



**Pacte** pour un
Enseignement
d'excellence
LE MONDE ÉVOLUE. L'ÉCOLE AUSSI.

Sélectionner des outils didactiques efficaces : sites de référence et bases de données



Séminaire Consortiums - 17 février 2025

Équipe méthodologique

Pr. Ariane Baye

Plan de la présentation

1. Les finalités de la recherche en éducation

2. Quelques constats concernant la recherche

3. Focus sur les études comparatives

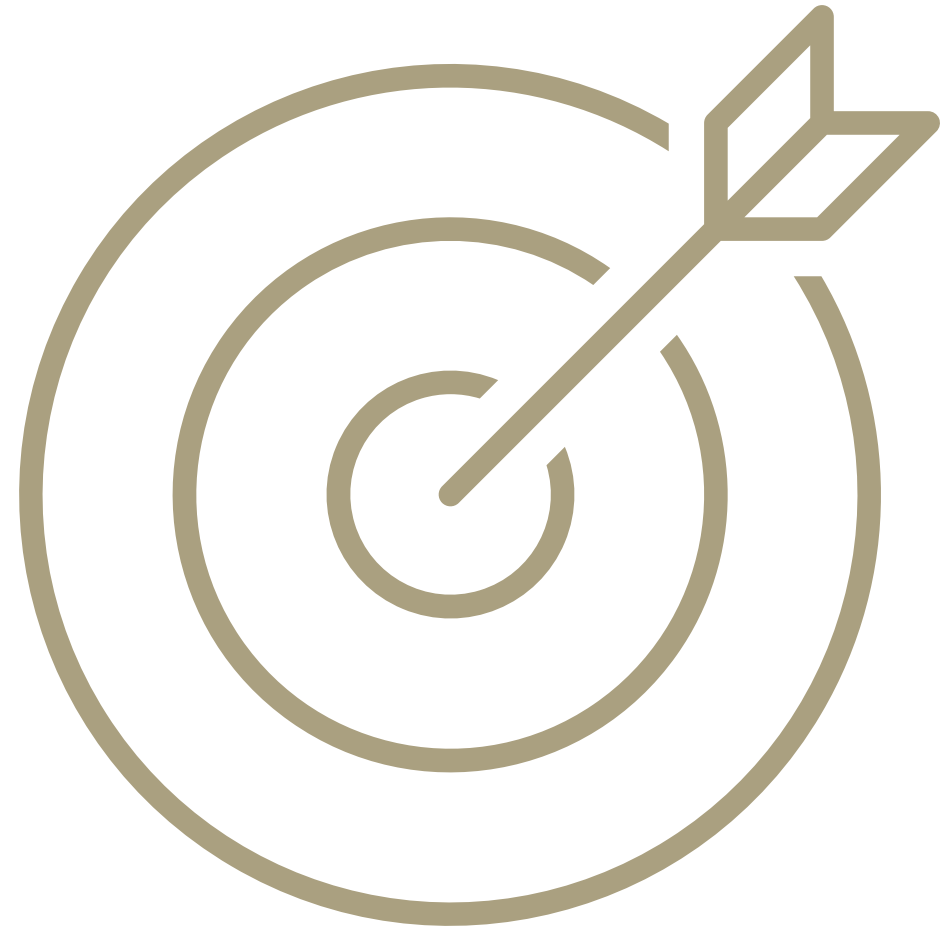
4. Critères de qualité des études comparatives

5. Des problèmes de qualité ?

6. Initiatives internationales

7. Recherche d'outils sur la plateforme ERIC

1. Finalités de la recherche en éducation



DÉCRIRE un phénomène

Tableaux de famille (Lahire, 1995)
Typologie des systèmes éducatifs (Mons, 2004)
Les indicateurs de l'enseignement (FWB, 2023)

COMPRENDRE un phénomène

80% au Bac... et après ? (Beaud, 2003)
L'école « embarrassée » par la mixité (Dubet, 2010)
Insertion professionnelle des enseignants (Voz, 2021)
Appropriation d'un outil didactique (Penneman, De Croix Dellisse et al., 2016)

La recherche en éducation vise à...

