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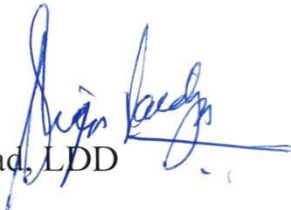
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Greeting from the LDD, NCERT!

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

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AMERICAN JOURNAL OF PHYSICS

1. Bradshaw, J. L. (2023). Projectile motion with quadratic drag. *American Journal of Physics*, 91(4), 258–263. <https://doi.org/10.1119/5.0095643>

Abstract: Two-dimensional coupled nonlinear equations of projectile motion with air resistance in the form of quadratic drag are often treated as inseparable and solvable only numerically. However, when they are recast in terms of the angle between the projectile velocity and the horizontal, they become completely uncoupled and possess analytic solutions for projectile velocities as a function of that angle. The equations relating the time and position coordinates to this angle are not integrable in terms of elementary functions but are easy to integrate numerically. Additionally, energy equations explicitly including dissipation terms can be developed as integrals of the equations of motion. One-dimensional numerical integrations can be treated in a pedagogically straightforward way using numerical analysis software or even within a spread sheet, making this topic accessible to undergraduates. We present this approach with sample numerical results for velocity components, trajectories, and energy-balance of a baseball-sized projectile.

2. Klee, M. M. (2023). A charge analysis of non-invasive electrical brain stimulation. *American Journal of Physics*, 91(4), 264–277. <https://doi.org/10.1119/5.0085625>

Abstract: The brain is an electric organ. As such, for well over a hundred years, physicists, engineers, biologists, and physicians have used electromagnetic theory to try to understand how the brain works and to diagnose and treat disease. The field of electro-neuroscience is immense with thousands of papers being published each year. In this paper, we provide physics students with an introduction to the field using a conventional model of the head that employs four concentric spheres having different conductivities to represent the scalp, skull, cerebrospinal fluid (CSF), and the brain itself. To ground the discussion, we use the specific case of non-invasive DC electrical stimulation of the brain through electrodes applied to the surface of the scalp, a procedure known as transcranial DC stimulation or tDCS. Currently, tDCS is under clinical investigation for such diseases as depression, anxiety, and chronic pain as well as to enhance the performance of athletes and the training of fighter pilots. We solve the corresponding physics problem from a charge perspective and explain why the charge distributions look the way they do using what we call the “sensing pixel” technique. This paper can introduce students to the ways in which electromagnetic theory is being applied to problems in neuroscience; in this case, the problem of how to non-invasively stimulate the brain to treat disease or improve performance.

3. Giuliani, G. (2023). Electromagnetic induction: How the “flux rule” has superseded Maxwell’s general law. *American Journal of Physics*, 91(4), 278–287. <https://doi.org/10.1119/5.0138144>

Abstract: As documented by textbooks, the teaching of electromagnetic induction in university and high school courses is primarily based on what Feynman labeled as the “flux rule,” downgrading it from the status of physical law. However, Maxwell derived a “general law of electromagnetic induction” in which the vector potential plays a fundamental role. A modern reformulation of Maxwell's law can be easily obtained by defining the induced electromotive force as $\oint (\mathbf{E} + \mathbf{v} \times \mathbf{B}) \cdot d\mathbf{l}$,

where $v \rightarrow c$ is the velocity of the positive charges which, by convention, are the current carriers. Maxwell did not possess a model for the electric current. Therefore, in his law, he took $v \rightarrow c$ to be the velocity of the circuit element containing the charges. This paper aims to show that the modern reformulation of Maxwell's law governs electromagnetic induction, and the “flux rule” is not a physical law but only a calculation shortcut that does not always yield the correct predictions. This paper also tries to understand why Maxwell's law has been ignored, and how the “flux rule” has taken root. Finally, a section is dedicated to teaching this modern reformulation of Maxwell's law in high schools and elementary physics courses.

4. Rice, F., Riedel, T., & Curtis, I. (2023). Modeling the frequency response of an acoustic cavity using the method of images. *American Journal of Physics*, 91(4), 288–297. <https://doi.org/10.1119/5.0124415>

Abstract: We demonstrate the ability of a simple algorithm based on the venerable method of images (MOIs), to accurately model the detailed frequency response of a multidimensional, rectangular, lossy resonant cavity. The convergence properties of the model's infinite series solution are shown to be determined by the cavity's quality factor Q . A 1D example demonstrates that the MOI series converges to the exact solution. Next, a comparison to precisely measure 2D cavity data confirms that a straightforward extension of the 1D algorithm to multiple dimensions provides accurate results. The algorithm is short, easily understandable by undergraduate students and relatively undemanding to code. An example using [®]MATHEMATICA is provided.

5. Mansuripur, M., & Wright, E. M. (2023). Fundamental properties of beamsplitters in classical and quantum optics. *American Journal of Physics*, 91(4), 298–306. <https://doi.org/10.1119/5.0102760>

Abstract: A lossless beamsplitter has certain (complex-valued) probability amplitudes for sending an incoming photon into one of two possible directions. We use elementary laws of classical and quantum optics to obtain general relations among the magnitudes and phases of these probability amplitudes. Proceeding to examine a pair of (nearly) single-mode wavepackets in the number-states $(|n_1\rangle)$ and $(|n_2\rangle)$ that simultaneously arrive at the splitter's input ports, we find the distribution of photon-number states at the output ports using an argument inspired by Feynman's scattering analysis of indistinguishable Bose particles. The result thus obtained coincides with that of the standard quantum-optical treatment of beamsplitters via annihilation and creation operators \hat{a} and \hat{a}^\dagger . A simple application of the Feynman method provides a form of justification for the Bose enhancement implicit in the well-known formulas $\hat{a}(|n\rangle) = \sqrt{n(n-1)}|n-1\rangle$ and $\hat{a}^\dagger(|n\rangle) = \sqrt{(n+1)(n+1)}|n+1\rangle$.

6. DiBrita, N. S., & Galvez, E. J. (2023). An easier-to-align Hong–Ou–Mandel interference demonstration. *American Journal of Physics*, 91(4), 307–315. <https://doi.org/10.1119/5.0119906>

Abstract: The Hong–Ou–Mandel interference experiment is a fundamental demonstration of nonclassical interference and a basis for many investigations of quantum information. This experiment involves the interference of two photons reaching a symmetric beamsplitter. When the photons are made indistinguishable in all possible ways, an interference of quantum amplitudes results in both photons

always leaving the same beamsplitter output port. Thus, a scan of distinguishable parameters, such as the arrival time difference of the photons reaching the beamsplitter, produces a dip in the coincidences measured at the outputs of the beamsplitter. The main challenge for its implementation as an undergraduate laboratory is the alignment of the photon paths at the beamsplitter. We overcome this difficulty by using a pre-aligned commercial fiber-coupled beamsplitter. In addition, we use waveplates to vary the distinguishability of the photons by their state of polarization. We present a theoretical description at the introductory quantum mechanics level of the two types of experiments, plus a discussion of the apparatus alignment and list of parts needed.

7. Stephan, K. D. (2023). An economical smoke chamber and light-sheet microscope system for experiments in fluid dynamics and electrostatics. *American Journal of Physics*, 91(4), 316–323. <https://doi.org/10.1119/5.0122766>

Abstract: A smoke chamber and light-sheet video microscope setup is relatively easy to construct and provides opportunities for undergraduates to participate in a variety of advanced experiments, including the demonstration of Brownian motion and the interaction of induced electrostatic dipoles in aerosol particle agglomeration. We present results of these experiments along with information to allow replication of the setup in undergraduate physics laboratories. A theoretical model of the rate of aerosol agglomeration of long dipole chains as a function of electric field agrees with experiments at field strengths up to 200 kV m^{-1} .

8. Reed, B. C. (2023). Eccentricity and orientation of Earth's orbit from equinox and solstice times. *American Journal of Physics*, 91(4), 324–326. <https://doi.org/10.1119/5.0127980>

Abstract: A straightforward method of determining the eccentricity of Earth's orbit and the position of aphelion and perihelion relative to the vernal equinox from solstice and equinox times is described. The only assumption made is that the orbital eccentricity is small. Using dates for these phenomena adopted from a desk calendar gives the eccentricity to an accuracy of about 10%.

APPLIED MEASUREMENT IN EDUCATION

1. Dahlke, J. A., Sackett, P. R., & Kuncel, N. R. (2023). Are Large Admissions Test Coaching Effects Widespread? A Longitudinal Analysis of Admissions Test Scores. *Applied Measurement in Education*, 36(1), 1–13. <https://doi.org/10.1080/08957347.2023.2172018>

Abstract: We examine longitudinal data from 120,384 students who took a version of the PSAT/SAT in the 9th, 10th, 11th, and 12th grades. We investigate score changes over time and show that socioeconomic status (SES) is related to the degree of score improvement. We note that the 9th and 10th grade PSAT are low-stakes tests, while the operational SAT is a high-stakes test. We posit that investments in coaching would be uncommon for early PSAT administrations, and would be concentrated on efforts to prepare for the operational SAT. We compare score improvements between 9th and 10th grade with improvements between 10th and 12th grade, examining results separately by level of SES. We find similar levels of score improvement in low-stakes and high-stakes settings, with 3.4% of high-SES and 1.1% of low-SES students showing larger-than-expected score improvements, which is inconsistent with claims that high-SES students have routine access to highly effective coaching.

2. Rutkowski, D., Rutkowski, L., Valdivia, D. S., Canbolat, Y., & Underhill, S. (2023). A Census-Level, Multi-Grade Analysis of the Association Between Testing Time, Breaks, and Achievement. *Applied Measurement in Education*, 36(1), 14–30. <https://doi.org/10.1080/08957347.2023.2172019>

Abstract: Several states in the US have removed time limits on their state assessments. In Indiana, where this study takes place, the state assessment is both untimed during the testing window and allows unlimited breaks during the testing session. Using grade 3 and 8 math and English state assessment data, in this paper we focus on time used for testing and examine whether students who take more time tend to outperform their peers. Further, we also examine if the number of breaks students take is associated with student achievement scores. Findings suggest that even in an untimed setting, there remains a strong association between time spent on the assessment and achievement at both the student and school level. The number of breaks, on the other hand, show little to no association with achievement after controlling for time. The paper concludes with a discussion of the policy implications of the findings.

3. Xiao, L., & Hau, K. (2023). Accuracy and Sensitivity of Coefficient Alpha and Its Alternatives with Unidimensional and Contaminated Scales. *Applied Measurement in Education*, 36(1), 31–44. <https://doi.org/10.1080/08957347.2023.2172016>

Abstract: We compared coefficient alpha with five alternatives (omega total, omega RT, omega h, GLB, and coefficient H) in two simulation studies. Results showed for unidimensional scales, (a) all indices except omega h performed similarly well for most conditions; (b) alpha is still good; (c) GLB and coefficient H overestimated reliability with small samples and short scales, and (d) sensitivity to scale quality reduced with longer scales. For contaminated scales, (a) all indices except omega h were reasonably unbiased with non-severe contamination; (b) alpha, omega total, and GLB were more sensitive in picking up contamination with shorter scales, whereas

omega RT and omega h were not; and (c) coefficient H could not pick up contaminated items among high-quality items. For applied researchers, (a) supplementary information of scale characteristics helps choose the appropriate index; (b) comparing different scales with one golden standard is inappropriate; (c) omega h should not be used alone.

4. Wang, L. L., Jian, S. X., Liu, Y. L., & Xin, T. (2023). Using Bayesian Networks for Cognitive Assessment of Student Understanding of Buoyancy: A Granular Hierarchy Model. *Applied Measurement in Education*, 36(1), 45–59. <https://doi.org/10.1080/08957347.2023.2172014>

Abstract: Cognitive diagnostic assessment based on Bayesian networks (BN) is developed in this paper to evaluate student understanding of the physical concept of buoyancy. we propose a three-order granular-hierarchy BN model which accounts for both fine-grained attributes and high-level proficiencies. Conditional independence in the BN structure is tested and utilized to validate the proposed model. The proficiency relationships are verified and the initial Q-matrix is refined. Then, an optimized granular hierarchy model is constructed based on the updated Q-matrix. All variants of the constructed models are evaluated on the basis of the prediction accuracy and the goodness-of-fit test. The experimental results demonstrate that the optimized granular-hierarchy model has the best prediction and model-fitting performance. In general, the BN method not only can provide more flexible modeling approach, but also can help validate or refine the proficiency model and the Q-matrix and this method has its unique advantage in cognitive diagnosis.

5. Kim, S. K., & Lee, W. (2023). Maintaining Score Scales Over Time: A Comparison of Five Scoring Methods. *Applied Measurement in Education*, 36(1), 60–79. <https://doi.org/10.1080/08957347.2023.2172015>

Abstract: This study evaluates various scoring methods including number-correct scoring, IRT theta scoring, and hybrid scoring in terms of scale-score stability over time. A simulation study was conducted to examine the relative performance of five scoring methods in terms of preserving the first two moments of scale scores for a population in a chain of linking with multiple test forms. Simulation factors included 1) the number of forms linked back to the initial form, 2) the pattern in mean shift, and 3) the proportion of common items. Results showed that scoring methods that operate with number-correct scores generally outperform those that are based on IRT proficiency estimators (θ) in terms of reproducing the mean and standard deviation of scale scores. Scoring methods performed differently as a function of patterns in a group proficiency change.

6. Abu-Ghazalah, R. M., Dubins, D. N., & Poon, G. M. (2023). Dissecting Knowledge, Guessing, and Blunder in Multiple Choice Assessments. *Applied Measurement in Education*, 36(1), 80–98. <https://doi.org/10.1080/08957347.2023.2172017>

Abstract: Multiple choice results are inherently probabilistic outcomes, as correct responses reflect a combination of knowledge and guessing, while incorrect responses additionally reflect blunder, a confidently committed mistake. To objectively resolve knowledge from responses in an MC test structure, we evaluated probabilistic models that explicitly account for guessing, knowledge, and blunder using eight assessments

(>9,000 responses) from an undergraduate biotechnology curriculum. A Bayesian implementation of the models, aimed at assessing their robustness to prior beliefs in examinee knowledge, showed that explicit estimators of knowledge are markedly sensitive to prior beliefs with scores as sole input. To overcome this limitation, we examined self-ranked confidence as a proxy knowledge indicator. For our test set, three levels of confidence resolved test performance. Responses rated as least confident were correct more frequently than expected from random selection, reflecting partial knowledge, but were balanced by blunder among the most confident responses. By translating evidence-based guessing and blunder rates to pass marks that statistically qualify a desired level of examinee knowledge, our approach finds practical utility in test analysis and design.

