J. P. (2022). Advancing L2 Dynamic Assessment: Innovations in Chinese Contexts. *Language Assessment Quarterly*, 20(1), 1–19. <https://doi.org/10.1080/15434303.2022.2158465>

Abstract: This introduction to the special issue, *L2 Dynamic Assessment Research in China*, examines the theoretical foundations of Dynamic Assessment (DA) in the writings of L. S. Vygotsky, with particular attention to the concepts of *praxis*, *mediation*, and *zone of proximal development*, while also recognizing contributions from notable DA researchers such as Israeli psychologist and educator Reuven Feuerstein. Trends in the general and L2 DA research literatures are considered, including: flexible, open-ended mediation (*interactionist DA*) and standardized, scripted mediation (*interventionist DA*); formats of embedding mediation in assessment procedures (so-called ‘sandwich’ and ‘cake’ formats of DA); DA administered in classroom and group settings; DA in formal testing contexts, including computerized DA procedures; mediated scores and learning potential scores; and uses of learner profiles resulting from DA to inform instructional enrichment programs. Each article in the special issue reports original research conducted by scholars in China. How the individual studies take up and extend trends in L2 DA research is explained. Given that learning activities and the thinking associated with them are deeply saturated in specific cultural practices and norms, it is argued that extension of DA principles to new cultural contexts, such as those reported in the special issue, is informative not only for assessment researchers in China but for the international community of assessment scholars, and it is essential for the continued development of DA frameworks.

2. Yang, Y., & Qian, D. D. (2022). Enhancing EFL Learners’ Reading Proficiency through Dynamic Assessment. *Language Assessment Quarterly*, 1–24. <https://doi.org/10.1080/15434303.2022.2132160>

Abstract: Built on Vygotsky’s Sociocultural Theory, Dynamic Assessment (DA) integrates teaching and assessment through mediator-learner interactions to promote learner development. This study employed interactionist DA to diagnose Chinese university EFL learners’ reading difficulties and promote their reading proficiency in a seven-week study. The design included a pre-test, a four-week Enrichment Program, a post-test, and a transfer test. Five learners completed each test both in a non-dynamic (NDA) and DA form. The learners’ individual interactions with a mediator in DA were recorded, transcribed and analyzed via Nvivo. In addition, the learners’ independent performances (IPs) on the NDA and DA, difficulties encountered in the process, the mediator’s prompts provided for the learners, and the learners’ mediated performances (MPs) were all identified and analyzed. Comparisons of the learners’ IPs and MPs across the tests showed that DA contributed to learners’ reading proficiency development, and this progress was evident both in their post-test IPs and MPs.

3. Youjun, T., & Ma, X. (2022). An Interventionist Dynamic Assessment Approach to College English Writing in China. *Language Assessment Quarterly*, 20(1), 44–65. <https://doi.org/10.1080/15434303.2022.2155165>

Abstract: This article explores the value of dynamic assessment (DA) for college English writing (CEW), a required course for millions of students in China that typically enrolls 50 students in each class. An interventionist approach to DA, in which mediation and administration are standardized, was selected and supplemented with a construct-descriptor-based rating checklist as a writing assessment before and after an eight-week instruction phase. The DA group received graduated mediation that focused on the constructs and descriptors from the scale, while a control group received holistic corrections. Data were processed through ANOVA and MANCOVA revealing variable development concerning specific constructs but overall significantly greater improvement by the DA group. The results are interpreted according to the degree of change as indicative of the zone of proximal development. The value of the construct-driven scale and associated descriptors through the mediational process are also discussed. It is argued that interventionist DA is equipped to identify the components and processes within a construct, and in so doing offers the possibility of fine-tuning teachers' and learners' understanding of problem areas for individuals.

4. Jia, L., Cai, J., & Wang, J. (2022). Promoting Learning Potential among Students of L2 Chinese through Dynamic Assessment. *Language Assessment Quarterly*, 20(1), 66–87. <https://doi.org/10.1080/15434303.2022.2156870>

Abstract: In Dynamic Assessment (DA), the observation that individuals respond differently to support, or mediation, is important for diagnoses of development. The concept of *learning potential* refers to openness to mediation, i.e., the extent of change to performance when mediation is available, which may suggest learners will need less overall instruction to develop. The current study investigates this prediction and the premise that aligning DA mediation with learner needs promotes development. Mediation, as a systematic interactional process, is more likely to appropriately identify learner needs that are sensitive to future development. Thirty-four secondary school learners of L2 Chinese participating in a two-month study abroad in China completed narration tasks following an instructional intervention, one group receiving DA mediation and the other explicit feedback. The *ba* (把)-construction, recognized as particularly challenging for learners of Chinese, was the focal language feature. Analysis revealed significant differences, with the group receiving DA mediation showing greater improvement with mediation and more accuracy during independent functioning.

5. Zhang, Y., & Xi, J. (2022). Fostering Self-Regulated Young Writers: Dynamic Assessment of Metacognitive Competence in Secondary School EFL Class. *Language Assessment Quarterly*, 1–20. <https://doi.org/10.1080/15434303.2022.2103702>

Abstract: Research into metacognition has found it to facilitate self-regulation and correlate to learners' L2 writing level. Following Lee & Mak's (2018) framework of Metacognitive Instruction (MI) for L2 writing classrooms, this study applies Dynamic

Assessment (DA) to writing MI (MI-DA) in a rural middle school EFL class in China. A one-semester comparative experimental study was conducted in two parallel Grade Seven classes (32 learners in each, taught by the same teacher) following a 3-step procedure: a nondynamic pretest and posttest for both control class (CC) and experimental class (EC) and an intervention phase, with CC receiving a score on written assignments and teacher's comments while EC was provided with MI-DA intervention during pre-writing, writing, and revision. Ratings of student independent writing as well as interview data indicate that MI improved significantly students' writing performance and metacognitive competence, influencing their attitude toward and confidence with writing. These goals, typically beyond the focus of most conventional assessments, are realized in DA through its commitment to taking account of the results of past development and those abilities that are ripening (i.e., future development).

6. Liang, Y., Li, Y., & Sang, Z. (2022). A Study on Peer Mediation in Dynamic Assessment of Translation Revision Competence. *Language Assessment Quarterly*, 20(1), 108–126. <https://doi.org/10.1080/15434303.2022.2153050>

Abstract: This study investigated how peer-mediated Dynamic Assessment (DA) unfolded in translation revision competence (TRC) of students of Master's degree of Translation and Interpreting (MTI) in China. Thirty subjects first completed three revision tasks and were then rated as high- or low-level performers according to their average scores across the first two tasks. Students were subsequently assigned to either the role of learner or peer mediator. Peer mediators received training in a graduated prompts approach to DA to learn how to provide their peers with mediation. Peer mediation sessions were conducted with the mediators and the learners paired at random and directed to jointly review their third revision. After that, all participants re-revised their last texts with their justifications and were interviewed about their attitudes towards peer interaction and their progress in TRC. Diagnosis of TRC comprised scores of the first two revisions as well as the third revision following peer mediation, with this latter score indicating responsiveness to mediation and interpreted as the Zone of Proximal Development. The findings indicated that peer mediation may help improve both mediators' and learners' TRC, yet other potential factors at work should not be ignored. The peer engagement process allowed participants to improve their TRC in terms of justification and interpersonal skills. This research explored the application of DA in translation training and provided a process-oriented evaluation for translation studies.