Synthétiser la littérature

Établir des RELATIONS

Lien entre structures éducatives et efficacité des systèmes éducatifs (Dupriez, 2016; Lafontaine, Baye, Monseur, 2019)
Typologie des systèmes éducatifs (Mons, 2004)

Établir des liens de CAUSALITÉ

Effets du redoublement (Goos et al., 2021)
Effets du (SW)PBIS (Gage et al., 2018)

2. Quelques constats concernant la recherche



Critiques sur la qualité de la recherche en éducation

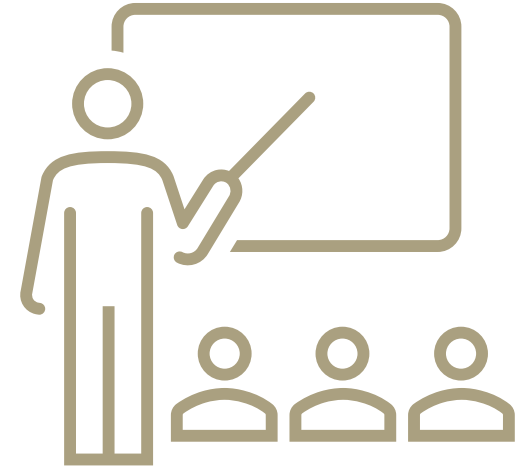
La méthodologie de la recherche

- Caractère non cumulatif (Duru-Bellat & Merle, 2002; Prost, 2002; Rey, 2014)
- Effet des traditions, dogmes, idéologies (Hargreavers, 1996; Slavin, 2002)
- Peu de répliques (Ioannidis, 2005, Petticrew, 2015)
- Designs non causaux (Slavin, 2002)
- Faible qualité
- Décontextualisée

La diffusion de la recherche

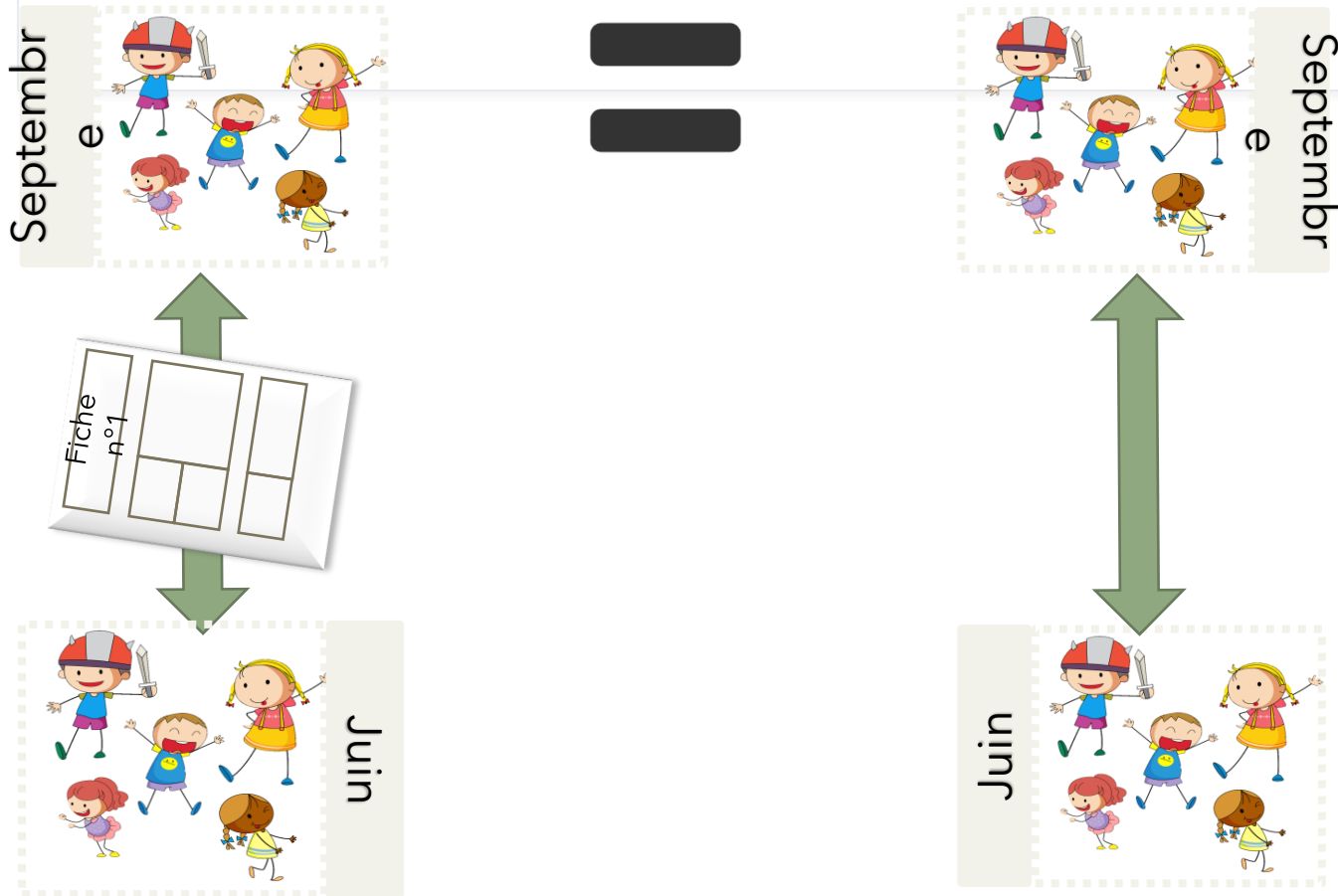
- Peu de revues systématiques
- Peu d'outils de diffusion (Boruch et al., 2002)
- Peu d'accessibilité
- Peu de pertinence (Normand, 2016)