EDUCATIONAL ACTION RESEARCH

1. Samuelsson, J. (2021). Developing students' relationships with mathematics. *Educational Action Research*, 1–15. <https://doi.org/10.1080/09650792.2021.1899012>

Abstract: In this study we investigated how to support students' basic psychological needs for autonomy, competence and relatedness to develop their relationships with mathematics with respect to students' intrinsic and extrinsic motivation, self-perception in relation to mathematics and math anxiety. There is a substantial amount of research that shows how negative relationships with mathematics affect students' achievement. In this action research project, we followed an action research spiral. The model gave us the opportunity to plan, act and reflect in an ongoing cycle, which was important to us since we had four measurement points during the year and we repeated our investigation every year for three years. Addressing the research problem and studying the evidence presented, several conclusions can be made. It can be concluded that activities that support students' basic psychological needs have an impact on their relationship with mathematics, which corresponds to earlier research findings. Additionally, this study provided further insights into the importance of a scaffolding teacher.

Keywords: Mathematics, affective factors, action research, secondary education, teaching improvement

2. Dantzer, B. J., & Perry, N. E. (2021). Co-constructing knowledge with youth: what high-school aged mentors say and do to support their mentees' autonomy, belonging, and competence. *Educational Action Research*, 1–18. <https://doi.org/10.1080/09650792.2021.1968457>

Abstract: Self-Determination Theory's (SDT) most recent 'mini-theory,' Relationships Motivation Theory (RMT) focuses on the essential ingredients of high-quality relationships (i.e. feelings of autonomy, belonging, and competence). This study explores the applicability of RMT to cross-age peer mentoring. Of particular interest was whether the RMT framework could help high-school mentors develop positive relationships with their elementary-aged mentees. The specific language and strategies mentors used to support feelings of autonomy, belonging, and competence was also of interest, as this level of detail has not been captured in previous research. High-school mentors were invited to learn about RMT during skill-building sessions. They were then asked to apply the language and skills they co-developed during mentoring sessions. Data included audio recordings of dyadic interactions, weekly mentoring logs, and interviews. Descriptive, Provisional, and In-Vivo coding were used to analyze data. Qualitative coding indicated high-school mentors were capable of co-constructing language and practices to support mentees' feelings of autonomy, belonging, and competence. Findings also indicated that mentors successfully applied this knowledge to mentoring sessions. Weekly mentoring logs indicated skill-building sessions helped mentors develop positive relationships with their mentees. The results of this study begin to suggest that RMT can help inform the cross-age peer mentoring process.

Keywords: Self-determination theory, relationships-motivation theory, cross-age peer mentoring, community-based participatory research, high-school youth, youth mentoring

3. Toulia, A., Strogilos, V., & Avramidis, E. (2021). Peer tutoring as a means to inclusion: a collaborative action research project. *Educational Action Research*, 31(2), 213–229. <https://doi.org/10.1080/09650792.2021.1911821>

Abstract: In this collaborative action research project three researchers and six primary teachers in two Greek mainstream schools developed a peer tutoring programme for 130 students, 11 of whom were students with special educational needs and disabilities (SEND). Through exploring new roles for researchers and teachers, the aim of this study was to enhance teachers' capacity to develop peer tutoring programmes and improve students' academic and social skills. Teachers and researchers actively collaborated in the development, delivery and evaluation of the programme through the collection and analysis of a range of qualitative data. Data were collected through focus groups, interviews, observations and diaries. The teachers and researchers learned to collaborate in creating an inclusive environment for all students through on-going and in-service support, and to make shared decisions based on honest dialogue. Both teachers and students considered peer tutoring effective for students with SEND but not for all the students without SEND. This collaborative project positively challenged the teachers' and researchers' thinking, highlighting the fact that the development of any inclusive classroom practice, such as peer tutoring, should incorporate the participants' decisions as a means to resolve the complexities between the theoretical underpinnings of inclusion and its practice.

Keywords: Inclusive education, peer tutoring, collaborative action research, professional development, professional learning

4. Stephens, G. (2021). "It's because of community meeting:" toward a responsive reconceptualization of social emotional learning. *Educational Action Research*, 1–18. <https://doi.org/10.1080/09650792.2021.1884989>

Abstract: Exclusionary discipline disproportionately impacts low-income students of Color. Social-Emotional Learning (SEL) offers a promising framework for reducing the use of suspensions in school. Prominent SEL literature and praxis, however, seem to assume a colorblind stance that neglects to respond to the sociocultural and political realities low-income students of Color experience. This action research inquiry evaluates the impact of an SEL program implemented in the third grade of a low-income, urban school serving children of Color. Students and teachers co-created a program grounded in critical and culturally relevant pedagogies, Black ethic of care, Freirean radical love, and restorative justice practices. This inquiry offers policy implications that might enable educators to further expand the development and enactment of similar responsive SEL programs.

Keywords: Social emotional learning, culturally relevant pedagogy, critical pedagogy, restorative justice, school discipline, urban education and at-risk youth

5. Olin, A., Almqvist, J., & Hamza, K. (2021). To recognize oneself and others in teacher-researcher collaboration. *Educational Action Research*, 1–17. <https://doi.org/10.1080/09650792.2021.1897949>

Abstract: Research is needed to explain in more depth what happens and why in teacher-researcher collaboration. Previous research on collaboration points out issues

such as asymmetric power relations and cultural differences between professions that can potentially cause problems. This paper examines a Swedish action research project in which teachers and researchers worked together to write a textbook for pre-service teacher education. To study the collaboration, theory on recognition was used to interpret how teachers and, to some extent, researchers understand and value themselves and each other's participation and contribution. Data was collected from a two-day dialogue meeting in the middle of the process where teachers and researchers met to discuss their on-going writing. The result shows that, through well-structured dialogues, the participants transformed their understanding and valuing of both themselves and others in relation to the task of producing new didactical knowledge. This is interpreted as transformed self-recognition for the teachers, who started to acknowledge themselves as knowledge producers. This transformation was crucial for developing the mutual recognition through which new didactical knowledge emerged as a result of the collaboration.

Keywords: Teacher-researcher collaboration, recognition, teaching dilemmas, practice-based research dialogue.

6. Bergroth, M., Llompart-Esbert, J., Pepiot, N., Sierens, S., Dražnik, T., & Van Der Worp, K. (2021). Whose action research is it?: Promoting linguistically sensitive teacher education in Europe. *Educational Action Research*, 1–20. <https://doi.org/10.1080/09650792.2021.1925570>

Abstract: This article examines the possibilities and challenges in turning a top-down action research project led by high-level public authorities into a shared and collaborative, multi-site and multi-professional bottom-up action research project. For this purpose, the article explores the initial stages of a European level action research project called 'Linguistically Sensitive Teaching in All Classrooms' that aimed to help teacher education systems better acknowledge linguistically diverse student populations in seven European countries. The analysis of the data sought to identify how to promote linguistically sensitive initial teacher education by incorporating reflection tasks into existing courses, and how to transform a top-down research project into a shared and collaborative bottom-up action project. The primary data consisted of 19 video-recorded online research meetings. Qualitative analysis was used to identify 'critical moments' in the data; these included a moment of major insight where transformation of project related ideas took place. The findings showed that linguistically sensitive teaching as a phenomenon is complex and the related terminology challenging to translate between languages and contexts. Furthermore, a European level action research requires negotiating a joint understanding of the roles of the participants and the individual perceptions of project ownership in each context. This suggests that a deeper understanding of the processes of participation and the partnerships involved in the action research may be as valuable as the actual reflection tools developed in the project in securing a systematic change towards linguistically sensitive teacher education.

Keywords: Participatory action research, initial teacher education, educational policy, Europe, language policy

7. Nawab, A. (2021). Using action research to initiate school-based teacher development activities: insights from Northern Sindh, Pakistan. *Educational Action Research*, 1–21. <https://doi.org/10.1080/09650792.2021.1898430>

Abstract: The latest trends in Professional Development (PD) support grounding teacher development activities in the school context. This shift carries remarkable implications for school leadership through the realization that school leaders have a major role to play in PD of teachers. On this basis, action research was undertaken in a higher secondary school in Northern Sindh so as to introduce and sustain school-based PD activities. The research lasted eight months. The school leader, as a researcher, initially played a major role in organizing PD sessions, gradually involving teachers in planning and facilitating such sessions, and finally shifting the overall responsibility to the teachers. The outcomes of this research project suggest that, although challenging, it is possible to initiate and sustain school-based PD activities even in this remote region. The paper discusses several interesting contextual and cultural insights determining the viability of school-based PD activities in this particular region which carry significant implications for school leaders, PD providers, change agents and policy makers.

Keywords: action research professional development school-based teacher development school leadership Northern Sindh Pakistan

8. Baxter, G., & Toe, D. (2021). ‘Parents don’t need to come to school to be engaged:’ teachers use of social media for family engagement. *Educational Action Research*, 1–23. <https://doi.org/10.1080/09650792.2021.1930087>

Abstract: This paper presents a small-scale Critical Participatory Action Research (CPAR) study, investigating school leaders’ efforts to enhance families’ engagement in their children’s learning, through classroom teachers’ use of social media. The study occurred within three Australian primary schools, situated within a culturally and linguistically diverse community. Throughout two action research cycles the participating school leaders and classroom teachers critically reflected on family survey data and a sample of social media posts depicting student learning, so as to identify opportunities for enhanced family engagement. A practice lens was used to examine the sayings (words and language), doings (activities and resources) and relatings (relationships and power dynamics) featured within social media posts, to facilitate the participating leaders’ critical self-reflection of current practice. Data were collected through surveys, semi-structured interviews, transcripts of reflective practice meetings and reflective practice tools utilised throughout the CPAR process. Analysis of practice architectures identified systemic features utilised by school leaders to support classroom teachers’ practice change. Furthermore, this study highlights the significant role that school leaders have in facilitating classroom teachers’ use of social media for family engagement.

Keywords: Family engagement, parent involvement, social media, critical participatory action research

9. Mitana, J. M. V., & Kitawi, A. (2021). Using action research to develop educational managers’ responsibility for whole school development. *Educational Action Research*, 31(2), 329–347. <https://doi.org/10.1080/09650792.2021.1921600>

Abstract: This study describes a number of action research projects conducted by educational managers at a teacher training institution in Uganda. The central research question was: how can we use action research to develop educational managers' responsibility for whole school development? The study participants included 12 managers (6 females and 6 males) following a Certificate in School Leadership and Management programme. This research was guided by action research design, which was applied to the selected educational managers' action research projects. Using this framework, we examined meaningful results, sense of connection, multiple perspectives, and self-reflexivity. The aim was to provide a framework to improve our teacher education programmes and explain how action research can be used in addressing context-specific educational challenges in Uganda. We used a constructivist paradigm approach and specifically thematic analysis in examining the action research projects and portfolios of evidence within them. The research indicated that school managers examined the meaning and purpose of their actions as researchers and managers (practitioners) as well as engaging in the process of school policy and systemic improvement. It revealed the importance of a comprehensive and critical appraisal of one's working context, environment, and resources, and involving colleagues in the improvement of practice.

Keywords: Action research teacher education whole school development education managers uganda

10. Aas, M., & Vennebo, K. F. (2021). Building leadership capacity in school leadership groups: an action research project. *Educational Action Research*, 31(2), 348–365. <https://doi.org/10.1080/09650792.2021.1934710>

Abstract: This research study focuses on school leadership groups taking part in an action research project (AR project) within schools in a Norwegian municipality. The study aims to show and discuss how action research (AR) adopted in school change can help build collective leadership capacity in school leadership groups. Combined with the theory of expansive learning, the theories of critical participatory action research and practice architectures frame the study. The study identified two essential actions for building leadership capacity in school leadership groups: *performing an empirical and historical analysis* of the problem space worked on and *conducting collective reflections* regarding their experiences in the development work process. Furthermore, the study shows how external leadership supervisors can contribute as critical friends in ways that may be significant for capacity building in school leadership groups. The study concludes with two implications related to collective capacity building for school leadership groups and one methodological implication for performing action research.

Keywords: Leadership capacity, school leadership groups action research, expansive learning

11. Ukowitz, M. (2021). Who defines innovation in education? Participatory action research and organisational learning. *Educational Action Research*, 31(2), 366–383. <https://doi.org/10.1080/09650792.2021.1944245>

Abstract: Against the background of multifaceted societal challenges, the question of adequate future-oriented conceptualisations of education arises. Multiple stakeholders

have raised demands for change and expectations of innovation in education are high. The topic turns out to be diffuse, bulky, and complex: What is innovative education? How can it be realised? These ‘big questions’ proved important for the participants in the inter-organisational initiative Educational Lab Carinthia. As the Lab sees itself as a regional promoter of innovation, it intends to offer new education formats and to develop innovative concepts and projects. Although the members of the Lab emotionally share the vision of ‘innovative forms of education’, a closer look reveals insecurities. The article describes how participatory action research (PAR) can initiate a discourse on the meanings of ‘innovative education’. It reflects on both the opportunities and risks of PAR processes in these specific conditions. It explores the Lab members’ experiences and provides literature-based theoretical orientation. PAR has turned out to be an approach that does not guarantee a breakthrough but strongly supports the Edu Lab’s development towards a reflective education innovation system. From this point of view, the question of ‘innovation in education’ appears as a matter of organisational learning.

Keywords: Participatory action research, transdisciplinarity, critical reflection, innovation management, organisational development, educational lab

12. Blaak, M. (2021). Pushing the limits of adaptiveness through double loop learning: organisational dilemmas in delivering Sexual Reproductive Health Rights education in Uganda. *Educational Action Research*, 1–19. <https://doi.org/10.1080/09650792.2021.1899013>

Abstract: This paper untangles the complex realities of Sexual Reproductive Health and Rights education in Uganda based on a Participatory Action Research with staff and volunteers of an NGO. A detailed portrait is offered of the dilemmas faced by the team around value-contradictions in this culturally sensitive domain, the complex nature of change, programme targets and community expectations. Through double loop learning methodology, the Team reflected on their own mental models and strategies used in dealing with these dilemmas and reframed their action theories towards more effective collaboration with learners and community members. The research process and outcomes illustrate the transformative power of reflection and double loop learning; resulting in practical guidance for education NGOs facing dilemmas in community collaboration.

Keywords: Sexual Reproductive Health and Rights (SRHR), organisational learning, double loop learning, Uganda Participatory Action Research

EDUCATIONAL PSYCHOLOGY IN PRACTICE

1. Shield, W. (2022). The role of academic and professional tutors in supporting trainee educational psychologist wellbeing. *Educational Psychology in Practice*, 39(1), 1–18. <https://doi.org/10.1080/02667363.2022.2148635>

Abstract: The wellbeing of doctoral students is an area that is well researched; however, no research has yet explored which factors of doctoral training have most impact upon trainee educational psychologist (TEP) wellbeing. TEPs across England and Wales completed a questionnaire to explore their doctoral wellbeing. Six themes were generated from a reflexive thematic analysis in relation to how academic and professional tutors can support wellbeing: facilitating relationships; adapting models of support; ensuring clear communication; addressing placement concerns; providing practical support and mediating the impact of the COVID-19 pandemic on doctoral study. Areas reported to have most impact on wellbeing included workload, making reasonable demands on self, having confidence in research, receiving quality feedback, and experiencing trusting relationships with supervisors. Findings were consistent with previous research and implications for those involved in the training of educational psychologists are discussed, including the need to prioritise wellbeing support in all aspects of training.