7. Sun, Z., Xu, P., & Wang, J. (2022). Dynamic Assessment of the Learning Potential of Chinese as a Second Language. *Language Assessment Quarterly*, 20(1), 127–142. <https://doi.org/10.1080/15434303.2022.2151911>

Abstract: The construct of *learning potential* has been proposed to capture differences between learner independent performance and performance during Dynamic Assessment (DA). This paper introduces a new LPS formula implemented in a DA study involving Pakistani learners of L2 Chinese. Learners were randomly assigned to a control or experimental group and administered a pre-, post-, and more difficult transfer test, each

focused on verb-resultative constructions. Use of the new learning potential score (LPS) formula allowed for greater differentiation of learner trajectories.

LANGUAGE LEARNING

1. Valentini, A., & Serratrice, L. (2022). Longitudinal Predictors of Listening Comprehension in Bilingual Primary School-Aged Children. *Language Learning*, 73(1), 5–46. <https://doi.org/10.1111/lang.12513>

Abstract: Research on monolingual children has shown that listening comprehension is predicted by a range of language and cognitive skills; less is known about predictors of listening comprehension in bilingual children and about the role of language input. This study presents longitudinal data on predictors of English listening comprehension in 100 bilingual children between the ages of 5;8 and 6;8 years. The children were tested three times on their literal and inferential comprehension of stories. Vocabulary, morphosyntax, attention, and memory were included as predictors of listening comprehension alongside a measure of English input. The children showed growth over time in both literal questions and global inference questions, with performance on local inferences remaining stable over time. Vocabulary depth and morphological knowledge explained listening comprehension abilities in all types of questions, but not their growth; that is, all children improved in comprehension over time regardless of their initial morphological and vocabulary depth skills. English input had a mediated effect on listening comprehension via morphological knowledge and vocabulary depth, but no direct effect.

2. Shi, J., Peng, G., & Li, D. (2022). Figurativeness Matters in the Second Language Processing of Collocations: Evidence From a Self-Paced Reading Experiment. *Language Learning*, 73(1), 47–83. <https://doi.org/10.1111/lang.12516>

Abstract: This study reports on a self-paced reading experiment exploring whether the figurativeness of collocations affects L2 processing of collocations. The participants were 40 English native speakers and 44 Chinese-speaking English foreign language learners (including doctoral, postgraduate, and undergraduate students). To ensure that the effect emerged from the figurativeness of collocations rather than other item-related confounds, this study added a literal–literal comparison (e.g., *choose a career* vs. *choose a house*) as a control to the experimental figurative–literal comparison (e.g., *build a career* vs. *build a house*). Results showed that L2 speakers processed figurative collocations more slowly than literal collocation controls but native speakers did not. Importantly, this processing cost for figurative collocations in L2 speakers varied by L2 proficiency but not phrase familiarity. We discuss the results in terms of the dual-route model of formulaic and novel language processing and also incorporate them into the literal salience model of bilingual figurative processing.

3. Uchihara, T., Webb, S., Saito, K., & Trofimovich, P. (2022). Frequency of Exposure Influences Accentedness and Comprehensibility in Learners' Pronunciation of Second Language Words. *Language Learning*, 73(1), 84–125. <https://doi.org/10.1111/lang.12517>

Abstract: The current study investigated the effects of repetition on the learning of second language (L2) spoken word forms. Japanese university students learning L2

English were randomly assigned to one of three treatment conditions (one, three, and six exposures) and learned 40 words while hearing them and viewing their corresponding pictures. A picture-naming test was administered before, immediately after, and approximately one week after the treatment. The elicited speech samples were evaluated for two aspects of spoken vocabulary knowledge: pronunciation (accentedness and comprehensibility) and form–meaning connection (spoken form recall). Results showed that (a) the number of exposures positively affected measures of form–meaning connection and pronunciation immediately after the treatment, and (b) cognateness moderated how strongly repetition impacted the pronunciation of L2 words. Moderate learning gains occurred for comprehensibility after six exposures to new words. However, with six exposures, only small effects of repetition were observed for accentedness.

4. Pan, D. J., & Lin, D. (2022). Cognitive–Linguistic Skills Explain Chinese Reading Comprehension Within and Beyond the Simple View of Reading in Hong Kong Kindergarteners. *Language Learning*, 73(1), 126–160. <https://doi.org/10.1111/lang.12515>

Abstract: In this study, we investigated the direct and indirect associations of different cognitive–linguistic skills and Chinese reading comprehension in Hong Kong kindergarteners. We assessed 179 children's nonverbal IQ, cognitive–linguistic skills, word reading, listening comprehension, and reading comprehension. Results showed significant correlations between all variables and reading comprehension. Further path analysis results indicated that rapid automatized naming, orthographic knowledge, and morphological awareness contributed to reading comprehension via word reading. Nonverbal IQ and vocabulary knowledge were associated with reading comprehension through listening comprehension. Beyond that, nonverbal IQ and morphological awareness still contributed directly to reading comprehension. Overall, our findings elucidated the importance of nonverbal IQ and cognitive–linguistic skills within the framework of the simple view of reading in Chinese and highlighted the unique roles of nonverbal IQ and meaning-related skills in Chinese reading comprehension, which contributed to understanding the simple view of reading in Chinese.

5. Mizumoto, A. (2022). Calculating the Relative Importance of Multiple Regression Predictor Variables Using Dominance Analysis and Random Forests. *Language Learning*, 73(1), 161–196. <https://doi.org/10.1111/lang.12518>

Abstract: Researchers often make claims regarding the importance of predictor variables in multiple regression analysis by comparing standardized regression coefficients (standardized beta coefficients). This practice has been criticized as a misuse of multiple regression analysis. As a remedy, I highlight the use of dominance analysis and random forests, a machine learning technique, in this method showcase article for accurately determining predictor importance in multiple regression analysis. To demonstrate the utility of dominance analysis and random forests, I reproduced the results of an empirical study and applied these analytical procedures. The results reconfirmed that multiple regression analysis should always be accompanied by dominance analysis and random forests to identify the unique contribution of individual predictors while considering

correlations among predictors. I also introduce a web application for facilitating the use of dominance analysis and random forests among second language researchers.

6. Levy, H., & Hanulikova, A. (2022). Spot It and Learn It! Word Learning in Virtual Peer-Group Interactions Using a Novel Paradigm for School-Aged Children. *Language Learning*, 73(1), 197–230. <https://doi.org/10.1111/lang.12520>

Abstract: We use a novel paradigm to examine the effect of language exposure and variable input on the acquisition of words in primary school-aged children. Children growing up with different languages and foreign or regional accents in their input might benefit from their experience with variability when learning new words from peers with unfamiliar accents. We ask to what extent language and accent experience helps monolingual and bilingual children learn new words in the context of accent variability. Children (aged 7–11 years) played a computerized card game with virtual peers that resembles natural advanced lexical acquisition, during which new words are learned from child speakers and are produced actively in peer-group interactions. Successful word learning was predicted by the amount of input in regional and foreign accents but not by exposure to other languages (i.e., bilingualism). We discuss how accent experience affects word learning under variable input conditions.