3. Focus sur les études comparatives



Une visée, une recherche

Établir des liens de causalité : les études comparatives



Un (des) chercheur(s) comparent l'évolution d'un groupe d'élèves bénéficiant d'un outil (didactique, pédagogique, ...) donné à l'évolution d'un autre groupe d'élèves n'ayant pas bénéficié de cet outil ; les deux groupes d'élèves étant préalablement comparables.

Étude expérimentale

Deux types d'études comparatives

- **Étude expérimentale** : assignation **aléatoire** des élèves (classes, écoles) dans les groupes expérimentaux, qui testent une innovation, et contrôles, qui font comme d'habitude
- **Étude quasi-expérimentale** : **appariement** d'élèves (classes, écoles) expérimentaux, qui testent une innovation, à des groupes contrôles, qui font comme d'habitude



4. Quels critères de qualité ?



Présence d'un groupe expérimental et d'un vrai groupe contrôle (validité écologique)

Groupe contrôle et expérimental équivalents au départ

Transparence (ex. Pas de sélection des élèves à posteriori)

Implémentation par de « vrais » enseignants (validité écologique)

Deux enseignants et 30 élèves par groupe

Dispositifs testés sur le moyen terme (validité écologique)

Tests non développés par les promoteurs du dispositif

Tests équitables pour les deux groupes (pas de suralignement)

Absence d'autres facteurs confondants

5. Des problèmes de qualité ?



VISIBLE LEARNING

A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT



« *Virtually everything works. One only needs a pulse and we can improve achievement*”
(Hattie, 2009, p. 16).

MAIS...

- Inclut toutes les méta-analyses
- N'envisage pas la question de la qualité des études incluses



Accredited Courses From the inventor of Mind Mapping

Discover the power of Mind Mapping on the only courses fully endorsed by Tony Buzan. Transform your life and career with this versatile creative thinking tool. Speak to our team today for more information and to secure your space.

Mind mapping

Mind mapping

Globalement, le but recherché est de **rendre plus efficace tout type d'apprentissage** et **l'apprenant plus autonome**, à l'école comme dans la vie de tous les jours. Concernant notre action dans le milieu scolaire, notre objectif est d'offrir aux élèves des moyens supplémentaires et innovants qui les rendent acteurs dans la construction des outils et du savoir.