Keywords: Doctoral wellbeing, supervision, TEP (trainee educational psychologists), EP (educational psychology) academic practice

2. Rowley, J., Giles, P., Hammond, A., Hussein, A., Oakey, M., O'hara, S., Williams, J., & Wood, K. (2022). Applying a framework for critical reflection in educational psychology practice: views of trainee educational psychologists. *Educational Psychology in Practice*, 1–19. <https://doi.org/10.1080/02667363.2022.2150603>

Abstract: A framework to support critical reflection in educational psychology (EP) practice is described. The process of critical reflection and the underlying theoretical ideas are discussed, including the links between critical reflection and action for social justice change in EP work. The article reports on a participatory research project with trainee educational psychologists on their experiences of using the framework in practice. Four focus groups were held involving 16 co-researchers; the videos of the focus groups were analysed using a thematic analysis approach by the co-researchers themselves. Themes identified relating to their experience of using the framework are: 'positive experience', 'flexible application', 'facilitating deeper thinking', 'influence of self (reflexivity)'. Themes relating to co-researcher views on how the framework can be developed are related to accessibility and usability. The article concludes with implications of the research for use and development of the framework and for critically reflective EP training and practice.

Keywords: Critical reflection, reflective practice, trainee educational psychologists, participatory research

3. Eskandari, H., Asadi, M. R. V., & Khodabandelou, R. (2022). The effects of mobile phone use on students' emotional-behavioural functioning, and academic and social competencies. *Educational Psychology in Practice*, 39(1), 38–58. <https://doi.org/10.1080/02667363.2022.2151981>

Abstract: This correlational study investigates the relationship between mobile phone use among elementary school students in Iran during the Covid-19 epidemic, and its effect on emotional-behavioural functioning and academic and social competencies. A researcher-devised questionnaire, and the Achenbach Child Behaviour Checklist (CBCL)-parental version, was used to assess parental perception of the effects of mobile phone use. Questionnaires were completed by 500 parents, of which 470 were analysed. Findings showed a perceived relationship between the use of cyberspace (smartphone, tablet, games, and social networks) and anxious/depressed, withdrawn, somatic complaints, social problems, thought problems, attention problems, antisocial behaviour, and aggressive behaviour in children. Findings indicate that children's cultural context affects their exposure to online dangers, including receiving threatening images and messages, and cyber bullying; the effects in the current study being lower than the international average. It is recommended that there should be focus on promoting students' media literacy, and parental awareness.

Keywords: smartphone, emotional-behavioural problems, academic competencies, social competencies

4. Parry, M. L. (2022). Learning from supervisor experience of increased virtual supervision for educational psychologists. *Educational Psychology in Practice*, 39(1), 59–77. <https://doi.org/10.1080/02667363.2022.2158176>

Abstract: This research explored the experiences of supervisors of educational psychologists (EPs) and trainee EPs (TEPs), using an increase in virtual methods of supervision, first undertaken during the Covid-19 restrictions within one Local Authority (LA) in England. Eleven supervisors in different roles, with varying lengths of experience, were supervising a range of EP positions and contributed to the online semi-structured questionnaire, which focused on supervision delivery, opportunities, challenges, and contextual factors. The responses were analysed using thematic analysis, with a number of themes identified. Key conclusions related to value of supervision, differences in supervisory practice, adequate experience, and support for TEP development and competence including newly qualified EPs, emotional impact of supervising while working remotely, supervisor and supervisee wellbeing, and technological considerations. Implications for practice are explored.

Keywords: supervision, educational psychologists, trainee educational psychologists, Covid-19 pandemic, virtual platform

5. Rogers, C., Bond, C., & Kelly, C. (2022). How is Video Interaction Guidance (VIG) applied in education settings? A scoping review. *Educational Psychology in Practice*, 39(1), 78–91. <https://doi.org/10.1080/02667363.2022.2158455>

Abstract: The Video Interaction Guidance (VIG) literature has seen rapid growth in recent years. Expanding on its use with families, educational psychologists (EPs) are one of many professions that have trained in VIG. A relationship-based intervention which focuses on strengths and communication, VIG in schools seems appropriate, although the research-base is developing. This scoping review explores how VIG has been applied in education settings. By employing a systematic search of key databases and grey literature, 14 papers met the inclusion criteria. Findings showed that VIG has been applied in education settings with various clients and with a focus on staff

development, pupils' skills, and relationships. VIG can be used alongside another intervention or assessment, although the VIG related outcomes can be challenging to measure. EPs are well placed to support schools to invest in evidence-based interventions; therefore, implications for practice and recommendations for further research are suggested.

Keywords: Video Interaction Guidance, VIG, scoping review, attunement, school

6. Carpenter, N., Lee, F., & Male, D. (2023). A role for educational psychologists: using Planning Alternative Tomorrows with Hope (PATH) and participatory action research (PAR) to develop a Relationships and Sex Education (RSE) support group with staff in a special school. *Educational Psychology in Practice*, 39(1), 92–110. <https://doi.org/10.1080/02667363.2022.2164559>

Abstract: Relationships and Sex Education (RSE) for those with special educational needs and/or disabilities (SEND) is a complex and historically overlooked area, affected by socio-cultural factors, attitudes and beliefs. Research calls for professionals to work collaboratively, in a participatory, person-centred way, with scarce guidance to inform ways of working. This study explored and evaluated how an RSE support group can be developed, supported by an educational psychologist (EP) using Planning Alternative Tomorrows with Hope (PATH) to include the views of parents, school staff and pupils. An exploratory ethnographic case study design was used through participatory action research (PAR). The EP's knowledge, skills and relationship with the school was pivotal in planning, facilitating and supporting the group and providing a safe space for staff to implement RSE and contemplate key issues. Findings suggest that PATH provided a structured, participatory person-centred framework to plan for and support the group process.

Keywords: participatory action research, organisational change, person-centred, Planning Alternative Tomorrows with Hope, Relationship and Sex Education, educational psychologists

EUROPEAN JOURNAL OF TEACHER EDUCATION

1. Pereira, I. S. P., Fernandes, E. M. L., Braga, A. C., & Flores, M. A. (2021). Initial teacher education after the Bologna process: possibilities and challenges for a renewed scholarship of teaching and learning. *European Journal of Teacher Education*, 46(1), 6–34. <https://doi.org/10.1080/02619768.2020.1867977>

Abstract: We present the perspectives of Portuguese pre-service teachers about a formative strategy developed to promote learning about language and literacy education. The strategy was underpinned by theories about the pedagogical content knowledge (PCK), rehearsed (or simulated) agency, the epistemology of reflective practise and assessment for learning. It was implemented during a whole semester, after which pre-service teachers answered to a questionnaire focusing on their perceptions about their learning and the learning experience. The results of the quantitative and qualitative analysis of the collected data reveal positive and critical perceptions about the construction of PCK and agentic identities, evidencing the role of curricular analysis, rehearsed practice, reflection and assessment in the learning process. The final discussion, which highlights the possibilities and challenges of the strategy, aims to contribute to the construction of the Scholarship of Teaching and Learning of pre-service teachers after the Bologna Process.

Keywords: Language and literacy, PCK, rehearsed practice, epistemology of reflective practice, assessment for learning

2. Uitto, M., Lassila, E. T., Jokikokko, K., Kelchtermans, G., & Estola, E. (2021). Using Artefacts in Narrative Pedagogies: a case from beginning teachers' peer group meetings. *European Journal of Teacher Education*, 1–15. <https://doi.org/10.1080/02619768.2021.1889506>

Abstract: Artefacts can evoke stories. This article explores the use of artefacts in narrative pedagogies in the context of teachers' professional development during the induction phase. The research question is: What kind of stories about beginning teachers' work does the use of artefacts in narrative pedagogies evoke? The article is based on two peer group meetings in which nine Finnish teachers working in day care centres and primary schools participated. The findings illustrate how the use of artefacts offers an entrance into teachers' daily routines, relationships and practices as well as how artefacts can become important actors in teachers' classrooms. This article contributes to the emerging literature on the meaning of artefacts in educational practices and beginning teachers' professional development. Additionally, the article contributes to the still not fully recognised potential that artefacts can have in narrative pedagogies in pre-service and in-service teacher education.

Keywords: Artefacts, beginning teachers, narrative pedagogies, professional development, teacher education

3. Helleve, I., Eide, L., & Ulvik, M. (2021). Case-based teacher education preparing for diagnostic judgement. *European Journal of Teacher Education*, 46(1), 50–66. <https://doi.org/10.1080/02619768.2021.1900112>

Abstract: An integrated part of teaching is to face unexpected situations. Teachers have to make immediate decisions, and these decisions may have a great impact on many people. An important question is how teacher education can prepare students for unexpected situations. The aim of this practitioner research study is to investigate if case-based teaching can contribute to reducing the perceived gap in teacher education. A step-wise model was introduced for the students and data based on the student teachers' experiences was collected through questionnaire and focus-group conversations. The findings show three main arguments for why teacher education should be case-based. First, analysing cases helps students to understand that every situation in practice is unique. Second, cases link to practice and theory, and finally, a case opens for different perspectives depending on how the diagnosis is made.

Keywords: Case-based teaching, teacher education, practitioner research, professional development, diagnostic judgement

4. Gümüþ, E., & Bellibaþ, M. Ő. (2021). The relationship between the types of professional development activities teachers participate in and their self-efficacy: a multi-country analysis. *European Journal of Teacher Education*, 46(1), 67–94. <https://doi.org/10.1080/02619768.2021.1892639>

Abstract: The purpose of this study is to investigate the relationship between professional development and teacher self-efficacy, exploring the extent to which various types, either job-embedded or traditional professional development activities, predict teachers' perceived self-efficacy while controlling for several teacher characteristics and school context variables. Data from 32 countries and regions were drawn from the 2013 cycle of the Teaching and Learning International Survey (TALIS). Each of these countries and regions was analysed individually, employing two-level hierarchical linear modelling (HLM). The results indicated that, in most countries, teachers who participated in job-embedded professional development activities, such as coaching or mentoring, teacher networks, and action research, were likely to have higher perceptions of self-efficacy. Meanwhile, traditional forms of professional development, such as seminars, conferences, courses, and workshops, only affected teachers' perceived self-efficacy in a few countries. The study's implications for international researchers, policymakers, and practitioners, as well as its limitations, are discussed.

Keywords: Coaching, mentoring, professional development, self-efficacy, the Teaching and Learning International Survey (TALIS)

5. Tonna, M. A., & Calleja, J. (2021). An investigation of the professional behaviour, status, career and identities of teachers in Malta. *European Journal of Teacher Education*, 1–19. <https://doi.org/10.1080/02619768.2021.1889508>

Abstract: Given the current shortage of teachers and the diminishing attraction of the teaching profession, it is important to have analytic and systematic studies of teachers' lives and careers, and to locate teachers' lives within a wider contextual understanding. The rationale for this educational research paper is to study Maltese teachers' professional behaviour and how they define themselves as teachers, particularly in a period of time where teachers in Malta were experiencing reform fatigue. The authors' aims were to explore the factors which motivate people to enter

and remain into teaching, and to identify the routes they take throughout their career. Data were collected through an empirical research consisting of an online questionnaire with open-ended questions with teachers (n = 755). One of the findings shows that the majority of teachers enter the profession for altruistic motives, however, if given the opportunity, they would move into another role or profession.

Keywords: Teachers, professional lives, careers, teaching profession, teachers' identity

6. Baan, J., Gaikhorst, L., & Volman, M. (2021). Professional development in inquiry-based working; the experiences of graduates from academic teacher education programmes. *European Journal of Teacher Education*. <https://doi.org/10.1080/02619768.2021.1892071>

Abstract: Research-intensive teacher education programmes aim to educate teachers to work in an inquiry-based manner, meaning that they should be able to use and conduct research to reflect on their teaching. Little is known, however, about how graduates of these programmes function and develop as teachers. In this study seven graduates of Dutch academic teacher education programmes were followed to investigate how their inquiry-based working developed during their first years of teaching. Interviews were conducted with these graduates and their school leaders over three subsequent years. Their involvement in inquiry-based working was found to shift from the classroom level to the school organisational level, with this shift being dependent on individual and organisational conditions. The results suggest ways to support teachers' professional development in inquiry-based working.

Keywords: Academic teacher education, professional development, teacher researchers, inquiry-based working, primary school teachers

7. Heinz, M., Keane, E., & Davison, K. (2021). Gender in initial teacher education: entry patterns, intersectionality and a dialectic rationale for diverse masculinities in schooling. *European Journal of Teacher Education*, 46(1), 134–153. <https://doi.org/10.1080/02619768.2021.1890709>

Abstract: This paper contributes to debates about gender and diversity in teaching. Exploring the underrepresentation of males, socially constructed as a privileged group, is a complex task for researchers working within a social justice framework. Drawing on a national dataset (N = 5,627), we explore entry patterns to primary and post-primary Initial Teacher Education (ITE) programmes, socio-demographic backgrounds and career motivations of male and female ITE applicants and entrants in Ireland. Findings point to possible reasons for the underrepresentation of males in primary teaching, including competitive performance-based selection systems, Irish language competency requirements and a predominantly denominational school system. An intersectional analysis demonstrates the diversity which exists among male ITE applicants. New insights into the complexities of male positionalities in teaching can enhance dialectic debates about reasons for and implications of the underrepresentation of male teachers as well as the transformative potential of diverse and 'caring' masculinities for schools and society.

Keywords: Teacher diversity, gender, intersectionality, masculinities, career motivations

8. Gong, Y., MacPhail, A., & Guberman, A. (2021). Professional learning and development needs of Chinese university-based physical education teacher educators. *European Journal of Teacher Education*, 46(1), 154–170. <https://doi.org/10.1080/02619768.2021.1892638>

Abstract: This study examines the professional learning and development (PLD) needs of Chinese university-based physical education teacher educators (PETEds) and their views about effective ways to address them. This is significant given the limited research exploring this group. A European-wide survey was translated and distributed in China, receiving 251 responses of PETEds from 28 provinces. We found that the majority of PETEds had a strong desire to undertake further PLD in three areas: subject knowledge and didactics with particular emphasis on professional training in specific types of sports, research related academic activities and institutional activities. They preferred formal learning programmes as well as international learning activities to address these needs. The cost of the activities was the most significant factor influencing their engagement. We recommend paying closer attention to the PLD needs of specific subject area groups of teacher educators.