7. Coumel, M., Ushioda, E., & Messenger, K. (2022). Second Language Learning via Syntactic Priming: Investigating the Role of Modality, Attention, and Motivation. *Language Learning*, 73(1), 231–265. <https://doi.org/10.1111/lang.12522>

Abstract: We examined whether input modality and individual differences in attention and motivation influence second language (L2) learning via syntactic priming. In an online study, we compared the primed production of English passives by 235 L2 and native English speakers in reading-to-writing versus listening-to-writing conditions. We measured immediate priming (producing passives immediately after exposure to passives) and short- and long-term learning (producing more passives in immediate and 1-week delayed posttests relative to pretests). Both groups showed immediate priming and short- and long-term learning, although L2 speakers produced more passives with immediate priming and showed greater long-term learning. Learning was unaffected by modality, but immediate priming was greatest in the listening-to-writing condition across groups. Individual differences in attention and motivation did not influence priming or learning. Thus, syntactic priming fosters long-term L2 learning regardless of input modality, but participants may be sensitive to the frequency of passives in spoken versus written language during immediate priming.

8. Yi, W., Man, K., & Maie, R. (2022). Investigating First and Second Language Speaker Intuitions of Phrasal Frequency and Association Strength of Multiword Sequences. *Language Learning*. <https://doi.org/10.1111/lang.12521>

Abstract: In this study, we investigated the accuracy of first language (L1) and second language (L2) speakers' intuitive judgments of phrasal frequency and collocation

strength, and examined the linguistic influences that give rise to these judgments. L1 and L2 speakers of English judged 180 adjective–noun collocations as (a) high frequency, medium frequency, or low frequency and (b) high association, medium association, or low association. Results showed that neither L1 nor L2 speakers demonstrated accurate intuitive judgments of phrasal frequency and association strength. Both groups of participants employed linguistic information at phrase and single-word levels when giving intuitive statistical estimates. We found judgments of phrasal frequency and association strength to be intertwined for both L1 and L2 speakers. Taken together, these findings shed new insight on understanding language users’ statistical knowledge of multiword sequences.

9. Iwaizumi, E., & Webb, S. (2022). To What Extent Do Learner- and Word-Related Variables Affect Production of Derivatives? *Language Learning*, 73(1), 301–336. <https://doi.org/10.1111/lang.12524>

Abstract: This study explores the effects of receptive derivational affix knowledge, derivative frequency, part of speech, and vocabulary breadth on production of derivatives. Twenty-one speakers of English as a first language and 107 learners of English as a second language were asked to produce derivatives for 90 prompt words on a decontextualized derivative form-recall test. Results indicated that (a) increased receptive derivational affix knowledge and derivative frequency were linked to greater accuracy in production of derivatives, (b) adverb derivatives were more frequently produced compared to other parts of speech, and (c) learners’ vocabulary breadth was associated with greater accuracy in producing derivatives. Results also indicated a larger facilitative effect of derivative frequency for second language learners in comparison to first language speakers, but this effect diminished as vocabulary breadth increased. These findings suggest that learners may initially acquire derivatives on a case-by-case basis but, as their knowledge of derivational affixes and vocabulary breadth increases, they may acquire derivatives more systematically.

MATHEMATICAL THINKING AND LEARNING

1. Prediger, S., & Neugebauer, P. (2021). Can students with different language backgrounds profit equally from a language-responsive instructional approach for percentages? Differential effectiveness in a field trial. *Mathematical Thinking and Learning*, 1–21. <https://doi.org/10.1080/10986065.2021.1919817>

Abstract: Language-responsive instructional approaches are intended to enhance the mathematics learning of students with low academic language proficiency, mostly by enriching mathematical content trajectories with systematic language-learning opportunities. However, little is known about their effects (and in particular differential effects) in linguistically diverse classrooms. The paper reports on a cluster-randomized field trial investigating the effectiveness of a language-responsive instructional approach for percentages in 38 mathematics classrooms with 655 seventh graders. The multilevel regression analysis shows that the intervention group developed significantly more conceptual understanding of percentages than the control group. In the intervention group, no differential effects were found for language proficiency, multilingual background, and immigrant status. These findings suggest that all students' access to mathematical conceptual understanding can be promoted.

Keywords: Language-responsive instructional approach, monolingual and multilingual students, effectiveness, percentages, macro scaffolding

2. Kazak, S., Fujita, T., & Turmo, M. P. (2021). Students' informal statistical inferences through data modeling with a large multivariate dataset. *Mathematical Thinking and Learning*, 25(1), 23–43. <https://doi.org/10.1080/10986065.2021.1922857>

Abstract: In today's age of information, the use of data is very powerful in making informed decisions. Data analytics is a field that is interested in identifying and interpreting trends and patterns within big data to make data-driven decisions. We focus on informal statistical inference and data modeling as a means of developing students' data analytics skills in school. In this study, we examine how students apply the data modeling process to draw informal inferences when exploring trends, patterns and relationships in a real dataset using technological tools, such as CODAP and Excel. We analyzed 17–18-year-old students' written reports on their explorations of data supplied by third parties. Students used a variety of statistical measures and visualizations to account for variability in analyzing data. They tended to make statements with certainty in their inferences and predictions beyond the data. When the pattern in the data was uncertain, they were inclined to use contextual knowledge to remain certain in their claims.

Keywords: Data analytics, data modeling, informal statistical inference, upper secondary

3. Noll, J., Kirin, D., Clement, K., & Dolor, J. (2021). Revealing students' stories as they construct and use a statistical model in TinkerPlots to conduct a randomization test for comparing two groups. *Mathematical Thinking and Learning*, 25(1), 44–63. <https://doi.org/10.1080/10986065.2021.1922858>

Abstract: Using simulation approaches when conducting randomization tests for comparing two groups in the context of experimental studies has been promoted as a beneficial approach for supporting student learning of statistical inference. Many researchers have suggested that the data production process in simulations for the randomization test intuitively connects to the random assignment used in the original study design, thus supporting students' understanding of the logic of inference. Yet, there is little empirical research on how students initially think about the concepts and processes underlying the randomization test as they engage in constructing and using probability models to solve a problem. This work makes a contribution by deepening our understanding of students' reasoning about randomization tests by focusing on a group of three students as they create and use a Tinker Plots model to simulate data and use this data to make a statistical inference. This work adopts a narrative lens through which to view these students' reasoning and modeling activity. We compare and contrast the narratives we constructed for these students along with a narrative we constructed for a statistician. We discuss possible implications for teaching randomization tests for comparing two groups using a modeling and simulation approach.

Keywords: Randomization test, statistical modeling & simulation, statistical narratives, TinkerPlots.