VENDREDI 16 MAI 2014

Le Mind Mapping à l'école (PARTIE II): apprendre dans toutes les disciplines



Le Mind Mapping est une nouvelle compétence qui peut être utilisée à l'école dans toutes les disciplines. Découvrez, dans ce volet, les conditions qui permettent à l'enseignant de réussir sa séquence d'apprentissage avec cette technique.

[Lire la suite »](#)

Posté par Philippe Packu 0 commentaires

Libellés [classe](#), [Dessine-moi une idée](#), [école](#), [Education](#), [Efficacité](#), [élèves](#), [enseignement](#), [français](#), [mathématiques](#), [mémoire](#), [mind map](#), [mind mapping](#), [pédagogie](#), [Philippe Packu](#), [sciences](#), [structure](#)

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



D'après *Education Endowment Foundation*, les interventions qui utilisent la **métacognition et l'auto-régulation** sont très efficaces (en moyenne progrès de 7 mois d'apprentissage comparativement aux autres élèves, de nombreuses études scientifiques de qualité disponibles, et pour un coût modeste.

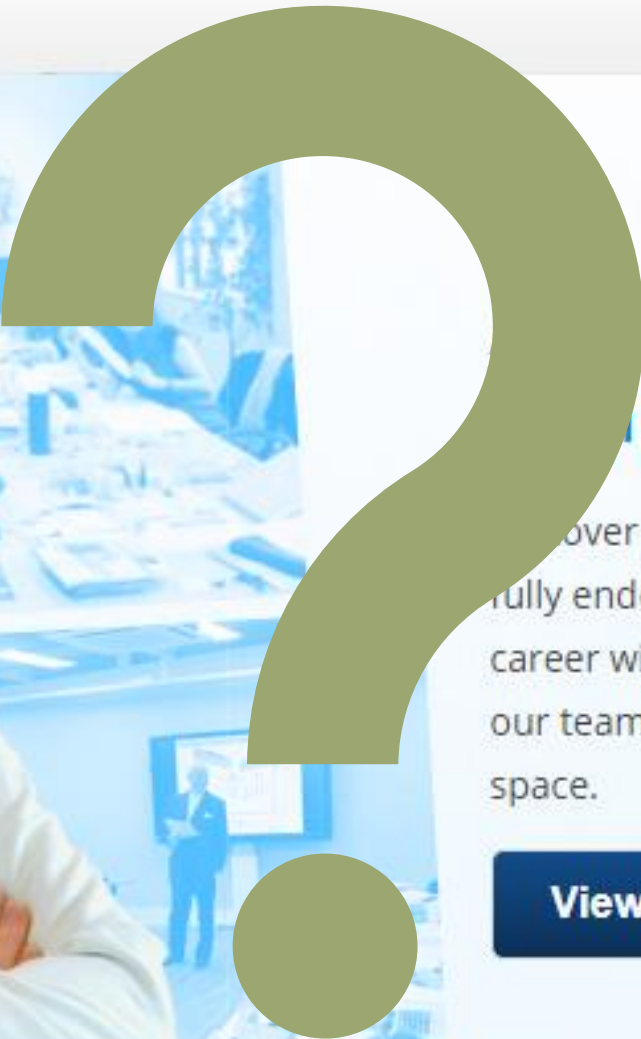
Mais il y a une différence entre les effets moyens d'une stratégie et les effets d'un dispositif précis.

Source :

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Le Mind Mapping est-il « Evidence-based » ?