Keywords: Physical education, teacher educators, professional learning, professional development, needs

9. Cao, Y., Postareff, L., Lindblom-Ylänne, S., & Toom, A. (2021). A survey research on Finnish teacher educators' research-teaching integration and its relationship with their approaches to teaching. *European Journal of Teacher Education*, 46(1), 171–198. <https://doi.org/10.1080/02619768.2021.1900111>

Abstract: The study aims to clarify how Finnish teacher educators integrate research and teaching to support their approaches to teaching. Research questions cover teacher educators' forms of research-teaching integration, approaches to teaching, and the relationship between them. With a survey methodology, the study obtained 101 responses with a questionnaire. Six forms of research-teaching integration were identified with a qualitative content analysis. Integrating research with teaching content was mentioned most often, whereas integrating research with teaching methods and applying inquiry-oriented methods in teaching were reported less. Three kinds of approaches to teaching were found by cluster analysis. The participants with different approaches differed in their ways of research-teaching integration. However, the differences were not statistically significant in Chi-square tests. The study contributes to the international research on teacher educators and the variety in research-teaching integration in teacher education. Future research could further explore the individual and contextual factors influencing their research-teaching integration.

Keywords: Research-teaching nexus, integration of research and teaching approaches to teaching, teacher educators, Finnish teacher education

INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

1. Burke, M. M., Goldman, S. E., & Li, C. (2023). A Tale of Two Adaptations of a Special Education Advocacy Program. *Intellectual and Developmental Disabilities*, 61(2), 95–109. <https://doi.org/10.1352/1934-9556-61.2.95>

Abstract: Special education advocacy programs support families to secure services for their children with intellectual and developmental disabilities. Although research demonstrates the efficacy of one such program (the Volunteer Advocacy Project), its effectiveness when replicated by others is unknown. Replication research is critical to ensure that programs can remain effective. The purpose of this study was to explore the adaptation process for two agencies that replicated an advocacy program. Quantitative and qualitative data were collected to examine feasibility, acceptability, and effectiveness. Although it took resources to replicate the advocacy program, agencies reported on-going implementation would be easier once adaptations were completed. The adapted programs were effective in increasing participants' knowledge, empowerment, advocacy, and insiderness. Implications for research and practice are discussed.

Keywords: special education advocacy program, replication, intellectual and development disabilities

2. Goscicki, B. L., Goldman, S. E., Burke, M. M., & Hodapp, R. M. (2023). Applicants to a Special Education Advocacy Training Program: “Insiders” in the Disability Advocacy World. *Intellectual and Developmental Disabilities*, 61(2), 110–123. <https://doi.org/10.1352/1934-9556-61.2.110>

Abstract: Although social groups have “insiders,” this construct has not been measured within the disability advocacy community. Examining 405 individuals who applied for an advocacy training program, this study examined the nature of insiderness within the disability advocacy community and ties to individual roles. Participants showed differences in mean ratings across 10 insider items. A principal components analysis revealed two distinct factors: Organizational Involvement and Social Connectedness. Non-school providers scored highest on Organizational Involvement; family members/self-advocates highest on Social Connectedness. Themes from open-ended responses supported the factors and showed differences in motivation and information sources across insiderness levels and roles. Qualitative analysis revealed two additional aspects of insiderness not addressed in the scale. Implications are discussed for future practice and research.

Keywords: special education, advocacy, insider, parents, disability

3. Prah, A., & Gilson, C. (2023). Functional Literacy Intervention for Postsecondary Students With Intellectual and Developmental Disabilities: A Pilot Study. *Intellectual and Developmental Disabilities*, 61(2), 124–144. <https://doi.org/10.1352/1934-9556-61.2.124>

Abstract: The rapid growth of inclusive higher education opportunities for young adults with intellectual and developmental disabilities (IDD) has contributed to improvements in students' academics, employment, social, and independent living

outcomes. However, many college programs lack a focus on functional literacy, a critical skill for success in adulthood. This study evaluated whether a functional literacy intervention was associated with an increase in the percentage of reading comprehension strategies implemented accurately for college students with IDD. A multiple probe across functional literacy stimuli (e.g., academic assignments, employment emails, social text messages) was replicated across four students. Results indicated an association between the intervention and percentage of strategies implemented accurately. Suggestions for future research and implications for practice are provided.

Keywords: inclusive postsecondary education, intellectual and developmental disabilities, literacy reading comprehension

4. Carter, E. W., Lanchak, E. R., Guest, L., McMillan, E. D., Taylor, J. L., & Rowley, H. (2023). “More Than a Paycheck”: Parent Perspectives on Meaningful Work for Individuals With Intellectual and Developmental Disabilities. *Intellectual and Developmental Disabilities*, 61(2), 145–157. <https://doi.org/10.1352/1934-9556-61.2.145>

Abstract: Increasing employment outcomes for individuals with intellectual and developmental disabilities (IDD) remains an enduring emphasis of research, policy, and practice. Parents are often primary partners in the pursuit of meaningful work for their family members with IDD. This qualitative study examined the views of 55 parents regarding the importance of this pursuit and the features of employment that matter most to them. Participants discussed a range of reasons they valued employment for their family members with IDD, including factors that extended beyond a paycheck. Likewise, they described an array of features that they considered to be important to their family member thriving in the workplace (e.g., inclusivity, match with interests, opportunities for growth). We offer recommendations for promoting integrated employment among families and conceptualizing employment outcomes within future research.

Keywords: integrated employment, intellectual disability

5. Channell, M. M., Loveall, S. J., & Burke, M. M. (2023). Exploring Caregiver Perceptions of Post-High School Employment Experiences Among Young Adults With Down Syndrome. *Intellectual and Developmental Disabilities*, 61(2), 158–171. <https://doi.org/10.1352/1934-9556-61.2.158>

Abstract: This qualitative study explored employment experiences and perceived satisfaction of young adults with Down syndrome (DS) who recently exited high school, as reported by their caregivers ($n = 101$). We analyzed caregivers' open-ended responses about their young adults' type of employment ($n = 52$ were employed) and identified themes associated with reported satisfaction (for both employed and unemployed). Natural supports were key to caregiver satisfaction; few opportunities for paid, community-based employment and long waiting lists for formal services were related to caregiver dissatisfaction. Job fit (e.g., hours, responsibilities, location), socialization opportunities, and independence were related to caregiver and perceived young adult (dis)satisfaction. These findings highlight unmet service needs, including assistance with finding a job that is the right fit for the individual with DS.

Keywords: Down syndrome, employment, transition

6. Shogren, K. A. (2023). The Right to Science: Centering People With Intellectual Disability in the Process and Outcomes of Science. *Intellectual and Developmental Disabilities*, 61(2), 172–177. <https://doi.org/10.1352/1934-9556-61.2.172>

Abstract: The right to science has been identified in multiple human rights treaties; however, there has not been a clear framework for how governments or research organizations can advance this right particularly ensuring equitable engagement of people with intellectual disability (ID) in the *process* of scientific research. Although the feasibility and impacts of engaging people with ID in the *process* of science have been repeatedly demonstrated there remain systemic barriers including ableism, racism, and other systems of oppression that sustain inequities. Researchers in the ID field must take steps to dismantle systemic barriers and advance participatory approaches that advance equity in the *process* and *outcomes* of science.

Keywords: right to science, intellectual disability, inclusive research, systems of oppression

JOURNAL OF EDUCATIONAL MEASUREMENT

1. Gorney, K., & Wollack, J. A. (2022). Using Item Scores and Distractors in Person-Fit Assessment. *Journal of Educational Measurement*, 60(1), 3–27. <https://doi.org/10.1111/jedm.12345>

Abstract: In order to detect a wide range of aberrant behaviors, it can be useful to incorporate information beyond the dichotomous item scores. In this paper, we extend the l_z and $l*_z$ person-fit statistics so that unusual behavior in item scores and unusual behavior in item distractors can be used as indicators of aberrance. Through detailed simulations, we show that the new statistics are more powerful than existing statistics in detecting several types of aberrant behavior, and that they are able to control the Type I error rate in instances where the model does not exactly fit the data. A real data example is also provided to demonstrate the utility of the new statistics in an operational setting.

2. Chen, C., Andersson, B., & Zhu, J. (2022). A Factor Mixture Model for Item Responses and Certainty of Response Indices to Identify Student Knowledge Profiles. *Journal of Educational Measurement*, 60(1), 28–51. <https://doi.org/10.1111/jedm.12344>

Abstract: The certainty of response index (CRI) measures respondents' confidence level when answering an item. In conjunction with the answers to the items, previous studies have used descriptive statistics and arbitrary thresholds to identify student knowledge profiles with the CRIs. Whereas this approach overlooked the measurement error of the observed item responses and indices, we address this by proposing a factor mixture model that integrates a latent class model to detect student subgroups and a measurement model to control for student ability and confidence level. Applying the model to 773 seventh graders' responses to an algebra test, where some items were related to new material that had not been taught in class, we found two subgroups: (1) students who had high confidence in answering items involving the new material; and (2) students who had low confidence in answering items involving the new material but higher general self-confidence than the first group. We regressed the posterior probability of the group membership on gender, prior achievement, and preview behavior and found preview behavior a significant factor associated with the membership. Finally, we discussed the implications of the current study for teaching practices and future research.

3. Combs, A. (2022). A New Bayesian Person-Fit Analysis Method Using Pivotal Discrepancy Measures. *Journal of Educational Measurement*, 60(1), 52–75. <https://doi.org/10.1111/jedm.12342>

Abstract: A common method of checking person-fit in Bayesian item response theory (IRT) is the posterior-predictive (PP) method. In recent years, more powerful approaches have been proposed that are based on resampling methods using the popular $L*Z$ statistic. There has also been proposed a new Bayesian model checking method based on pivotal discrepancy measures (PDMs). A PDM T is a discrepancy measure that is a pivotal quantity with a known reference distribution. A posterior sample of T can be generated using standard Markov chain Monte Carlo output, and a p -value is obtained from probability bounds computed on order statistics of the sample. In this paper, we propose a general procedure to apply this PDM method to

person-fit checking in IRT models. We illustrate this using the L_z and L^*_z measures. Simulation studies are done comparing these with the PP method and one of the more recent resampling methods. The results show that the PDM method is more powerful than the PP method. Under certain conditions, it is more powerful than the resampling method, while in others, it is less. The PDM method is also applied to a real data set.

4. Kim, S. K., & Lee, W. H. (2022). Several Variations of Simple-Structure MIRT Equating. *Journal of Educational Measurement*, 60(1), 76–105. <https://doi.org/10.1111/jedm.12341>

Abstract: The current study proposed several variants of simple-structure multidimensional item response theory equating procedures. Four distinct sets of data were used to demonstrate feasibility of proposed equating methods for two different equating designs: a random groups design and a common-item nonequivalent groups design. Findings indicated some notable differences between the multidimensional and unidimensional approaches when data exhibited evidence for multidimensionality. In addition, some of the proposed methods were successful in providing equating results for both section-level and composite-level scores, which has not been achieved by most of the existing methodologies. The traditional method of using a set of quadrature points and weights for equating turned out to be computationally intensive, particularly for the data with higher dimensions. The study suggested an alternative way of using the Monte-Carlo approach for such data. This study also proposed a simple-structure true-score equating procedure that does not rely on a multivariate *observed*-score distribution.

5. Park, S., Kim, K. H., & Lee, W. H. (2022). Estimating Classification Accuracy and Consistency Indices for Multiple Measures with the Simple Structure MIRT Model. *Journal of Educational Measurement*, 60(1), 106–125. <https://doi.org/10.1111/jedm.12338>

Abstract: Multiple measures, such as multiple content domains or multiple types of performance, are used in various testing programs to classify examinees for screening or selection. Despite the popular usages of multiple measures, there is little research on classification consistency and accuracy of multiple measures. Accordingly, this study introduces an approach to estimate classification consistency and accuracy indices for multiple measures under four possible decision rules: (1) complementary, (2) conjunctive, (3) compensatory, and (4) pairwise combinations of the three. The current study uses the IRT-recursive-based approach with the simple-structure multidimensional IRT model (SS-MIRT) to estimate the classification consistency and accuracy for multiple measures. Theoretical formulations of the four decision rules with a binary decision (Pass/Fail) are presented. The estimation procedures are illustrated using an empirical data example based on SS-MIRT. In addition, this study applies the estimation procedures to the unidimensional IRT (UIRT) context, considering that UIRT is practically used more. This application shows that the proposed procedure of classification consistency and accuracy could be used with a UIRT model for individual measures as an alternative method of SS-MIRT.

6. Kim, R. Y., & Yoo, Y. (2022). Cognitive Diagnostic Multistage Testing by Partitioning Hierarchically Structured Attributes. *Journal of Educational Measurement*, 60(1), 126–147. <https://doi.org/10.1111/jedm.12339>

Abstract: In cognitive diagnostic models (CDMs), a set of fine-grained attributes is required to characterize complex problem solving and provide detailed diagnostic information about an examinee. However, it is challenging to ensure reliable estimation and control computational complexity when The test aims to identify the examinee's attribute profile in a large-scale map of attributes. To address this problem, this study proposes a cognitive diagnostic multistage testing by partitioning hierarchically structured attributes (CD-MST-PH) as a multistage testing for CDM. In CD-MST-PH, multiple testlets can be constructed based on separate attribute groups before testing occurs, which retains the advantages of multistage testing over fully adaptive testing or the on-the-fly approach. Moreover, testlets are offered sequentially and adaptively, thus improving test accuracy and efficiency. An item information measure is proposed to compute the discrimination power of an item for each attribute, and a module assembly method is presented to construct modules anchored at each separate attribute group. Several module selection indices for CD-MST-PH are also proposed by modifying the item selection indices used in cognitive diagnostic computerized adaptive testing. The results of simulation study show that CD-MST-PH can improve test accuracy and efficiency relative to the conventional test without adaptive stages.

7. Kasli, M., Zopluoglu, C., & SI, T. (2022). A Deterministic Gated Lognormal Response Time Model to Identify Examinees with Item Preknowledge. *Journal of Educational Measurement*, 60(1), 148–169. <https://doi.org/10.1111/jedm.12340>

Abstract: Response times (RTs) have recently attracted a significant amount of attention in the literature as they may provide meaningful information about item preknowledge. In this study, a new model, the Deterministic Gated Lognormal Response Time (DG-LNRT) model, is proposed to identify examinees with item preknowledge using RTs. The proposed model was applied to two different data sets and performance was assessed with false-positive rates, true-positive rates, and precision. The results were compared with another recently proposed Z-statistic. Follow-up simulation studies were also conducted to examine model performance in settings similar to the real data sets. The results indicate that the proposed model is viable and can help detect item preknowledge under certain conditions. However, its performance is highly dependent on the correct specification of the compromised items.