4. Zapata-Cardona, L., & Martínez-Castro, C. A. (2021). Statistical modeling in teacher education. *Mathematical Thinking and Learning*, 1–15. <https://doi.org/10.1080/10986065.2021.1922859>

Abstract: The purpose of this research is to investigate prospective teachers' learning in the statistical modeling process. To reach this goal, we position the study in a socio-critical perspective of modeling that informed the design of a statistical investigation. Participants were 10 prospective teachers from a state university in north-western Colombia who were taking a methods course in statistics. They worked out a statistical investigation inspired by a news article on global warming. The main source of data was fragments from prospective teachers' speech while working out the statistical investigation. The information was complemented with prospective teachers' narratives in which they reflected on their experience with statistics. The results reveal that the prospective teachers' discourse offers indications to suggest that the participants were in the process of developing statistical knowledge as well as developing awareness as critical citizens. Prospective teachers used statistics tools to (1) make sense of a crisis of society while progressing in the development of their statistical knowledge and (2) reflect on the critical issue while showing signs of social awareness development.

Keywords: Statistical modeling, teacher education, critical citizenship, socio-critical perspective of modeling, teacher learning.

5. Dvir, M., & Ben-Zvi, D. (2021). Informal statistical models and modeling. *Mathematical Thinking and Learning*, 1–21. <https://doi.org/10.1080/10986065.2021.1925842>

Abstract: Growing scholarship on the pedagogical applications of statistical modeling is currently taking place to create adaptations of this practice to introduce novices to statistics. These are intended to promote novices' reasoning, and are typically void of formal mathematical procedures and calculations. In this article, we define the potential product that novices can create as they engage in such informal implementations, Informal Statistical Models (ISM), as purposeful representations – with both deterministic and stochastic components – of how observed variability in data is generated. This definition reflects the potential connection between informal constructs that novices and young students can create and the formal view of statistical models, thereby suggesting how informal insights may be later cultivated into more mature understandings. We illustrate the usefulness of this definition by providing an in-depth account of the reasoning that a pair of sixth-grade students employed through their informal statistical modeling process. The findings illustrate a four-episode sequence where students created and developed an initial deterministic model before extending it with an informal stochastic component. This shows how starting with deterministic models can be a valuable precursor to develop initial ISMs.

Keywords: Informal statistical models, informal statistical modeling, reasoning with informal statistical models and modeling, informal statistical inference.

6. Zahner, W., & Wynn, L. (2021). Rethinking Learning Trajectories in Light of Student Linguistic Diversity. *Mathematical Thinking and Learning*, 25(1), 100–114. <https://doi.org/10.1080/10986065.2021.1931650>

Abstract: Learning trajectory (LT) research in mathematics education has shaped both instructional materials and assessments. But, the body of LT research has also been critiqued for not adequately considering equity and addressing student diversity. This study begins to fill this gap by characterizing the reasoning of 23 multilingual students who participated in task-based interviews about proportional relationships and linear functions. Using tasks aligned with an established LT, the analysis focuses on the interaction of task language demand and student language background. Results show how task linguistic complexity can interfere with accurately interpreting the mathematical reasoning of emergent bilingual students. We discuss the need to (a) incorporate a focus on linguistic diversity when planning instruction and (b) broaden the students who participate in LT research to avoid reinforcing implicitly biased assumptions about diverse learners.

7. Marmur, O., & Koichu, B. (2021). Between expert and student perspectives: on the intersection of affect and heuristic-didactic discourse in the undergraduate classroom. *Mathematical Thinking and Learning*, 25(1), 115–144. <https://doi.org/10.1080/10986065.2021.1940432>

Abstract: This paper explores student emotion and learning experiences fostered by lecturing-style instruction in Real-Analysis problem-centered lessons. We focus on two lessons that were taught by two reputable instructors and involved challenging, mathematically-related problems the students did not understand. Nonetheless, one lesson evoked negative emotional reactions, while the other positive emotional reactions – a phenomenon we aimed at explaining. The main data comprise the filmed lessons and subsequent stimulated-recall interviews with nine students. The analysis draws on conceptual tools from three perspectives: mathematical discourse, variation theory, and a recently developed construct of *key memorable events* (KMEs) that offers an affective-cognitive lens for investigating the interrelation between teaching and learning. The findings indicate that the positively-perceived lesson contained instances of what we call *heuristic-didactic discourse*: a meta-level discourse that presents heuristics monitored from an expert’s perspective, yet derived from a student’s perspective. Implications for research and practice are drawn.

Keywords: Affect, emotions, key memorable events, meta-level discourse, learning affordances, real analysis, undergraduate mathematics education, double Riemann integral

PSYCHOLOGY IN THE SCHOOLS

1. Karaca, M., Bektaş, O., & Tarkin, A. (2022). An examination of the self-regulation for science learning of middle school students with different achievement levels. *Psychology in the Schools*, 60(3), 511–540. <https://doi.org/10.1002/pits.22776>

Abstract: This research aims to examine the self-regulation of students with different achievement levels toward science learning based on Zimmerman's model including three phases: forethought, performance, and self-reflection. The research was conducted based on the case study from the qualitative research method. The study group consisted of 12 students who have different academic achievement levels and are studying at different levels of a middle school in Kayseri province, Turkey. The data of the research were collected through semistructured interviews and analyzed using content analysis. It was determined that each phase of self-regulation was not compatible with academic achievement, and individual differences came to the fore in students' self-regulation. The authors concluded that a student's level in all subdimensions of self-regulation was not the same. They also found that not only academic achievement affected the subdimensions of self-regulation, but also individual factors and differences.

2. Snyder, A. L., LeBoeuf, L., & Lillard, A. S. (2022). “My Name Is Sally Brown, and I Hate School!”: A retrospective study of school liking among conventional and Montessori school alumni. *Psychology in the Schools*, 60(3), 541–565. <https://doi.org/10.1002/pits.22777>

Abstract: School liking shows clear associations with academic success, yet we know little about how it changes over levels of schooling, what predicts liking school at each level, or how attending alternative schools like Montessori might impact liking. To better understand school liking across time and education settings, we surveyed adults about how much they remember liking elementary, middle, and high school, and identified key school features that predicted higher school liking at each level. Because Montessori schools have many features that other literature suggests predict higher school liking, we purposely sampled Montessori alumni as well, and compared their schools' features for elementary school only (due to sample size). Moreover, we collected open-ended responses about what participants in both conventional and Montessori liked least about school, revealing what features of their school experiences might have led to less overall school liking. The unique contributions of this study are (1) showing how a wide range of school features predict recalled school liking, (2) examining data for all school levels using a single sample of participants, and (3) comparing recalled school liking and its predictors across conventional and Montessori schools. The sample included 630 adults, of whom 436 were conventional school alumni and 187 were Montessori alumni (7 participants did not report school type). Participants' mean age was 35.8 years ($SD = 10.53$, range = 19–77), and 53% were female. Participants were recruited online, and they responded to Qualtrics surveys about school liking, school features, and their demographics. School liking overall was tepid, and was highest in elementary and lowest in middle school. For all participants, recalling a sense of community and interest in schoolwork were most strongly associated with school liking. Adults who attended

schools which emphasized studying topics of personal interest and rewards for positive behavior also liked school more. Montessori school alumni reported higher school liking and that learning was what they liked most about school; by contrast, conventional school alumni most liked seeing friends. Levels of school liking, as recalled by adults, are low overall, but are higher in elementary school and higher amongst those who recall their schools as having stronger community, catering more to student interest, and rewarding positive behavior. In addition, school liking was higher among people who attended Montessori schools. Further research could extend to a cross-sectional study of children currently enrolled in different types of schools.