Auteurs	Conclusions de l'étude
Farrand et al. (2002)	Mémorisation d'informations issues d'un court texte écrit. Échantillon : 50 étudiants, <i>fac médecine</i> Londres (pas de GC). One shot (1 séance)
Al-Jarf (2009)	Résultats en production écrite. Échantillon : 86 étudiantes <i>1^{re} année sup</i> , traduction à Riyadh, une classe contrôle, une classe expérimentale
Goodnough & Woods (2002)	Profs et élèves en sciences. Étude de cas sur attitudes sur 15 élèves en 1 ^{re} secondaire
D'Antoni & Pinto Zipp (2006)	Satisfaction d'étudiants dans <i>l'enseignement supérieur</i> (santé) : perception de l'efficacité (pas de GC)
Holland (2003/2004).	Digital media students. Avis de 119 étudiants sur l'outil (pas de GC)
Mento et al. (1999)	Buisness programmes (<i>supérieur</i>), pas de données
Paykoç et al. (2004)	6 <i>doctorants</i> usagers pour modifications curriculaires, pas d'étude d'impact
Mueller (2002)	Pas de données



Accredited Courses

by the inventor of Mind Mapping

Discover the power of Mind Mapping on the only courses fully endorsed by Tony Buzan. Transform your life and career with this versatile creative thinking tool. Speak to our team today for more information and to secure your space.

[View course dates](#)

6. Initiatives internationales



Présentation de trois sites

Evidence for ESSA

**What Works
Clearinghouse
(WWC)**

**Education
Endowment
Foundation (EEF)**

Evidence For ESSA

<https://www.evidenceforessa.org/>

The screenshot shows the homepage of the Evidence for ESSA website. At the top left is the logo "EVIDENCE for ESSA" with a colorful graphic. To the right of the logo are navigation links: "About", "Who We Are", "FAQs", and "Contact Us". A search bar with a magnifying glass icon is also present. Below these links is a horizontal menu with categories: "READING", "MATH", "SOCIAL-EMOTIONAL", "ATTENDANCE", "SCIENCE", and "WRITING". The main content area features a large background image of children in a classroom. Overlaid on this image is the text "Find Evidence-Based PK-12 Programs" and a sub-headline: "Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards." Below this text is a button that says "LEARN MORE ABOUT ESSA >". At the bottom of the page, there are three white cards with rounded corners. The first card has an icon of an open book and the text "Reading" with a right-pointing arrow. The second card has an icon of a math board with equations and the text "Math" with a right-pointing arrow. The third card has an icon of two hands shaking and the text "Social-Emotional" with a right-pointing arrow.

EVIDENCE
for **ESSA**

About Who We Are FAQs Contact Us Search

READING MATH SOCIAL-EMOTIONAL ATTENDANCE SCIENCE WRITING

Find Evidence-Based PK-12 Programs

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

LEARN MORE ABOUT ESSA >

Reading >

Math >

Social-Emotional >

WWC, qu'est-ce ?

<https://ies.ed.gov/ncee/WWC/Resources/ResourcesForEducators>

WHAT

The WWC reviews **evidence** of effectiveness of programs, policies, or practices by using a consistent and transparent set of standards. The WWC doesn't rank, evaluate, or endorse interventions.

EFFECTIVENESS STUDIES

RANDOMIZED
CONTROLLED
TRIALS

QUASI-
EXPERIMENTAL
DESIGNS

PRIORITY
TOPIC

HOW

The WWC creates products that present findings on what works in education, including:



INTERVENTION
REPORTS



SINGLE STUDY
REVIEWS



QUICK
REVIEWS



PRACTICE
GUIDES

WHERE

Summaries of the available research interventions are available at whatworks.ed.gov



Select topics to Find What Works based on the evidence



Literacy



Mathematics



Science



Behavior



Children and Youth with Disabilities



English Learners



Teacher Excellence



Charter Schools



Early Childhood (Pre-K)



Kindergarten to 12th Grade



Path to Graduation

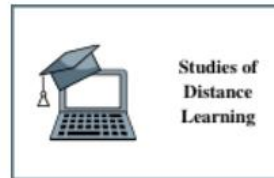


Postsecondary

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question “What works in education?” Find more information [about the WWC](#).

HIGHLIGHTS



Studies of Distance Learning

The WWC is compiling research about distance learning programs and practices – [browse the research here](#).