JOURNAL OF EDUCATIONAL PSYCHOLOGY

1. Swanson, H. L., Kong, J. H., & Petcu, S. D. (2023). Stability of learning disabilities, cognitive growth, and L1 in English learners: A latent class and transition analysis. *Journal of Educational Psychology*, *115*(3), 379–404. <https://doi.org/10.1037/edu0000771>

Abstract: This study investigated the stability of latent classes of students with learning disabilities among a heterogeneous sample of elementary-aged children whose first language is Spanish. To this end, children ($N = 284$) in Grades 1, 2, and 3 at Wave 1 (Year 1) were administered a battery of vocabulary, reading, math, and cognitive measures (short-term memory, working memory, rapid naming, inhibition) in both Spanish (L1) and English (L2). These same measures were administered 1 and 2 years later (Wave 2 and 3). Two stable latent classes of children at risk for learning disabilities (children with comorbid difficulties and children with high order difficulties) emerged that were distinct from two latent classes (balanced bilinguals, unbalanced bilinguals) of average achievers who varied in second language acquisition. Further, significant growth parameters that uniquely predicted the log-odds identifying latent classes across all status groups were measures of working memory. Finally, the significant contributions of L2 cognitive measures to latent class status were dependent on L1 cognitive performance. The results suggest that statistically distinct and stable latent classes of children with learning disabilities emerge under the umbrella of English language learners and that growth in the executive processes of working memory and first language cognitive performance play an important role in predictions of latent class status.

Keywords: English learners, latent transition analysis, learning disabilities, reading and the math disabilities, working memory

2. Ju, U., Cho, E., Relyea, J. E., & Choi, I. (2023). Effects of parents' early home language use on English reading growth of emergent bilinguals. *Journal of Educational Psychology*, *115*(3), 405–426. <https://doi.org/10.1037/edu0000784>

Abstract: This study examined the role of parents' early home language use in the English reading development of emergent bilinguals ($N = 3,058$) and how their relations are moderated by children's oral English language proficiency using longitudinal data from kindergarten to eighth grade (ages 6–15 years). Results from multi-group latent basis growth models indicated that emergent bilinguals whose parents used a non-English (native) language more frequently at home when they were in kindergarten started with lower English reading achievement but made greater growth compared to children whose parents used their native language less frequently. Consequently, the effects of parents' non-English language use on English reading achievement dissipated by eighth grade. This growth pattern was more prominent for emergent bilinguals with initially limited English proficiency than for emergent bilinguals with fluent English proficiency. The analyses of reading subskills suggest this pattern is primarily attributable to the delayed English reading acquisition of emergent bilinguals with limited English proficiency in constrained reading skills (Word Reading, Reading Words in Context). Our findings suggest that parents' frequent native language use neither has facilitative effects on English language use nor does it hamper emergent bilinguals' long-term English reading development.

Keywords: home language use, English reading development, early childhood Longitudinal Study-Kindergarten Class, emergent bilinguals

3. Olivier, E., Morin, A. J. S., Leo, V., & Salmela-Aro, K. (2022). The interconnected development of depressive symptoms and school functioning from mid-adolescence to early adulthood: A piecewise growth mixture analysis. *Journal of Educational Psychology, 115*(3), 427–445. <https://doi.org/10.1037/edu0000761>

Abstract: This study seeks to identify profiles of depressive symptoms trajectories among a sample of 2,696 Finnish students (56.8% female), followed from 13–14 to 18–19 years old. Piecewise growth mixture analyses identified 5 trajectories: Low Stabilizing (6.20%), Mild Increasing (47.90%), Moderate Stabilizing (36.82%), Low Increasing (3.62%), and High Stable (5.46%). Relative to boys, girls experienced more problematic depressive symptoms trajectories. The study also assesses whether achievement goals growth predicts depression trajectories, and whether school burnout and engagement growth trajectories can be positioned as outcomes of depression trajectories. Adopting mastery-intrinsic and mastery-extrinsic goals was associated with a lower risk of feeling depressed, whereas adhering to performance-approach or performance-avoidance goals was associated with a higher risk of corresponding to a problematic trajectory-profile. School burnout and engagement trajectories closely matched youth depressive symptoms trajectory-profiles, except for youth corresponding to a High Stable profile who experienced an increase in their school engagement.

Keywords: achievement goals, depression, piecewise growth mixture analyses, school burnout, school engagement.

4. Van Loon, M. H., & Oeri, N. (2023). Examining on-task regulation in school children: Interrelations between monitoring, regulation, and task performance. *Journal of Educational Psychology, 115*(3), 446–459. <https://doi.org/10.1037/edu0000781>

Abstract: It is unknown how multiple components of on-task regulation of learning affect task performance in school children. This research aimed to acquire insights into the interrelations between children's metacognitive monitoring, regulation of learning, and task performance. Three components of on-task regulation of learning were investigated: allocation of study time, restudy selections, and task persistence. Children learned concepts with their definitions. In Study 1, 104 sixth graders (M_{age} 12 years) participated; Study 2 consisted of 97 fourth graders (M_{age} 10 years). For both age groups, task persistence was a strong predictor of performance. For sixth but not for fourth graders, monitoring accuracy affected performance. Findings indicate that, when aiming to improve regulation of learning and task performance in elementary school, student age is a relevant factor to consider. Around the age of 10, regulation affects learning performance, whereas the effects of self-monitoring accuracy on performance seem apparent when children are approximately 12 years of age.

Keywords: late childhood, restudy, self-monitoring, study time allocation, task persistence.

5. Moffett, L., Weissman, A. S., McCormick, M. P., Weiland, C., Hsueh, J., Snow, C., & Sachs, J. (2023). Enrollment in Pre-K and children's social-emotional and executive functioning skills: To what extent are associations sustained across time? *Journal of Educational Psychology, 115*(3), 460–474. <https://doi.org/10.1037/edu0000782>

Abstract: Pre-kindergarten (Pre-K) improves the school readiness of all children, but less is known about whether associations between enrollment in Pre-K and different indicators of social-emotional and executive functioning (EF) skills are sustained as children move into and across elementary school. The current study examines associations between enrollment in the Boston Public Schools (BPS) Pre-K program and children's (N = 508) social-emotional, approaches to learning, and EF skills at both the start and end of kindergarten. Results from multilevel regression models revealed that children who enrolled in BPS Pre-K started kindergarten with lower internalizing behaviors and higher levels of task orientation than their peers. These associations, however, were not sustained through the end of kindergarten. Instead, there were emerging associations between BPS Pre-K and two dimensions of EF—working memory and inhibitory control—at the end of the kindergarten year. The results were robust to different model specifications, including inverse probability of treatment weighting. Taken together, the results highlight the importance of examining links between high-quality Pre-K and different indicators of children's social-emotional and EF skills across time in order to provide a more complete picture of how Pre-K supports different types of skills across time.

Keywords: pre-kindergarten, sustained associations, social-emotional, executive functioning.

6. Zhang, Z. G., & Peng, P. (2023). Longitudinal reciprocal relations among reading, executive function, and social-emotional skills: Maybe not for all. *Journal of Educational Psychology, 115*(3), 475–501. <https://doi.org/10.1037/edu0000787>

Abstract: In this study, we investigated longitudinal reciprocal relations among reading, executive function, and social-emotional skills in students from Grades 2 to 5, using the data set from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011. We addressed several important gaps in the literature on longitudinal reciprocal relations by using latent factors to represent the executive function and social-emotional skills in latent growth models with structured residuals, separating between- and within-person effects, and examining sample effects with a general population sample, students with reading difficulties, and high-performing students. Our results showed longitudinal reciprocal relations between reading and executive function in high-performing students, such that with development, the contribution of executive function to reading grew stronger while the contribution of reading to executive function remained stable; we found no longitudinal reciprocal relations between reading and social-emotional skills in any of the three sample groups; and these patterns of results remained the same based on the control of socioeconomic status and sensitivity analyses. Together, the results of this study support the heterogeneous hypothesis of mutualism theory in education: The effect of mutualism may be stronger in some contexts and populations than in others. Longitudinal reciprocal relations between executive function and reading may be driven mostly by high-quality and intensive learning and practice in reading, not by socioeconomic status.

Keywords: reading, executive function, social-emotional skills, longitudinal reciprocal relation, elementary school.

7. Kim, H. Y., Brown, L., Dolan, C. T., Gjicali, K., Deitz, R., Del Sol Prieto Bayona, M., & Aber, J. L. (2023). Testing the impact of a skill-targeted social and emotional learning curriculum and its variation by pre- and postmigration conflict experiences: A cluster randomized trial with Syrian refugee children in Lebanon. *Journal of Educational Psychology*, 115(3), 502–522. <https://doi.org/10.1037/edu0000775>

Abstract: Social and emotional learning (SEL) programs are increasingly embraced by the global humanitarian sector as a potential strategy for supporting refugee children's psychosocial adaptation and learning. However, little evidence is available on the effectiveness of such SEL programs in humanitarian settings. Even less is known about whether such SEL programs can be equally effective, more beneficial, or even harmful, for children who were exposed to higher levels of conflict, in the context of war and/or postmigration settings. This study evaluates the effectiveness of a universal, multicomponent, skill-targeted SEL curriculum embedded in nonformal remedial education programming, the Five-Component SEL (5CSEL), for improving 20 proximal and distal outcomes. The large-scale cluster randomized controlled trial was conducted in 57 community sites (170 classrooms) in Lebanon with 4,289 Syrian refugee children ($M_{\text{age}} = 9.16$, $SD = 2.34$; 50% female). It examined both the impact of 5CSEL and the impact variation by children's level of exposure to war violence, family conflict, and school victimization. The findings do not provide conclusive evidence of the effectiveness of 5CSEL. However, we find promising signs of impacts in a number of the outcomes (effect sizes = 0.06–0.18 SD), suggesting the malleability of refugee children's SEL skills across multiple domains when given sufficient, targeted, and comprehensive support. Finally, we find little evidence of variation in impact by the level of exposure to conflict experiences, supporting the arguments for the benefits of universal SEL programming. These results provide promising directions for practitioner communities to invest in further development and revision of the SEL program contents and strategies.

JOURNAL OF HUMANISTIC PSYCHOLOGY

1. Negley, S. C. (2021). Hi, I'm Harry. *Journal of Humanistic Psychology*, 63(2), 161–165. <https://doi.org/10.1177/00221678211005208>

Abstract: A personal and anecdotal account of postpartum depression with psychotic features can be understood as an extreme state addressed relationally using Carl Jung's analytic psychology. The relationship between the analyst and the analysand is understood as the containing environment for the treatment. Rather than pathological, an understanding of this experience as natural and deeply psychological allows for personal growth and deepens the mother–child bond. A mother's childhood wounds make their way into the field and through dreams are examined for their universal underpinnings. The natural healing mechanism within the psyche tended by the sensitive clinician becomes the force for change without the traditional interventions offered by a medical model.

Keywords: daimons, postpartum depression, self-healing, symbolic, shadow, paranoia, psychosis, self, archetypal, container, dreams, mythic, Harry Wilmer

2. Paska, I. (2021). Meaning-Making View of Extreme States. *Journal of Humanistic Psychology*, 63(2), 166–172. <https://doi.org/10.1177/00221678211034113>

Abstract: The perception of extreme states prevailing in contemporary society and mental health systems does not give justice to the transformational aspect of the process of extreme states. It generally views mental distress from the confinements of the perspective of objectivist epistemology and medicalization, disregarding its potential valuable aspects. Consequently, extreme states are reduced to biological malfunction, which renders the process meaningless and can have negative social implications. It is proposed in the article for extreme states to instead be viewed as a call to become aware of the context that the human being finds unbearable. Following this, the emphasis is put on the view of extreme states as an invitation to hold space for exploration and the potential emergence of new ways of being. The aim is not to minimize the suffering that can accompany extreme states, but to bring the meaning-making aspect of extreme states to the forefront.

Keywords: extreme states, mental distress, being, meaning, Laing, May, meaning-making

3. Tobert, N. (2018). Cultural U-Turns in Mental Well-Being: Acknowledging the Dilemma. *Journal of Humanistic Psychology*, 63(2), 173–182. <https://doi.org/10.1177/0022167818762916>

Abstract: Today on social media I see an uprising of anger against Western psychiatry and its 19th- and 20th-century practices used to address mental distress and extreme experiences. I notice movements in social media groups that support people in new frameworks of understanding. At the same time, many practitioners realize that their biomedical training does not fit the spirit of our times: there are psychiatrists and psychologists who question the original diagnoses of their professions. Across Europe, America, and Australia, there are new practices set up by mental health service providers who want to see the status quo changed. Colleagues are reevaluating

the nature of human consciousness and subtle energy, and they want to end stigma and the myth of labels. They are listening more closely to ancient wisdoms of indigenous people. I wrote this article to acknowledge our dilemma between challenging frameworks of knowledge, to explore the gap between different perspectives, and to suggest that we need a cultural U-turn toward more sensitive training in our educational institutions.

Keywords: medical anthropology, human consciousness, spiritual, truth and reconciliation, academic collaboration, cultural humility.

4. Caplan, P. J. (2020). Another Damaging Use of the “Schizophrenia” Label . . . and What Seemed About to Help. *Journal of Humanistic Psychology*, 63(2), 183–190. <https://doi.org/10.1177/0022167820978131>

Abstract: The use of the label “schizophrenia,” which does not have a scientific basis or validation, tends to lead prospective helpers of suffering people away from what can truly help and toward approaches that cause serious harm. A nonpathologizing approach—listening to the person tell their story—held great promise but was prematurely stopped.

Keywords: schizophrenia, nonpathologizing approach, mental disorders.

5. Hobart, M. (2021). Radical Humanism and Re-Mything: Honoring Experiencers of Extreme States as the Carriers of Wisdom for Consciousness Evolution and Collective Transformation. *Journal of Humanistic Psychology*, 63(2), 191–197. <https://doi.org/10.1177/00221678211065224>

Abstract: As transmitters of the New Paradigm and psychospiritual templates that the planet needs in this time of transformation, extreme-state experiencers are the key to our evolution, and thus we need to honor them as such. Radical humanism is an expansion and deepening of our empathy, a call-to-action, and a way of telling the story differently. We are asked as therapists to be nothing less than liaisons to the oracular. We look to Jung, Laing, Rogers, and contemporary lineage holders in these synergistic and co-catalytic ways of holding and working with extreme states to shine light upon the potent and often misunderstood or pathologized realms of the chaotic and ecstatic, the devastating, blissful, and the overwhelming contact with the gnosis, beings, and energies that lie therein. We carry forth the work in our sessions that are part confessional, part energy transmission, and always opportunities for us to expand what we think we know about what is happening and how we feel about ourselves, these times, and our role in healing on all levels that is being offered in each moment that we are in our role as Sacred Witness and midwife to soul rebirth.

Keywords: transpersonal psychology, spiritual, personal narratives, Carl Rogers, R.D. Laing, Jung, evolution of consciousness, extreme states, spiritual emergence, transformation.

6. Mackey, C. (2022). Moving Beyond Current Treatment: Responding to Extreme States With Compassion and Dignity. *Journal of Humanistic Psychology*, 63(2), 198–207. <https://doi.org/10.1177/00221678221078659>

Abstract: Newer research around extreme experiences is showing that recovery is far more prevalent than has been represented in the past. In addition, some aspects that have traditionally been considered the first line of treatment are now being found to be less effective than once believed or even harmful. However, approaches that combine new information, compassion, and that restore dignity to the individual are finally being recognized as the underpinnings of successful outcomes. Individuals who have gone through an extreme state deserve to learn about the impact of cultural aspects and childhood experiences on such. They should be reminded that many will experience positive growth from the extreme state itself. It should be normalized how frequently these experiences arise throughout the world and how often people do recover. It is important for individuals to understand the beneficial impact of enhancing relationships and connections in their daily life and of fostering empowerment for themselves and their choices. By incorporating research findings and inviting the individual to seek out a meaningful life, as determined by themselves, people can and do recover from these experiences.