3. Flegge, L. G. (2022). Examining facilitators and barriers to evidence-based professional practice by mental health providers in schools. *Psychology in the Schools*, 60(3), 566–591. <https://doi.org/10.1002/pits.22783>

Abstract: This exploratory study surveyed school mental health providers across the United States to examine their perception of the facilitators and the barriers to evidence-based professional practice (EBPP) when offering mental health services to students in schools and to identify any group differences of these perceptions. A national sample of school counsellors, school psychologists, and social workers ($N= 303$, 86.5% female) was surveyed using an original questionnaire. Results of the study identified 12 perceived facilitators to EBPP: educational and professional standards, continuing education training, graduate school training, personal theoretical orientation, publications from professional organizations, individual student needs, peer support from co-workers, providing supervision to other professionals, access to research, access to resources to provide specific programs and interventions, student preferences, and use of treatment plans. No perceived barriers to EBPP were identified when looking at the whole sample. However, an examination of specific groups within the study revealed two barriers: use of treatment plans and providing supervision to other professionals. Findings provide an updated understanding of perceived facilitators and barriers to EBPP and set the stage for future interventions targeting these factors. Implications and future research directions are discussed.

4. Hopple, A. M., & Ball, C. R. (2022). Collaboration is key: School psychologists' experience in suicide intervention. *Psychology in the Schools*, 60(3), 592–605. <https://doi.org/10.1002/pits.22782>

Abstract: School psychologists are key school-based personnel when responding to suicidal thoughts and behaviors. The present paper explored the experiences and attitudes of school psychologists, with a special focus on collaborating during suicide intervention activities. Using a descriptive phenomenological approach, a purposive sample procedure identified 10 school psychologists. Data were collected via in-person, semi-structured interviews. Most participants were female ($n=9$) and all were practicing within the school setting and had delivered suicide intervention activities. Experiences described through interviews suggested collaboration while responding to suicide was a common activity that enhances the quality of services, external collaboration—though beneficial for students—can be a barrier to the provision of services, school psychologists cope

through collaboration, and suicide intervention services would benefit from increased collaboration. Implications for practice include working to develop stable partnerships with external stakeholders and increasing collaboration during suicide assessment and response.

5. Reyes, B., Hernández, D. J., Martínez-Gregorio, S., De Los Santos, S., Galiana, L., & Tomás, J. M. (2022). Prediction of academic achievement in Dominican students: Mediational role of learning strategies and study habits and attitudes toward study. *Psychology in the Schools, 60*(3), 606–625. <https://doi.org/10.1002/pits.22780>

Abstract: School or academic achievement is a relevant topic of study, as it is evidence of the learning achieved by the student. This study aims to explore a model explaining academic achievement while testing the mediator role of learning strategies, study habits and study attitudes. Research design was correlational. 1712 Dominican students from 12 to 20 years old (52.75% female) were sampled through cluster sampling. Data was recruited with a set of validated questionnaires, including measures of academic achievement (marks), learning strategies, study habits, and attitudes toward studies, school engagement, and academic support. Structural Equation Modeling was used to establish and test the mediational model. Main results show that learning strategies and study habits and attitudes play a mediator role between background variables as age, gender, cognitive or behavioral engagement, and students' academic achievement. Learning strategies and study habits play a central role in achieving a good academic performance, by mediating the effects of academic support and school engagement.

6. Bene, K. (2022). Gauging secondary school students' terrorism-related resilience in the Sahel region of Burkina Faso: A quantitative study. *Psychology in the Schools, 60*(3), 626–637. <https://doi.org/10.1002/pits.22779>

Abstract: This study appraised male and female students' levels of terrorism-related resilience, its effect on emotion and achievement, and assessed gender differences. The sample size was 180 junior and high school students of which 66 females (36.3%) and 114 males (62.6%) in the Sahel. Participants' ages ranged from 13 to 24 with a mean of 17.1 (SD = 2.04). Descriptive, multiple linear regression, and *t*-test analyses were implemented to test for the size of resilience, its effects on students' emotional health and achievement, and to assess gender differences. Students had low level of resilience. Academic performance did not predict resilience, though regression analyses were statistically significant. Furthermore, no gender differences were found. Low level of resilience implies that students possess high level of difficulties in coping with terrorism. Psychological services are suggested to help secondary school students cope with the adverse effects of the stated violence.

7. Balkar, B., & Alev, S. (2022). Professional engagement and professional values among teachers in Turkish primary schools: Examining the mediating effect of professional efficacy. *Psychology in the Schools, 60*(3), 638–657. <https://doi.org/10.1002/pits.22778>

Abstract: The present research investigates direct relationships between professional values, professional efficacy, and professional engagement among primary school teachers. The mediating role of professional efficacy in the relationship between values and engagement, that is, whether greater adoption of professional values leads to greater professional efficacy, which in turn leads to greater professional engagement is explored. A correlational design was used in the research. Survey data were collected from 370 primary school teachers in the city of Gaziantep, Turkey. Research data were collected through self-report questionnaires that assessed the variables of the research. Data were analyzed using confirmatory factor analysis, structural equation modeling, and the bootstrap method. The results showed direct positive associations between the research variables and a partial mediating role of efficacy between values and engagement. While higher adoption of professional values directly led to greater professional engagement, it also predicted increases in professional efficacy and, in turn, indirectly increased teacher engagement. Teachers who adopt professional values more strongly are more likely to demonstrate efficacy in their profession, which, in turn, enhances their professional engagement. These results shed light on how to increase teacher engagement.

8. Long, S., Volpe, R. J., & Briesch, A. M. (2022). Evaluation of a computer-assisted letter sound tutoring program: An application to preschool English language learners. *Psychology in the Schools*, 60(3), 658–678. <https://doi.org/10.1002/pits.22784>

Abstract: The importance of letter sound knowledge (LSK) as a precursor to later literacy skills has been well-documented. Since English language learners (ELLs), or students who first acquired a language other than English, continue to underperform in reading compared to their English-speaking peers, they are particularly at-risk for reading and academic difficulties. The current study examines the utility and acceptability of teaching letter sounds to four ELL pre-schoolers through a software-based incremental rehearsal tool (Tutoring Buddy). All students demonstrated increases in LSK, with large effect sizes derived through percentage of all no overlapping data analyses. Increases were also noted in the students' generalization of letter sounds to measures of letter sound fluency and nonsense word fluency, signified by small to large effect sizes. Large effect sizes generated for real word fluency measures indicated that all students were able to apply LSK to decoding real, consonant-vowel-consonant words. All students rated Tutoring Buddy as helpful for their letter sound learning, and varied in how enjoyable they found the intervention to be. Overall, the results support the use of Tutoring Buddy as an effective and acceptable method for teaching letter sounds to young ELLs. Implications for school-based professionals working with ELL and future directions for research are discussed.