Education Endowment Foundation (UK)

<https://educationendowmentfoundation.org.uk/>

The screenshot displays the Education Endowment Foundation (EEF) website. At the top left is the EEF logo, consisting of three triangles (orange, blue, and green) forming a larger triangle, with the text 'Education Endowment Foundation' to its right. A navigation menu follows, with 'The Big Picture' highlighted in orange. Other menu items include 'Evidence summaries', 'Practical Tools', 'Projects and Evaluation', 'Support for schools', 'Covid-19 Resources', 'News', and 'More' with a dropdown arrow, and a search icon. Below the navigation, the 'The Big Picture' section is titled. To the left of this section is a vertical sidebar with social media icons for Twitter, Facebook, LinkedIn, and YouTube, and a close button (X). The main content area features the heading 'The Big Picture' and the text 'Your one-stop shop for EEF resources on 14 key themes chosen in collaboration with teachers'. Below this is a link 'View The Big Picture >'. The 14 themes are presented as colored buttons: Behaviour (B), Character & essential skills (C), Developing effective learners (De), Early years (Ey), Enrichment (E), Feedback & monitoring pupil progress (F), Language and literacy (L), Mathematics (M), Organising your school (O), Parental engagement (P), Post-16 (Fe), Science (S), Special educational needs (Sn), and Staff deployment & development (St). At the bottom of the page is a large orange and yellow banner. On the left, it contains the text 'offers practical and actionable advice that is relevant to all pupils, but particularly to those struggling with their literacy.' and a green button labeled 'Read our report'. On the right, there is an illustration of a teacher sitting on the floor with four children, holding a book and pointing to it.

Toolkit Strands ↓↑

Cost ↓

Evidence ↓

Impact ↓

Arts participation

Moderate impact for very low cost based on moderate evidence.



+3

Aspiration interventions

Unclear impact for very low cost based on insufficient evidence.



-

Behaviour interventions

Moderate impact for low cost based on limited evidence.



+4

Collaborative learning approaches

High impact for very low cost based on limited evidence.



+5

Arts participation

Moderate impact for very low cost based on moderate evidence

Implementation cost [?]



Evidence strength [?]



Impact (months) [?]



[What is it?](#)

[Key findings](#)

[How effective is the approach?](#)

[Behind the average](#)

[Closing the disadvantage gap](#)

[How could you implement](#) >

[Technical Appendix](#)

What is it?

Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.

Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.

C3 EEF Art participation Technical appendix

- Biggs (2008) **Using an interactive singing software program: A comparative study of struggling middle school readers**
- Fischer (1989) **Effects of a development drama-inquiry process on creative and critical thinking skills in early adolescent students**

C4 Mathématiques



Evidence-Based Math Programs

Find math programs that match your state, district, school, or classroom needs while meeting the national ESSA evidence standards.

REFINE RESULTS 12

CLEAR ALL

PROGRAMS DESIGNED FOR

WHOLE CLASS 29

STRUGGLING STUDENTS 16

ESSA EVIDENCE RATING

Saga Math

9, 10



High-impact, in-school tutoring that uses technology and human tutors to support grade-level content

Strong

ASSISTments

7, 8



Online tool that provides students with feedback and hints as they do math homework and gives teachers reports on students' performance

Strong

**MATH**

GRADES STUDIED

9, 10

Saga Math

Essa Rating



No. Studies

3

No. Students

5396

Average Effect Size

+0.14

Program Description

Saga's tutoring model can be traditional or technology-enhanced. In the traditional model, tutors meet regularly with their assigned caseload in a 1:2 (research-proven), 1:3, or 1:4 tutor-to-student ratio per session. The technology-enhanced model builds upon the traditional model with a maximum tutor-to-student ratio of 1:8 (1:4 research-proven) in which half of the students work directly with the tutor while the other half work on a computer-assisted learning platform called ALEKS. The groups would switch every other session. Tutorial instruction and program strategies are informed using data from assessments, observations, survey feedback, and additional progress-monitoring tools.