Keywords: clinical psychology, compassion, coping cultural competence, positive, psychology, posttraumatic growth, schizophrenia, psychosis, quality of life, resilience.

7. Tyler, D. (2018). Self-Actualization in the Meaning of Psychosis. *Journal of Humanistic Psychology*, 63(2), 208–214. <https://doi.org/10.1177/0022167818763423>

Abstract: Should clinicians follow prevailing biomedical warnings against attending to the content of psychotic speech? This account of bipolar manic psychosis describes the beliefs of a young woman that included the meaning of life, demonic attacks, and becoming president. A diagnosis of delusions of grandeur prompted a dehumanizing hospitalization and a debilitating course of medication; as well as enduring inpatient ward violence dismissed as further evidence of psychotic symptoms. Only by instead understanding the meaning within these beliefs was their transformative potential realized. She was able to forgo medication and other treatments and embark on a professional in mental health, offering a new response to clients wherein being listened to, discovery, and self-actualization are at the center of care. Psychotic crisis is best understood as an attempt to make sense of traumatic and overwhelming life circumstances in a context of isolation and mistrust. Instead of disease management, relationship building across different perceived realities offers the opportunity to regain social connection and control over one's life.

Keywords: clinical psychology, compassion, diagnosis, humanistic, psychology, Maslow, meaning in life, self-actualization, psychosis, trauma, personal narratives.

8. Harmon, C. (2018). Mandala Project: Modern Mysticism or Madness. *Journal of Humanistic Psychology*, 63(2), 215–222. <https://doi.org/10.1177/0022167818763188>

Abstract: A “conversation with God” inspired the author to delve deeper into what's beyond the veil of ordinary experience. While researching this type of extreme or altered state experience, she was fortunate to locate and interview those who had had similar experiences of a divine encounter. Prior to their intense spiritual experience, they had been in some sort of existential crisis or under emotional duress. She called this research project the Mandala Project because it symbolized a transformative journey back to self. How do you navigate through the chaos of an ecstatic, spiritual,

or altered state and then be able to reintegrate back into your life—in a nutshell, as Jack Kornfield asks, “How do you get back to doing the laundry?”

Keywords: consciousness, depression, humanistic psychology, mental health, paradox, personal narratives, self-actualization, spirituality, transformation.

9. Bernard, A. (2018). Understanding the Possible: A Creative Approach to Madness. *Journal of Humanistic Psychology*, 63(2), 223–228. <https://doi.org/10.1177/0022167818762203>

Abstract: Adrian works at Santa Cruz’s peer respite house, 2nd Story. He has worked side by side with NAMI (the National Alliance on Mental Illness) families and provider organizations. His own narrative in this article is about the chances and multiple chances of living through internal and external hell. This message is an understanding of growing in the world without a solid foundation, discerning that a function of postyouth is to find tools within to form solid ground. The old ways follow truer still, the greater the agony, the greater the freedom. These words offer a key to break free from various and varying societal confines. Adrian has never studied the psychological lens; thus, he draws only from direct experience and personal understanding, leaving no references to name. Working closely with people, while listening to uncountable life stories, has informed the nature of this article. The use of the word “We” challenges many. If “We” applies to the reader, welcome. If not, enjoy the ride.

Keywords: self-transcendence, reality, creativity, mental health.

10. Ball, M., & Picot, S. (2021). Dissociachotic: Seeing the Nonpsychosis We Share. *Journal of Humanistic Psychology*, 63(2), 229–236. <https://doi.org/10.1177/0022167821993668>

Abstract: The potential for growth within a relationship between individuals experiencing “psychotic” and “nonpsychotic” realities is based in acceptance of a shared human vulnerability. Through the human-to-human relationship, acceptance of the mutual experience of ontological insecurity and fear of nihilation can facilitate the emergence of a “nonpsychotic” reality. Interconnectedness, that occurs through the process of growth within a loving, nongoal–orientated relationship, leads to a negation of the need for an altered state to exist to defend the threat of nihilation in the person experiencing “psychosis,” and the person in a “nonpsychotic” state to resist the attempt to change the legitimate reality the other person is experiencing. The ensuing changes to the liminal space occupied by a person said to be in a “psychotic” state, when being together in a coexisting same experience, can lead to mutual growth and the evaporation of the so labelled “psychotic” state. This demonstrates the “psychotic” experience is more consistent with a dissociative response to threat in relationship and could be reframed as a “Dissociachotic”—a form of dissociation that has been mislabelled as a unique condition of “psychosis” due to its specific representation of creating safety for a person experiencing threat in relationship.

Keywords: Dissociachotic, coexisting, nonpsychosis, shared experience, ontological, human to human.

11. Norwood, J. (2018). “There and Back Again”: A Tale of a Discipline’s Departure and Triumphant Return. *Journal of Humanistic Psychology*, 63(2), 237–245. <https://doi.org/10.1177/0022167818766122>

Abstract: Prevailing materialistic–determinist conceptions of extreme states (aka “psychosis”) undermine the potential for authentic personal relationships essential to the healing process. The author demonstrates how psychedelic experiences have similar qualities to “psychotic” processes, insofar as they present opportunities to encounter and integrate disowned aspects of the self. Rather than being clearly determined by a “dysfunctional brain” or traumatic environment, extreme states are best understood through non-scientific epistemologies. Radically accepting communities are proposed as alternatives to treatment.

Keywords: extreme states, psychosis, community-based treatment

12. Spittles, B. (2020). Better Understanding Psychosis: Psychospiritual Considerations in Clinical Settings. *Journal of Humanistic Psychology*, 63(2), 246–254. <https://doi.org/10.1177/0022167820904622>

Abstract: Throughout history, mental health professionals have generally endorsed an understanding of psychosis that occludes the consideration of possible psychospiritual determinants. However, in light of the similarities between psychotic and benign psychotic-like psychospiritual experiences, this article argues for the inclusion of psychospiritual matters in psychosis research and therapeutic practices. First, the relevance of psychospiritual considerations to mental health professionals is substantiated by examining literature whereby commentators seek to discern psychosis from nonpsychopathological psychotic-like experiences that often occur within psychospiritual contexts. Next, I step beyond this binary differential diagnosis approach to examine the possibility that psychotic and psychospiritual experiences share a common source and are intrinsically connected and indiscernible. Finally, I propose that this clinical dilemma may be redressed via the study and application of technologies of consciousness. Accordingly, I argue that the incorporation of psychospiritual research into better understanding psychosis calls for radical epistemological, diagnostic, and therapeutic changes within the mental health profession. Indeed, it appears that clinical efficacy may be advanced through mental health practitioners attaining expertise in technologies of consciousness, especially in seeking to understand psychosis in light of psychospiritual contingencies.

Keywords: psychosis, mental health professions, psychotic-like, psychospiritual, differential diagnosis, shamanic, mystic, cross-cultural.

13. Cole, K. A. (2018). The Feeling of Meaning: A Meditation on Coordinated Meaning Making. *Journal of Humanistic Psychology*, 63(2), 255–261. <https://doi.org/10.1177/0022167818782386>

Abstract: The term “psychosis” is used as if it denotes an organic brain abnormality, either known or yet-to-be-discovered. However, I believe its only meaningful use is to describe speech or behavior we do not understand and which frightens us. In this article, I explore how I came to an understanding of how “reality” (which we might also call “meaning” or “clarity” for this purpose) arises in the space between people,

as well as how this process can go awry. I offer some objects of attention for implementing these ideas in a clinical context.

Keywords: meaning, psychosis, coactualization.

PSYCHOLOGY & DEVELOPING SOCIETIES

1. Bharte, U. L., & Mishra, A. K. (2023). Working Through the Politics of Indigeneity: Decolonising Psychology by Way of a Dialectical Approach. *Psychology & Developing Societies*, 35(1), 22–42. <https://doi.org/10.1177/09713336231152302>

Abstract: Our particular concern here is with how decolonising psychology is interpreted (or misinterpreted) as well as its implications for making our discipline a truly liberating enterprise. We make three related arguments here: first, colonialism was a joint project between the colonisers and the colonised instead of being a one-way imposition of the worldviews of just the colonisers. Second, the constellation of the values of the colonised societies (before their colonisation) that facilitated the fruition of colonialism continues to be a part of the culture of these societies even after their freedom from colonial rule. Third, a version of indigenous psychology that is based on simplistic binaries such as Indigenous vs Western, Local vs Global, or Self vs Other is bound to fail in achieving the goal of substantive decolonisation. Moreover, there is a politics of indigeneity too as Edward Said in his classic *Orientalism* (1978) has argued that the concept of the orient itself was a construction of the West for an ideological purpose. Therefore, it is ultimately argued that the project of true or substantive decolonisation can be accomplished only by attaining a proper understanding of self and culture and this goal can be achieved by collaborating with others. Further, the culture of a society may be viewed as a set of disparate, often contradictory values which help to keep a check on the excesses of certain cultural tendencies by offering an internal critique of it. This way of looking at culture calls for viewing it as a dynamic process and necessitates a dialectical approach to examine the nature of the relationship between contradictory values of a culture. In this effort, the methodology of critical cultural psychoanalysis helps us to recognise the dialectical relation between the conscious and the unconscious/repressed aspect of the culture of the societies of the coloniser and the colonised and work through them to expand their consciousness by recovering/owning the repressed/disavowed aspect of their self. Finally, it is argued that like colonisation, substantive decolonisation will also involve a collaborative process between the colonisers and the colonised whereby they can recognise and own their selves in entirety.

Keywords: Binary thinking, colonialism, colonality, critical cultural psychoanalysis, decoloniality, dialectical approach, politics of indigeneity, substantive decolonisation.

2. Mastropietro, A., Migliorisi, S., Sessa, I., Borgogno, F., D’Errico, F., Licata, L., & Leone, G. (2023). Decolonising Reactions to Material Traces of the European Past: The Case of an Italian Colonial Food. *Psychology & Developing Societies*, 35(1), 43–68. <https://doi.org/10.1177/09713336231152299>

Abstract: European capital cities are replete with material traces of colonial times, not only institutional reminders but also ephemeral objects, created to glorify colonial domination. Reactions of descendants of former colonisers to these traces suggest that colonial tropes are still present in their contemporary imaginary about the past. A comprehensive effort of decolonisation, therefore, needs to aim not only at including previously despised minorities, but also at raising majorities’ awareness about the

aggressive side of leaving the permanence of material traces of colonialism unquestioned. Moreover, this awareness of implications of material traces could help to redesign European physical contexts to become more welcoming places for descendants of former colonised groups. Our research explores reactions of different generations of descendants of Italian colonisers when presented with an ephemeral trace of past violence—a candy still sold with a colonial wrapping. About 175 participants were presented with the image of the candy, either wrapped in its original colonial package or a neutral one. The image was followed either by a brief explanation of its colonial meaning or not. Reactions to such an apparently inconspicuous reminder of the Italian colonial crimes—still self-censored in the social representations of the Italian national past—proved to vary across experimental conditions and different ages of respondents. In particular, when questioning these ephemeral traces of adult participants show more intense group-based negative moral emotions. Relations between the generational renewal of former colonisers' group and collective elaboration of intergroup violence are discussed.

Keywords: Urban colonial traces, Italian societal self-censorship, ephemeral objects, intergenerational comparison, decolonisation, group-based emotions.

3. Opong, S. (2023). Epistemological Allyship. *Psychology & Developing Societies*, 35(1), 69–86. <https://doi.org/10.1177/09713336231152301>

Abstract: Discussions about decolonising psychology now abound. A key perspective from which these commentaries have been written relates to a confrontation of the gatekeepers in global psychology. While this approach is valuable to end epistemological violence and other forms of injustice, it also ends up alienating influential scholars in hegemonic psychology who can magnify the impact of the decolonisation effort. In this article, I borrow from the anti-racism literature the concept of allyship to put forward a new concept of epistemological allyship (EA). I position EA to invite, but not to demand, support from and to provide guidance to gatekeepers who truly wish to support the decolonisation efforts. However, unlike the past experiences with ending slavery in which Black people were portrayed to or required to beg for freedom, this concept of EA is not to be understood in this light. Rather it should be understood to imply that while academics from the majority of the world (AMWs) are fighting their own epistemological battles, any helpful support is and should be welcome.

Keywords: Epistemological violence, epistemological allyship, decolonising, gatekeepers

4. Adjei, S. B., & Mpiani, A. (2023). Decolonising Mind and Being Associated with Marriage: Perspectives from Ghana. *Psychology & Developing Societies*, 35(1), 87–109. <https://doi.org/10.1177/09713336231152311>

Abstract: Colonialism was not only a political imposition but also a cultural one that both affected and infected institutions and ways of knowing and being of colonised societies. The vestiges of colonial power that originated during the colonial period of European global domination persistently influence minds and behaviours associated with the institution of marriage through the axes of meta-colonialism, and represent forms of epistemic violence against indigenous people. The depiction of

modern/colonial mentalities about marriage (e.g., the so-called White wedding) as an optimal expression of human nature and love—and thus a key to personal happiness—have become part of the Ghanaian/African cultural experience. For example, Eurocentric practice of White wedding has been systematically naturalised and pushed down on Ghanaian/African people as the most enlightened, valid and standard form of marriage, supplanting the indigenous and ancestral forms of knowledge and being associated with marriage. Drawing insights from cultural psychology, we discuss the coloniality of mind and being associated with marriage, particularly the popular practice of White wedding, and examine how marriage practices in Ghana have become associated with Western social, cultural and economic interests propagated by colonial discourses of modernity, social change and development. We argue that the valorisation of European White wedding and the inferiorisation of African traditional marriage practices are corollary of colonial and meta-colonial narratives that promote(d) White normativity. We posit that psychological knowledge and practice, informed by Western ontologies and epistemologies, provided ideological support for colonisation and the perpetration and perpetuation of scientific racism. We thus contend that, given its complicity, the present discipline of scientific psychology cannot be an effective tool to dismantle the ill-effects of past and present unequal power relationships that result(ed) from colonisation. A decolonial psychological science that enables critical consciousness and serves as a necessary catalyst for liberating minds and being is thus required.