9. Jentsch, A., Hoferichter, F., Blömeke, S., König, J., & Kaiser, G. (2022). Investigating teachers' job satisfaction, stress and working environment: The roles of self-efficacy and school leadership. *Psychology in the Schools*, 60(3), 679–690. <https://doi.org/10.1002/pits.22788>

Abstract: This study investigates the relations between working environment and teachers' job satisfaction, perceived work-related stress, as well as work-related self-efficacy. The sample consisted of 226 mathematics teachers from German secondary schools. About 55% were female and they had been teaching for 13 years on average. We used self-reported measures to assess how teachers perceived their working environment (regarding autonomy, feedback, and social support by colleagues), administrative leadership and teachers' work-related self-efficacy, as well as job satisfaction and work-related stress. Structural equation modeling demonstrates that teachers' job satisfaction and stress were significantly associated with self-efficacy (moderate to large effects) and an administrative leadership at the corresponding schools (small to moderate effects). The effect of social support on teachers' job satisfaction and stress was fully mediated by teachers' self-efficacy. Our findings underscore the importance of self-efficacy and a positive working environment for teachers' job satisfaction and stress.

10. Azad, G. F., Sridhar, A., Taormina, I., & Roter, D. L. (2022). Parent–teacher communication for children on the autism spectrum: An examination of communication skill use and problematic communication. *Psychology in the Schools, 60*(3), 691–706. <https://doi.org/10.1002/pits.22787>

Abstract: The purpose of this investigation was to examine communication skill use and related characteristics, as well as factors associated with problematic communication during conferences, in parents and teachers of children on the autism spectrum (AS). Participants were 36 parent–teacher dyads who completed questionnaires on communication, defined within the Listen, Educate, Assess, Partners, Support (LEAPS) Model, as well as measures on problem-solving and relationship quality. Parents reported more frequent use of LEAPS-defined skills than teachers, as well as a more positive view of problem-solving and relationship quality. Both parents and teachers reported similar levels of problematic communication. Problematic communication was inversely associated with problem-solving and relationship quality for parents. For teachers, problematic communication was inversely related to skill use and relationship quality. Communication during parent–teacher conferences may be improved through LEAPS-based communication training for both teachers and parents. This training may diminish problematic communication and align cross-setting intervention practices, and subsequently optimize outcomes for children on the AS.

11. Gökçe, S., Güner, P., & Baştuğ, M. (2022). Monitoring proficiency: Growth of number sense in primary school. *Psychology in the Schools, 60*(3), 707–728. <https://doi.org/10.1002/pits.22786>

Abstract: The purpose of this study is to develop tests for monitoring the number sense skills of primary school students based on proficiency definitions and to compare their number sense skills according to gender, school type, and mother's educational level. The first stage addressed to test development in which anchor items were used for vertical equating of number sense tests across grade levels. In the second stage, the number sense skills were compared in terms of student characteristics. The participants were 2034 primary school students. Reliable and valid number sense tests each consisting of 20

items were developed that allow comparison among Grades 2, 3, and 4. The findings indicated that number sense skills were not developed sufficiently in early childhood and had different trends in terms of gender through grades. Moreover, private schools outperformed public schools and the gap became higher in Grade 4. The results also showed that mother's education is an important factor for children to have higher number sense skills. Number sense is a prominent predictor of mathematics performance and monitoring number sense progress helps to evaluate the effectiveness of mathematics instruction.

12. Graves, S. S., Johnson, K., Phillips, S., Jones, M., & Jacobs, M. V. (2022). Quantifying the linguistic demands of the oral directions of preschool cognitive assessments. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22789>

Abstract: Research has indicated that school aged (6–16 years) versions of cognitive assessment instruments have varying levels of linguistic demand, which could impact assessment results for placement purposes. However, a significant limitation to this research is the fact that it has not been replicated with cognitive assessment instruments used in preschool populations. As such, the purpose of this study is to address this gap in the research literature by examining linguistic demands of cognitive test batteries used for preschool aged children. The Kaufman Assessment Battery for Children, Second Edition (KABC-II), Woodcock Johnson Test of Cognitive Abilities Fourth Edition (WJ Cog-IV), and the Wechsler Preschool and Primary Scale of Intelligence Fourth Edition were used for this examination. Overall results demonstrated that the oral directions of preschool assessments have relatively low linguistic demands. However, several subtests on WJ Cog-IV have high Complexity, Verbosity, and Total Demand indices, which can pose difficulty for students with limited word knowledge. Furthermore, the KABC-II was the least demanding assessment from a linguistic standpoint. Implications are discussed in terms of the assessment of early childhood populations.

13. Ruble, L. A., Ogle, L., & McGrew, J. H. (2022). Practice makes proficient: Evaluation of implementation fidelity following COMPASS consultation training. *Psychology in the Schools*, 60(3), 743–760. <https://doi.org/10.1002/pits.22800>

Abstract: A training package for the Collaborative Model for Promoting Competence and Success (COMPASS), a multilevel consultation and coaching intervention for improved educational outcomes of students with autism, was developed and evaluated. Using a Hybrid Type 3 design with emphasis on implementation and a multidimensional approach to evaluating implementation outcomes, we tested the training package with community-based consultant trainees (CTs) unfamiliar with COMPASS and evaluated acceptance, appropriateness, feasibility, and fidelity from multiple sources (trainees, teachers, and parents). Results confirm that COMPASS-naïve CTs can be successfully trained. At least one feedback session was needed to achieve proficiency. Initial fidelity ratings between researchers and CTs were disparate suggesting self-report may not be adequate. Four feedback opportunities were required to achieve proficiency in writing intervention plans, an activity particularly challenging for CTs. Teachers and parents perceived COMPASS as acceptable, appropriate, and feasible. CTs knowledge of

evidence-based practices (EBPs) increased significantly following training; however, positive attitudes toward EBPs did not. The implementation outcomes suggest that the training package was effective for training CTs; however, additional practice with writing intervention plans is warranted.

14. Perkins, N., De Riggi, M., Hasking, P., & Heath, N. (2022). Slipping through the cracks: The critical role of school principals in addressing and responding to nonsuicidal self-injury among adolescents. *Psychology in the Schools*, 60(3), 761–779. <https://doi.org/10.1002/pits.22811>

Abstract: The responsibility of implementing nonsuicidal self-injury (NSSI) policy falls largely on school principals, yet few have received training regarding adolescent NSSI. Understanding principals' perceptions and roles in responding to NSSI among their students is essential to determining how best to address and reduce NSSI within school settings. Principals and deputy principals ($n = 63$) completed self-report questionnaires. Interviews were also conducted with 24 respondents. Most principals were involved in the response to student reports of NSSI; however, few had received any training on appropriate responses to NSSI. Barriers to responding effectively were a lack of training as well as resources in the community and school. Schools may benefit from more extensive and direct training about appropriately addressing and responding to NSSI within the school setting and an NSSI-specific policy with clearly outlined roles for principals and other school staff.

15. Buenconsejo, J. U., Pianpiano, O. I. P., & Datu, J. a. D. (2022). Psychometric properties of the School Kindness Scale in Hong Kong, mainland China, and the Philippines. *Psychology in the Schools*, 60(3), 780–792. <https://doi.org/10.1002/pits.22793>

Abstract: Studies have shown that the School Kindness Scale (SKS) has adequate psychometric properties in different societies such as Canada, Turkey, and the Philippines. However, there is scarce evidence on the psychometric validity of this scale across multiple societies and educational contexts. This study explores the cross-national invariance of the SKS among high school students in the Philippines, Hong Kong, and mainland China. Results showed that the modified unidimensional model of school kindness with correlated error terms on item number 2 and 3 had the most optimal fit. There was evidence supporting partial invariance of the modified unidimensional model of school kindness across setting and year level, and full invariance across gender. Whereas school kindness also demonstrated positive correlations with perceived academic performance in Hong Kong and mainland China, this construct was linked to higher emotional and social engagement in math in all contexts.

16. Tougas, A., Houle, A., Leduc, K., Frenette-Bergeron, É., & Marcil, K. (2022). Framework for successful school reintegration after psychiatric hospitalization: A systematic synthesis of expert recommendations. *Psychology in the Schools*, 60(3), 793–813. <https://doi.org/10.1002/pits.22791>

Abstract: This systematic synthesis aimed to identify and synthesize expert recommendations from best available clinical and scientific literature for successful school reintegration of students after psychiatric hospitalization. Following principles outlined by the Evidence for Policy and Practice Information and Coordinating Centre (EPPI-Centre), we searched 15 electronic databases with all possible literature from 1985 to May 2019 and conducted both supplementary retrospective and prospective reference searches. Fifty-three documents (37 scientific and 16 clinical) met the inclusion criteria. A thematic synthesis of identified recommendations led to the development and definition of a nine-step framework to guide collaboration between school and mental health practitioners. This innovative framework offers clear, structured and consensus-based prescriptive guidelines to determine what should be done, for whom, by whom, when, and how, to facilitate the school reintegration of students hospitalized for mental health issues. Additional studies are necessary to evaluate the implementation and effectiveness of this step-based framework.

17. Hosseini, S. A., Tabbassi, S. S., Mosaferi, S., Mousavinejad, S. H., Nooripour, R., Firoozabadi, A., & Ghanbari, N. (2022b). The Persian version of the Psychotic-Like Experiences Questionnaire for Children (PLEQ-C): Psychometric properties in Iranian school students. *Psychology in the Schools*, 60(3), 814–829. <https://doi.org/10.1002/pits.22797>

Abstract: Psychotic-like experiences (PLEs), or subclinical hallucinations and delusions, are common symptoms among young adults. Therefore, the current study aimed to assess the psychometric properties of the Psychotic-Like Experiences Questionnaire for Children (PLEQ-C) in Iranian school students. The study method was cross-sectional, and the population consisted of Iranian school students aged 9–12 years, from whom 455 students were selected through the convenience sampling method. The participants then completed the PLEQ-C, Prodromal Questionnaire-Brief (PQ-B), and Community Assessment of Psychotic Experiences-42 (CAPE-42). The PLEQ-C's psychometric properties were analyzed using the confirmatory factor analysis while the reliability was tested using Cronbach's alpha. The convergent validity was assessed using the PQ-B and CAPE-42 measures. The findings showed that the PLEQ-C has satisfactory internal reliability (Cronbach's alpha of 0.83), and the one-factor structure provides a good fit for the observed data. The PLEQ-C was also significantly correlated with the PQ-B and CAPE-42 questionnaires. Given the study findings, it is concluded that the PLEQ-C has good validity for Iranian school students aged 9–12 years and can be used as a reliable and valid measure in psychological evaluations in the Iranian context.

18. Avcı, Ü., Yılmaz, F. M., & Yılmaz, R. (2022). Parental attitude and Instagram addiction: The mediating role of obsessive-compulsive disorder. *Psychology in the Schools*, 60(3), 830–842. <https://doi.org/10.1002/pits.22796>

Abstract: The study examined the relationship between democratic, authoritarian, and protective-demanding parental attitudes, obsessive-compulsive disorder (OCD), and Instagram addiction. It is based on the correlational research design in which the structural relationships between the variables were used. The study was carried out on

421 university students using Instagram. Of the students participating in the study, 233 were females (55.3%), and 188 were males (44.7%). Parental attitude scale, Instagram addiction scale, and OCD scale were used for the data collection, and Structural Equation Modeling was used for the data analysis. According to the study results, protective/demanding parental attitude significantly predicts OCD, OCD significantly indicates Instagram addiction, and OCD mediates the relationship between protective/demanding parental attitude and Instagram addiction. Conversely, democratic parental attitude does not predict OCD, and authoritarian parental attitude does not predict OCD. Based on the results of this study, protective/demanding parental involvement should be considered when preparing a strategic move to reduce OCD and prevent Instagram addiction among young people. In this a mediation model, the focus of intervention is OCD. Therefore, based on the results of this study, OCD should be considered when preparing a strategic move to prevent or treat Instagram addiction among young people.

19. Alés, Y. B., Orgambídez-Ramos, A., & Mora-Jauregualde, B. (2022). Empowerment and job satisfaction in university teachers: A theory of power in educational organizations. *Psychology in the Schools*, 60(3), 843–854. <https://doi.org/10.1002/pits.22790>

Abstract: While the importance of teacher job satisfaction is well documented, the processes and mechanisms by which educational institutions manage to influence the satisfactions of their members are not. Studies on the organizational elements associated with satisfaction have focused on isolated factors without the common umbrella of a consolidated theoretical model. Based on Kanter's theory of power in organizations, we aimed to analyze the mediator role of psychological empowerment between structural empowerment and job satisfaction in a sample of 267 university teachers in southern Spain. A cross-sectional study was carried out, utilizing questionnaires for data collection and convenience sampling. Percentile confidence intervals, based on 5000 resamples, were calculated to test the mediation model. Results showed that a two-way effect of structural empowerment on job satisfaction: a direct effect based on access to organizational resources of power and an indirect effect through the development of positive cognitions at work. Access to opportunities, resources, information, and support empower university teachers psychologically, fostering their intrinsic motivation and increasing their job satisfaction, key elements for teaching quality in higher education.

20. Cullinan, D., Lambert, M. C., & Epstein, M. P. (2022). Characteristics of emotional disturbance of female and male students in elementary, middle, and high school. *Psychology in the Schools*, 60(3), 855–875. <https://doi.org/10.1002/pits.22803>

Abstract: Provide data on the five characteristics of emotional disturbance (ED). For 503 students with ED and 2016 without disabilities, teachers rated the characteristics (*Inability to Learn; Relationship Problems; Inappropriate Behavior; Unhappiness or Depression; Physical Symptoms or Fears*), plus *Socially Maladjusted*. We applied a 2 (ED, without disabilities) × 2 (female, male) × 3 (elementary, middle, high school) covariance analysis, with follow-up comparisons. Students with ED showed greater problems than students without disabilities on all five characteristics, and *Socially*

Maladjusted. On *Inability to Learn*, among students with ED genders did not differ at elementary but males had greater problems at middle school. On *Inappropriate Behavior* and *Physical Symptoms or Fears*, students with ED varied across school levels but students without disabilities did not. All five characteristics discriminated students with ED from those without disabilities. Differences between genders and school levels varied across characteristics.

SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT

1. Levy, R. (2022). A comparison of methods for evaluating schools with respect to growth of students in subpopulations in three-level models. *School Effectiveness and School Improvement*, 34(1), 1–23. <https://doi.org/10.1080/09243453.2022.2071950>

Abstract: Although there is recognition that there may be differential outcomes for groups of students within schools, examination of outcomes for subgroups presents challenges to researchers and policymakers. It complicates analytic procedures, particularly when the number of students per school in the subgroup is small. We explored five alternatives for applying a three-level multilevel growth modeling framework to examine school-level achievement for a select subgroup of students (students with disabilities) using a large longitudinal database tracking reading achievement. The alternatives vary in terms of use of subgroup only or all student data, use of student-level predictors, and method of linking student or school-level outcomes to school effectiveness indices. Correlations from .57 to .99 among alternatives suggest the choice of how to derive school-level outcomes for a subgroup has consequences for inferences about the school's effectiveness with the subgroup. Researchers' assumptions and data available should guide the selection of an approach.

Keywords: Multilevel growth modeling, school's effectiveness, Sbgroups of students

2. Kellermann, C., Nachbauer, M., Gaertner, H., & Thiel, F. (2022). The effect of school leaders' feedback on teaching quality perceived by students – results of an intervention study. *School Effectiveness and School Improvement*, 34(1), 24–42. <https://doi.org/10.1080/09243453.2022.2075018>

Abstract: Feedback from school leaders often is of low quality and not always effective. Because school leaders spend only limited time on instructional leadership activities, an intervention was developed to assist them in efficiently providing high-quality feedback to teachers. The effectiveness of the intervention was evaluated within a quasi-experimental study. $N=11$ school leaders were trained in conducting classroom observations and providing feedback. School leaders observed teachers of the intervention group ($N=26$) and provided feedback with regard to 14 teaching characteristics. $N=27$ teachers served as a control group. It is examined whether the intervention leads to improvements in teaching quality perceived by students. Multilevel regression analyses were conducted. For three of the 14 teaching characteristics, intervention group students ($N=518$) rated changes in teaching quality significantly better than control group students ($N=551$). The results provide first evidence for the effectiveness of the intervention.

Keywords: Teacher evaluation, feedback, school improvement, instructional leadership, intervention study

3. López, V., Salgado, M., & Berkowitz, R. (2022). The contributions of school and classroom climate to mathematics test scores: a three-level analysis. *School Effectiveness and School Improvement*, 34(1), 43–64. <https://doi.org/10.1080/09243453.2022.2096645>

Abstract: Supportive school and classroom climates can add to student achievement and compensate for the negative contribution of low-socioeconomic status (SES) to academic achievement. We tested the added contribution of school and classroom climate to Chilean students' mathematics test scores. We performed a secondary analysis of 151,015 eighth-grade students (attending 8,412 classrooms in 5,619 schools) who completed the Sistema de Medición de la Calidad de la Educación (SIMCE) test in Chile. We identified six dimensions of school climate, which we aggregated to the classroom and school level to fit three-level regression models. Students' gender (girls) and low SES were major negative predictors of test scores. School and classroom climate made an additional contribution to the explained variance in test scores. A positive school and classroom climate compensates for the detrimental effects of gender and low SES on students' mathematics achievement, which justifies investing resources to promote positive school and classroom climates.

Keywords: Academic achievement, compensation effect, mathematics, multilevel, school climate

4. Marks, G. (2022). The overwhelming importance of prior achievement when assessing school effects: evidence from the Australian national assessments. *School Effectiveness and School Improvement*, 34(1), 65–89. <https://doi.org/10.1080/09243453.2022.2102042>

Abstract: Prior achievement is essential to estimating the role of schools and school factors on student outcomes because it measures students' pre-existing knowledge and skills. However, its very strong effects and their implications for research and policy are not widely appreciated. Analyses of student achievement in five domains shows that prior achievement, measured 2 years before, has overwhelming effects, albeit with domain and year-level (grade) differences. When considering prior achievement, only a small minority of schools have effects that significantly differ from the average school effect on student performance. The variation in school effects is quite limited, and there are only trivial jurisdictional differences in school effects. The contemporaneous effects of parents' occupational group and education – factors prominent in school funding in Australia – are negligible. These findings are likely to pertain to other educational contexts since prior achievement typically has strong, or very strong, relationships with achievement.

Keywords: Student achievement, prior achievement, SES, school effects, NAPLAN

5. Andersen, M. L. (2022). Measuring social marginalisation: using SEM to uncover essential social factors underlying social marginalisation in public schools. *School Effectiveness and School Improvement*, 34(1), 90–108. <https://doi.org/10.1080/09243453.2022.2113547>

Abstract: This study aimed to uncover key variable relationships underlying social marginalisation of students in public schools. Structural equation modelling was conducted on a large subset of the Danish Programme for Learning Management survey (2017) containing both student (Grades 4–10, ages 10–16) and parent responses ($N=42,702$). The Social Marginalisation Scale (SMS) was utilised. The results indicate that teacher support is vital for securing a positive classroom environment and for protecting students against social marginalisation. Moreover, a stronger parental community was associated with a more supportive classroom environment and lower social marginalisation in school.

Keywords: SEM, marginalisation, teacher support, parental involvement, classroom environment

6. De Vries, J., Dimosthenous, A., Schildkamp, K., & Visscher, A. J. (2022). The impact of an assessment for learning teacher professional development program on students' metacognition. *School Effectiveness and School Improvement*, 34(1), 109–129. <https://doi.org/10.1080/09243453.2022.2116461>

Abstract: Assessment for learning (AfL) can facilitate students' development of metacognition. However, teachers often struggle with the implementation of AfL in their classroom. The dynamic approach can help teachers develop professionally in the complex competency that is AfL. The dynamic approach is based on four principles: (a) addressing the professional needs of teachers, (b) integrating skills, (c) explaining underlying mechanisms, and (d) implementing support and feedback. In this experimental study, we investigated the effect on students' metacognition of an AfL teacher professional development program for secondary mathematics teachers based on the dynamic approach ($n_{\text{teachers}}=47$, $n_{\text{students}}=803$). We found a statistically significant positive effect on students' ability to predict ($d=0.24$) and evaluate ($d=0.22$), but not on students' ability to plan.

Keywords: Assessment for learning, teacher professional development, dynamic approach, student metacognition

7. Yada, T., Yada, A., Choshi, D., Sakata, T., Wakimoto, T., & Nakada, M. (2022). Examining the relationships between teacher self-efficacy, professional learning community, and experiential learning in Japan. *School Effectiveness and School Improvement*, 34(1), 130–149. <https://doi.org/10.1080/09243453.2022.2136211>

Abstract: This study investigated the relationships between professional learning communities (PLCs), teacher self-efficacy, and experiential learning. A conceptual model that connects PLC components, including shared vision, interactive reflection, and collegiality, to teacher self-efficacy was proposed, as mediated by experiential learning. The data comprised 3,604 teachers from 204 primary schools and 787 teachers from 90 lower secondary schools in Japan. First, a multigroup confirmatory factor analysis confirmed that the same constructs of PLC, teacher self-efficacy, and experiential learning were measured at different school levels. Second, multigroup structural equation

modelling revealed that some PLC components were related to teacher self-efficacy at different school levels. Moreover, experiential learning mediated the relationship between some PLC components and teacher self-efficacy at different school levels. The theoretical and practical implications are discussed based on the results of the study.

Keywords: Professional learning community, teacher self-efficacy, experiential learning

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