Keywords: Coloniality, culture, decolonising knowledge, marriage, psychology, Africa

5. Sophan, A., & Nair, A. (2023). Decolonising Caste in the Indian Context: The Psyche of the Oppressor. *Psychology & Developing Societies*, 35(1), 110–130. <https://doi.org/10.1177/09713336231157802>

Abstract: Caste is a social construct as well as a psychological phenomenon. So far, it has been predominantly viewed, understood and researched through the lens of anthropology, sociology, economics and political science. However, very little understanding has been gained in the domain of psychological science with respect to caste in the Indian context. The population of the Global South (includes the regions of Asia, Africa, Latin America and Oceania) cannot be understood with the frameworks and research undertaken by the Global North (Europe and North America, known as the West, the industrialised world) because the knowledge production centres of psychology have predominantly been Euro-American centric, as many critics have pointed out. Although research has been scarce in relation to caste and psychology, it has mostly revolved around the oppressed. Therefore, this article aims to shift the focus from the oppressed to the oppressor. To understand Indian human behaviour and thought, it is essential to view it through the lens of the colonial past, the caste system and religion, which are intertwined with each other. This article aims to look at the psychology of the ‘oppressor’ in the Indian context through the psychological frameworks of ‘purity and pollution’. It also stems from the premise that casteism is inculcated through modelling and intergenerational learning. Hence, the above-mentioned factors help to understand unequal power relations and discrimination, which facilitate the decolonisation of the Indian psyche. It also highlights the influence of colonisation on the mind and behaviour with respect to caste.

Keywords: caste, decolonisation, oppressor, psychology, oppression, India.

6. Tripathi, R. C., Kumar, R., Siddiqui, R. N., Mishra, R. C., & Bano, S. (2023). Ideological Frames and Reaction to Intergroup Norm Violations. *Psychology & Developing Societies*, 35(1), 131–168. <https://doi.org/10.1177/09713336231157803>

Abstract: This article examines how ideological frames, certain context factors and emotions influence choice of a retributory, retaliatory or reconciliatory reaction in intergroup conflict situations. Hindu and Muslim respondents supporting secular multiculturalism and composite culturalism gave their reactions to three norm-violating situations of varying intensities. Multinomial logistic regression was used to predict preferred reactions across situations. Reconciliation in comparison to retaliation and retribution was the most preferred reaction of both Hindus and Muslims. Ideological beliefs also predicted preferred reactions of respondents. Muslims with composite culture beliefs preferred retribution over reconciliation in two out of three situations, while Hindus having composite cultural beliefs preferred reconciliation over retaliation only in one situation. Positive out-group attitudes favoured a reconciliatory reaction in both groups. Anger and fear influenced choice of reactions of Hindus but not of Muslims. For Hindus and Muslims, resource power favoured choosing retribution over reconciliation. However, Muslims with greater retaliatory power chose retaliation. Own group identity and fraternalistic relative deprivation (FRD) played only a minor role.

Keywords: Secular multiculturalism, composite culture, norm violation, collective reactions, out-group attitudes, intergroup emotions.

7. Mashuri, A., & Osteen, C. (2023). Threat by Association, Islamic Puritanism and Conspiracy Beliefs Explain A Religious Majority Group's Collective Protest Against Religious Minority Groups. *Psychology & Developing Societies*, 35(1), 169–196. <https://doi.org/10.1177/09713336231152312>

Abstract: This article addresses the question of why members of a majority group, despite their more powerful status, may protest against low-power minority groups. The present study addressed this question in the context of immanent intergroup relations between Muslims, as the majority group, and non-Muslims, as the minority group, in Indonesia. It is argued that at the core of such collective protests is a threat by association, a perception of the majority group members that the minority groups are in league with the West which threatens the existence of Muslims worldwide. Based on data collected using a survey questionnaire from Indonesian Muslims ($N = 418$) this study tested a hypothesised model using threat by association posed by the minority groups, Islamic puritanism and beliefs relating to western conspiracy to predict collective protests and intolerant intentions against non-Muslim minorities in Indonesia by using MPlus version 7.0. The hypothesised model found empirical support. The relationship between threat by association and Islamic puritanism with collective protests was mediated by Western conspiracy beliefs. It was also found that support for collective protests got translated into majority group members' religious intolerant intentions against the people belonging to the non-Muslim minority groups. The article discusses the theoretical implications and research limitations of these empirical findings.

Keywords: Threat by association, Islamic puritanism, collective protest, conspiracy belief, religious intolerant intentions

SOCIOLOGY OF EDUCATION

1. Giebel, S. (2022). “As Diverse as Possible”: How Universities Compromise Multiracial Identities. *Sociology of Education*, 96(1), 1–18. <https://doi.org/10.1177/00380407221139180>

Abstract: U.S. colleges and universities are under increasing pressure to appear racially diverse, but have yet to account systematically for a quickly growing contingent of multiracial-identifying students. Drawing on interviews with multiracial-identifying undergraduates at Western University, I demonstrate how everyday university practices compromise multiracial identities in the pursuit of diversity. The term *compromise* carries dual meaning, referring to instances where Western refashioned multiracial identities into monoracial ones and instances where multiracial-identifying students were in compromised positions. Participants inferred how their identities might be most useful to the university in appearing diverse, leading them to question their belonging and even recast their identities accordingly. These interactions occurred across organizational contexts, including dorms, community centers, and classrooms. Persistent organizational representations of diversity in monoracial terms communicates to students that multiracial identities are both a challenge to accommodate and of potential utility to institutions seeking to appear as diverse as possible.

Keywords: college life, higher education, multiracial students, organisations, qualitative research on education, race.

2. Planson, S. (2022). Race, Cultural Capital, and School Achievement in Race-Blind France. *Sociology of Education*, 96(1), 19–42. <https://doi.org/10.1177/00380407221139220>

Abstract: Scholarship examining the role of cultural capital in school outcomes in relation to race and ethnicity in the French context is scarce. This article seeks to test how various potential forms of cultural capital, beyond the most traditional ones, are associated with school grades relationally with French students’ backgrounds. Using Ministry of Education data to perform regression analyses on old and new forms of cultural capital, I find some evidence of differences in their association with grades. Reading, internet, documentaries, sport, and music practice are all associated with higher school grades, but less so for Haiti and overseas- origin children for four practices out of five. This study contributes to research on ethnic/racial inequalities in the French school system and to broader conversations around the contemporary redefinition of cultural capital by showing that racial inequalities can be reproduced in schools through a wide array of cultural practices.

Keywords: cultural capital, immigration, parental cultural capital, quantitative research on education, race.

3. In, J., & Breen, R. (2022). Social Origin and Access to Top Occupations among the Highest Educated in the United Kingdom. *Sociology of Education*, 96(1), 43–61. <https://doi.org/10.1177/00380407221128527>

Abstract: U.S. studies have found that stratified graduate education accounts for most of the relatively strong intergenerational socioeconomic association among postgraduate degree holders. The same association has been observed, but not explained, in countries with higher education systems that differ from that of the United States. We explore the mediation role of undergraduate- and graduate-level stratification in accounting for the intergenerational occupational association among postgraduate degree holders in the United Kingdom. We find that the unequal distribution of undergraduate-level education and path dependency between undergraduate- and graduate-level stratification help to give rise to an unequal occupational outcome by social origin among postgraduate degree holders. We explain this by the tight coupling of undergraduate and graduate education in the United Kingdom. Our analysis also illustrates the need to go beyond graduate education in understanding social origin inequality among postgraduate degree holders to examine the role of undergraduate education and how it is linked to graduate education.

Keywords: class inequality, higher education, educational transition, graduate education, intergenerational mobility, meritocracy.

4. Mbekeani, P. P. (2022). Income-Based Gaps in College-Going Activities: High School Classes of 1992 and 2004. *Sociology of Education*, 96(1), 62–79. <https://doi.org/10.1177/00380407221138051>

Abstract: There has been widespread concern about widening disparities in parental investments that may be associated with widening gaps in educational attainment. Using data from the National Education Longitudinal Study of 1988 and the Education Longitudinal Study of 2002, this study examines parents' investments and engagement in the college-going process for two cohorts of high school students, focusing on adolescents from low- and high-income families. Between the high school classes of 1992 and 2004, income gaps widened in financial preparation for postsecondary education expenses and student college-admissions test-preparation. In contrast, the income gap in parents-child conversations about the college-going process narrowed, due to a larger increase among low-income parents. I examined potential explanations for growing gaps and found evidence supporting both rising income inequality and changing associations between income and college-going activities. Implications for educational attainment gaps are discussed.

Keywords: income inequality, parental involvement, class inequality, higher education, savings for college/education.

JOURNAL OF ECONOMIC EDUCATION

1. Coleff, J., & Rubbini, C. (2023). Price discrimination: Teaching new results with simple exercises. *Journal of Economic Education*, 54(2), 103–112. <https://doi.org/10.1080/00220485.2023.2177221>

Abstract: The authors of this article propose a simple exercise of monopoly pricing to illustrate complex theoretical results on the welfare effects of group pricing. By exposing students to this exercise, they aim to bridge a gap between the standard textbook analysis of group pricing and more general results in the literature and clarify some students' misconceptions. They gear the exercise toward undergraduate students in principles and intermediate-level economics, microeconomics, and industrial organization courses.

Keywords: Market segmentation, monopoly pricing, third-degree price discrimination

2. Haugen, A., & Juranek, S. (2023). Classroom experiments on technology licensing: Royalty stacking, cross-licensing, and patent pools. *Journal of Economic Education*, 54(2), 113–125. <https://doi.org/10.1080/00220485.2023.2177220>

Abstract: The authors present two classroom experiments on technology licensing. The first classroom experiment introduces the concept of royalty stacking. Students learn that noncooperative pricing of royalties for complementary intellectual property rights leads to a double-marginalization effect. Cooperation solves the problem and is welfare-improving. The second classroom experiment introduces students to cross-licensing. It shows that reciprocal royalty payments dampen competition. The classroom experiments stimulate discussions of technology licensing, intellectual property rights, different royalty structures, patent pools, and technology standards. The authors present the experimental procedures and suggest routes for the discussion.

Keywords: Classroom experiment, cross-licensing, licensing, patent pools, royalty stacking.

3. Santa, J. C. (2023). Climate change mitigation under uncertainty and inequality: A classroom experiment. *Journal of Economic Education*, 54(2), 128–144. <https://doi.org/10.1080/00220485.2023.2176388>

Abstract: A novel game that captures the central dimensions of climate change mitigation as a social dilemma is presented. Students play the role of countries sharing a global atmosphere. In each round, carbon emissions are released and accumulated in the atmosphere, making climate change consequences more severe and difficult to mitigate over time. Without mitigation, CO₂ accumulations will cause losses to all countries. During each round, countries decide on how to invest their endowments between economic development and mitigation to slow down carbon emissions causing climate change. Central to the game and the subsequent classroom discussions are implications emanating from introducing uncertainty and inequality in the game. The game is suitable for courses related to environmental economics and climate policy at undergraduate and graduate levels.

Keywords: Classroom experiments, climate change, mitigation, resource dilemma.

4. Cortes, D., Mantilla, C., & Prada, L. (2023). Renewable resource dynamics: A Web-based classroom experiment. *Journal of Economic Education*, 54(2), 145–157. <https://doi.org/10.1080/00220485.2023.2165995>

Abstract: The authors adapted a lab-in-the-field experiment emulating the dynamic extraction of a fishery to create a Web-based classroom experiment. The game includes a multi-player version analogous to an open-access problem and a single-player version analogous to the social planner problem. This game is helpful in introductory microeconomics courses to teach about dominant strategies and the consequences of resource rivalry. In elective courses, the game helps teach bio-economics concepts, including logistic growth functions and optimal extraction paths. Instructions for game deployment and creating the sessions are provided. Conducting the game takes about 20 minutes, and because the game is Web-based, students can access it from their laptops, tablets, or smartphones.

Keywords: Bio-economics, fishery, logistic growth, teaching economics.

5. Jacobson, S. (2023). Ore money ore problems: A resource extraction game. *Journal of Economic Education*, 54(2), 158–176. <https://doi.org/10.1080/00220485.2023.2171521>

Abstract: The economic theory of natural resource exploitation predicts that scarcity crises will not arise because forward-looking resource owners will smooth their extraction over time to maximize their profits. The model providing this result can seem opaque and technical to students, but its intuition can be learned from experience. The author shares a game that provides that experience. Participants play the role of mine owners who must decide how much to extract in each of two periods. In addition to showing how price signals through markets can prevent sudden increases in scarcity, the game also provides lessons about intertemporal choice, market power, information, and property rights. The author provides all materials needed to play the game as is or to customize it for alternative learning outcomes.

Keywords: Active learning, classroom game, Hotelling rule, natural resource extraction.

6. Luedtke, A. (2023). Teaching Nash equilibrium with Python. *Journal of Economic Education*, 1–7. <https://doi.org/10.1080/00220485.2023.2168813>

Abstract: The author describes an assignment in an undergraduate game theory course in which students work together in class to develop a computer algorithm to identify Nash equilibria. This assignment builds basic computer science skills while applying game theory knowledge to real-world situations. Students work as a team to delineate the steps and write a program to identify all of the pure-strategy Nash equilibria of the game. They then test this program by creating and solving their own game. This assignment represents an efficient way for undergraduate economics students to gain valuable computer science skills without assuming any pre-existing

computer science knowledge, without having to take classes outside of the economics major, and without economics faculty having to restructure entire courses or curricula.

Keywords: Computer science, games in the classroom, game theory, Nash equilibrium.

7. Allgood, S., & McGoldrick, K. (2022). Teaching before and during COVID-19: A survey. *Journal of Economic Education*, 54(2), 184–190. <https://doi.org/10.1080/00220485.2022.2155746>

Abstract: Past survey evidence shows little change in how economists teach, but the pandemic forced change upon faculty. This survey investigates what that change looked like, whether faculty feel that the changes were for the better or worse for themselves and their students, and what changes faculty will continue post-pandemic.

Keywords: Economic education, pandemic, pedagogy.

8. Filson, D. (2023). COVID-19 as a trigger of persistent innovations: Evidence from an economics elective at Claremont McKenna College. *Journal of Economic Education*, 54(2), 191–197. <https://doi.org/10.1080/00220485.2023.2165996>

Abstract: The COVID-19 pandemic made it necessary for instructors to innovate, and some of the innovations will persist and be refined post-pandemic. An economics elective at Claremont McKenna College provides examples. Innovations likely to persist include replacing in-class exams with context-rich assignments and conducting a set of student presentations and an initial Q&A using recordings posted online. Both innovations advance the learning objectives, and they also free up class time, which permits additional innovations.

Keywords: Liberal arts college, off-campus program, Pandemic; industrial organization triggers of innovation

9. Ayadi, M. F., & Onodipe, G. (2022). Writing-to-learn: Strategies to promote engagement, peer-to-peer learning, and active listening in economics courses. *Journal of Economic Education*, 54(2), 198–204. <https://doi.org/10.1080/00220485.2022.2160398>

Abstract: Incorporating writing into an economics course is a beneficial goal of economic educators. The potential benefits of using writing to enhance learning among economics students have been emphasized in the literature. Writing to Learn (WTL) is an act of using writing activities to help students think through key concepts presented in a course. The authors' objective in this article is to describe WTL activities that promote engagement, peer-to-peer learning, and active listening. This WTL strategy was born out of a desire to help students focus and learn in an online format during a particularly stressful time of the COVID-19 global pandemic. However, this strategy can be applied in all teaching formats: face-to-face, online or hybrid, and to both graduate and undergraduate students.

Keywords: Active listening, engagement, note-taking, peer-to-peer learning, writing-to-learn

10. Bhanot, S. (2023). Reshaping a course for COVID along 5 dimensions: Lessons from “behavioral economics” at Swarthmore College. *Journal of Economic Education*, 54(2), 205–213. <https://doi.org/10.1080/00220485.2023.2168814>

Abstract: The COVID-19 pandemic has disrupted the status quo across higher education, including in the domain of pedagogy. The author of this article provides a case study of the changes made to one course, “Behavioral Economics,” at Swarthmore College, in response to a set of unique, pandemic-related challenges. He begins by providing details on the context and the nature of the changes made in the course before turning to reflections on what did and did not work well. Overall, the author argues that while many of the pedagogical modifications made during the pandemic need not remain in a post-pandemic world, there are many valuable lessons to be learned from the pandemic that can positively inform the evolution of economics pedagogy.

Keywords: Behavioral economics, COVID-19, pedagogy.

11. Chaudhury, P. (2023). Asynchronous learning design—Lessons for the post-pandemic world of higher education. *Journal of Economic Education*, 54(2), 214–223. <https://doi.org/10.1080/00220485.2023.2174233>

Abstract: In this article, the author describes the use of a storytelling approach in a learning design with significant asynchronous elements. This approach was introduced in an upper-level international trade course with close to 200 students in response to the COVID-19 pandemic. As most live “lectures” took place online and were subject to disruption due to Internet issues, the bulk of the content delivery was asynchronous, with the storytelling approach using “Sways” to address some of the common issues about engagement with asynchronous learning elements. The grade distribution and student feedback indicated that this approach was effective in achieving the stated learning goals. Finally, the author discusses how to adapt this approach to courses at other levels.

Keywords: Asynchronous, economics education, online education, storytelling

THE QUARTERLY JOURNAL OF ECONOMICS

1. Moscona, J., & Sastry, K. A. (2022). Does Directed Innovation Mitigate Climate Damage? Evidence from U.S. Agriculture. *Quarterly Journal of Economics*, 138(2), 637–701. <https://doi.org/10.1093/qje/qjac039>

Abstract: This article studies how innovation reacts to climate change and shapes its economic impacts, focusing on U.S. agriculture. We show in a model that directed innovation can either mitigate or exacerbate climate change’s potential economic damage depending on the substitutability between new technology and favorable climatic conditions. To empirically investigate the technological response to climate change, we measure crop-specific exposure to damaging extreme temperatures and crop-specific innovation embodied in new variety releases and patents. We find that innovation has redirected since the mid-twentieth century toward crops with increasing exposure to extreme temperatures. Moreover, this effect is driven by types of agricultural technology most related to environmental adaptation. We next show that U.S. counties’ exposure to induced innovation significantly dampens the local economic damage from extreme temperatures. Combining these estimates with the model, we find that directed innovation has offset 20% of potential losses in U.S. agricultural land value due to damaging climate trends since 1960 and that innovation could offset 13% of projected damage by 2100. These findings highlight the vital importance, but incomplete effectiveness, of endogenous technological change as a source of adaptation to climate change.

2. Pennek, C. L., & Pons, V. (2023). How do Campaigns Shape Vote Choice? Multicountry Evidence from 62 Elections and 56 TV Debates. *Quarterly Journal of Economics*, 138(2), 703–767. <https://doi.org/10.1093/qje/qjad002>

Abstract: We use two-round survey data from 62 elections in 10 countries since 1952 to study the formation of vote choice, beliefs, and policy preferences and assess how televised debates contribute to this process. Our data include 253,000 observations. We compare the consistency between vote intention and vote choice of respondents surveyed at different points before, and then again after, the election, and show that 17% to 29% of voters make up their mind during the final two months of campaigns. Changes in vote choice are concomitant to shifts in issues voters find most important and in beliefs about candidates, and they generate sizable swings in vote shares. In contrast, policy preferences remain remarkably stable throughout the campaign. Finally, we use an event study to estimate the impact of TV debates, in which candidates themselves communicate with voters, and of shocks such as natural and technological disasters which, by contrast, occur independently from the campaign. We do not find any effect of either type of event on vote choice formation, suggesting that information received throughout the campaign from other sources such as the media, political activists, and other citizens is more impactful.

3. Baqaee, D., & Burstein, A. (2022). Welfare and Output With Income Effects and Taste Shocks. *Quarterly Journal of Economics*, 138(2), 769–834. <https://doi.org/10.1093/qje/qjac042>

Abstract: We present a unified treatment of how welfare responds to changes in budget sets or technologies with taste shocks and nonhomothetic preferences. We

propose a welfare metric that ranks production possibility frontiers that differs from one that ranks budget sets and characterize it using a general equilibrium generalization of Hicksian demand. This extends Hulten's theorem, the basis for constructing aggregate quantity indices, to environments with nonhomothetic and unstable preferences. We illustrate our results using both long- and short-run applications. In the long run, we show that if structural transformation is caused by income effects or changes in tastes, rather than substitution effects, then Baumol's cost disease is twice as important for our preferred measure of welfare. In the short run, we show that standard chain-weighted deflators understate welfare-relevant inflation for current tastes. Finally, using the COVID-19 recession, we illustrate that chain-weighted real consumption and real GDP are unreliable metrics for measuring welfare or production when there are taste shocks.

4. Guvenen, F., Kambourov, G., Kuruscu, B., Ocampo, S., & Chen, D. (2023). Use It or Lose It: Efficiency and Redistributive Effects of Wealth Taxation. *Quarterly Journal of Economics*, 138(2), 835–894. <https://doi.org/10.1093/qje/qjac047>

Abstract: How does wealth taxation differ from capital income taxation? When the return on investment is equal across individuals, a well-known result is that the two tax systems are equivalent. Motivated by recent empirical evidence documenting persistent return heterogeneity, we revisit this question. With heterogeneity, the two tax systems typically have opposite implications for efficiency and inequality. Under capital income taxation, entrepreneurs who are more productive and therefore generate more income pay higher taxes. Under wealth taxation, entrepreneurs who have similar wealth levels pay similar taxes regardless of their productivity, which expands the tax base, shifts the tax burden toward unproductive entrepreneurs, and raises the savings rate of productive ones. This reallocation increases aggregate productivity and output. In the simulated model parameterized to match the U.S. data, replacing the capital income tax with a wealth tax in a revenue-neutral way delivers a significantly higher average welfare. Turning to optimal taxation, the optimal wealth tax (OWT) is positive and yields large welfare gains by raising efficiency and lowering inequality. In contrast, the optimal capital income tax (OKIT) is negative—a subsidy—and delivers lower welfare gains than OWT, owing to the welfare losses from higher inequality. Furthermore, when the transition path is considered, the gains from OKIT turn into significant welfare losses for existing cohorts, whereas OWT continues to deliver robust welfare gains. These results suggest that moderate wealth taxation may be a more appealing alternative than capital income taxation, which can be significantly more distorting under return heterogeneity than under the equal-returns assumption.

5. Babina, T., He, A. J., Howell, S. T., Perlman, E. R., & Staudt, J. (2023). Cutting the Innovation Engine: How Federal Funding Shocks Affect University Patenting, Entrepreneurship, and Publications. *Quarterly Journal of Economics*, 138(2), 895–954. <https://doi.org/10.1093/qje/qjac046>

Abstract: This article studies how federal funding affects the innovation outputs of university researchers. We link person-level research grants from 22 universities to patents, publications, and career outcomes from the U.S. Census Bureau. We focus on the effects of large, idiosyncratic, and temporary cuts to federal funding in a researcher's preexisting narrow field of study. Using an event study design, we

document that these negative federal funding shocks reduce high-tech entrepreneurship and publications but increase patenting. The lost publications tend to be higher quality and more basic, whereas the additional patents tend to be lower quality, less general, and more often privately assigned. These federal funding cuts lead to an increase in private funding, which partially compensates for the decline in federal funding. Together with evidence from industry-university contracts, the results suggest that federal funding cuts shift university research funding from federal to private sources and lead to innovation outputs that are less openly accessible and more often appropriated by corporate funders.

6. Bowen, T. R., Dmitriev, D., & Galperti, S. (2023). Learning from Shared News: When Abundant Information Leads to Belief Polarization. *Quarterly Journal of Economics*, 138(2), 955–1000. <https://doi.org/10.1093/qje/qjac045>

Abstract: We study learning via shared news. Each period agents receive the same quantity and quality of firsthand information and can share it with friends. Some friends (possibly few) share selectively, generating heterogeneous news diets across agents. Agents are aware of selective sharing and update beliefs by Bayes's rule. Contrary to standard learning results, we show that beliefs can diverge in this environment, leading to polarization. This requires that (i) agents hold misperceptions (even minor) about friends' sharing and (ii) information quality is sufficiently low. Polarization can worsen when agents' friend networks expand. When the quantity of firsthand information becomes large, agents can hold opposite extreme beliefs, resulting in severe polarization. We find that news aggregators can curb polarization caused by news sharing. Our results hold without media bias or fake news, so eliminating these is not sufficient to reduce polarization. When fake news is included, it can lead to polarization but only through misperceived selective sharing. We apply our theory to shed light on the polarization of public opinion about climate change in the United States.

7. Ganong, P., & Noel, P. (2022). Why do Borrowers Default on Mortgages? *Quarterly Journal of Economics*, 138(2), 1001–1065. <https://doi.org/10.1093/qje/qjac040>

Abstract: There are three prevailing theories of mortgage default: strategic default (driven by negative equity), cash flow default (driven by negative life events), and double-trigger default (where both negative triggers are necessary). It has been difficult to compare these theories in part because negative life events are measured with error. We address this measurement error using a comparison group of borrowers with no strategic-default motive. Our central finding is that only 6% of underwater defaults are caused exclusively by negative equity, an order of magnitude lower than previously thought. We then analyze the remaining defaults. We find that 70% are driven solely by negative life events (i.e., cash flow defaults), while 24% are driven by the interaction between negative life events and negative equity (i.e., double-trigger defaults). Together, the results provide a full decomposition of the theories underlying borrower default and suggest that negative life events play a central role.

8. Bai, Y., Jia, R., & Yang, J. (2022). Web of Power: How Elite Networks Shaped War and Politics in China. *Quarterly Journal of Economics*, 138(2), 1067–1108. <https://doi.org/10.1093/qje/qjac041>

Abstract: Scholars have argued that powerful individuals can exert influence on the path of a nation’s development. Yet the process through which people can have an effect on macro-level political economy outcomes remains unclear. This study uses the deadliest civil war in modern history, the Taiping Rebellion (1850–1864), to elucidate how one person—Zeng Guofan—used his personal elite networks to organize an army to suppress the rebellion, and how these networks would affect the nation’s power distribution. Two findings stand out: (i) counties that already had more prewar elites in Zeng’s networks experienced an increase in soldier deaths after he took power; and (ii) postwar political power shifted significantly toward the home counties of these elites, creating a less balanced national-level power distribution. Our findings highlight how micro-level elite networks can influence national politics and societal power distribution, shedding new light on the relationship between elites, war, and the state.

9. Dix-Carneiro, R., Pessoa, J. P., Reyes-Heroles, R., & Traiberman, S. (2023b). Globalization, Trade Imbalances, and Labor Market Adjustment. *Quarterly Journal of Economics*, 138(2), 1109–1171. <https://doi.org/10.1093/qje/qjac043>

Abstract: We argue that modeling trade imbalances is crucial for understanding transitional dynamics in response to globalization shocks. We build and estimate a general equilibrium, multicountry, multisector model of trade with two key ingredients: (i) endogenous trade imbalances arising from households’ consumption and saving decisions; (ii) labor market frictions across and within sectors. We use our model to perform several empirical exercises. We find that the “China shock” accounted for 28% of the decline in U.S. manufacturing between 2000 and 2014—1.65 times the magnitude predicted from a model imposing balanced trade. A concurrent rise in U.S. service employment led to a negligible aggregate unemployment response. We benchmark our model’s predictions for the gains from trade against the popular ACR sufficient-statistics approach. We find that our predictions for the long-run gains from trade and consumption dynamics significantly diverge.

10. Fernández-Villaverde, J., Koyama, M., Lin, Y., & Sng, T. (2023). The Fractured-Land Hypothesis. *Quarterly Journal of Economics*, 138(2), 1173–1231. <https://doi.org/10.1093/qje/qjad003>

Abstract: Patterns of state formation have crucial implications for comparative economic development. Diamond (1997) famously argued that “fractured land” was responsible for China’s tendency toward political unification and Europe’s protracted polycentrism. We build a dynamic model with granular geographical information in terms of topographical features and the location of productive agricultural land to quantitatively gauge the effects of fractured land on state formation in Eurasia. We find that topography alone is sufficient but not necessary to explain polycentrism in Europe and unification in China. Differences in land productivity, in particular the existence of a core region of high land productivity in northern China, deliver the same result. We discuss how our results map into observed historical outcomes, assess how robust our findings are, and analyze the differences between theory and data in Africa and the Americas.

11. Philippon, T., & Wang, O. (2022b). Let the Worst One Fail: A Credible Solution to the Too-Big-To-Fail Conundrum. *Quarterly Journal of Economics*, 138(2), 1233–1271. <https://doi.org/10.1093/qje/qjac044>

Abstract: We study time-consistent bank resolution mechanisms. The key constraint is that governments cannot avoid bailouts that are ex post efficient. Contrary to common wisdom, we show that the government may still avoid moral hazard and implement the first-best allocation by using the distribution of bailouts across banks to provide incentives. We analyze properties of credible tournament mechanisms that provide support to the best-performing banks and resolve the worst-performing ones. We extend our mechanism and show that it continues to perform well when banks are imperfect substitutes, when they are differentially interconnected as long as bailout funds can be earmarked, and when their risk-taking is driven by overoptimism instead of moral hazard.

12. Buggle, J. C., Mayer, T., Sakalli, S. O., & Thoenig, M. (2023). The Refugee's Dilemma: Evidence from Jewish Migration out of Nazi Germany. *Quarterly Journal of Economics*, 138(2), 1273–1345. <https://doi.org/10.1093/qje/qjad001>

Abstract: We estimate the push and pull factors involved in the outmigration of Jews facing persecution in Nazi Germany from 1933 to 1941. Our empirical investigation makes use of a unique individual-level data set that records the migration history of the Jewish community in Germany over the period. Our analysis highlights new channels, specific to violent contexts, through which social networks affect the decision to flee. We estimate a structural model of migration where individuals base their migration decision on the observation of persecution and migration among their peers. Identification rests on exogenous variations in local push and pull factors across peers who live in different cities of residence. Then we perform various experiments of counterfactual history to quantify how migration restrictions in destination countries affected the fate of Jews. For example, removing work restrictions for refugees in the recipient countries after the Nuremberg Laws (1935) would have led to an increase in Jewish migration out of Germany in the range of 12% to 20% and a reduction in mortality due to prevented deportations in the range of 6% to 10%.

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