Tutoring is embedded in students' regular school schedules and occurs a minimum of three times per week for a total of 90 minutes. The program is supplemental to students' primary math class, ensuring it does not take away from Tier 1 instruction, extracurricular activities, or other responsibilities. Saga's math curriculum aligns with Common Core standards and state exams, and tutor supervisors typically meet with primary math

Saga Education

339-203-4700

info@saga.org

saga.org

Cost

\$550-\$2,500 per student depending on model

Groups Studied

African American

English Learners

Hispanic ★

Free and Reduced Price Meals

Special Education

Communities Studied

Urban ★

Additional Resources

Key Studies

C4 Mathématiques

The screenshot displays the SAGA COACH dashboard with the following elements:

- Navigation:** "sagacoach" logo, "dashboard", "units", and "progress" links.
- Progress Indicators:** Three horizontal bars for "RELATIONSHIPS", "RATIO", and "RIGOR".
- User Profile:** A circular profile icon and a left-pointing arrow.
- Relationships Section:** A header "Relationships" above five green cards:
 - Card 1: "RELATIONSHIPS" / "WHAT DOES IT MEAN TO BE A TUTOR?" (includes a play button icon)
 - Card 2: "RELATIONSHIPS" / "YOUR EDUCATION EXPERIENCE" (includes a lock icon)
 - Card 3: "RELATIONSHIPS" / "CHALLENGING ASSUMPTIONS" (includes a lock icon)
 - Card 4: "RELATIONSHIPS" / "GROWTH MINDSET" (includes a lock icon)
 - Card 5: "RELATIONSHIPS" / "TOOLS FOR TUTORING RELATIONSHIPS" (includes a lock icon)
- Ratio Section:** A header "Ratio" above five red cards:
 - Card 1: "RATIO" / "TOOLS FOR TUTORING - RATIO" (includes a lock icon)
 - Card 2: "RATIO" / "WHAT MAKES A HIGH QUALITY TUTORIAL?" (includes a lock icon)
 - Card 3: "RATIO" / "CHECKS FOR UNDERSTANDING" (includes a lock icon)
 - Card 4: "RATIO" / "COLLABORATIVE LEARNING" (includes a lock icon)
 - Card 5: "RATIO" / "DIFFERENTIATION & ..." (includes a lock icon)
- Rigor Section:** A header "Rigor" above five teal cards:
 - Card 1: "RIGOR" / "TOOLS FOR TUTORING - RIGOR" (includes a lock icon)
 - Card 2: "RIGOR" / "RIGOR" (includes a lock icon)
 - Card 3: "RIGOR" / "INTENTIONAL LESSON PLANNING" (includes a lock icon)
 - Card 4: "RIGOR" / "ANALYZING STUDENT WORK" (includes a lock icon)
 - Card 5: "RIGOR" / "MAINTAINING HIGH EXPECTATIONS" (includes a lock icon)

**MATH**

GRADES STUDIED

7, 8

ASSISTments

Essa Rating

 **STRONG**

No. Studies

2

No. Students

8841

Average Effect Size



+0.13

Program Description

ASSISTments is an online homework tool coupled with teacher training, providing students with math assistance and teachers with assessments of student progress. There are two types of ASSISTment content – the first is linked to existing textbook homework problems and provides teachers the flexibility to assign suitable problem sets and the second is intended for mastery-oriented skill practice. In its evaluations, the intervention included professional development and coaching designed to increase teachers' readiness and efficacy in using ASSISTments.

Program Outcomes

Provider

Worcester Polytechnic Institute 508-831-4986 assistments@wpi.edu [Web Link](#)

Groups Studied

White

Free and Reduced Price Meals

Hispanic

African American

Special Education


Communities Studied

Urban

Suburban

Rural

Additional Resources

 **Key Studies**

Lesson 8: Scale Drawings and Maps

PRACTICE PROBLEMS STUDENT FACING TASKS COOL DOWN COOL DOWN SPANISH

Part A

A driver is traveling at a constant speed on Interstate 90 outside Chicago. If she traveled from Point A to Point B in 8 minutes, did she obey the speed limit of 55 miles per hour?



- Yes
- No



D	+400		+50
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C2 Français

- WHOLE CLASS 51
- STRUGGLING READERS 56
- ENGLISH LEARNERS 10

ESSA EVIDENCE RATING ▼

- Strong 67
- Moderate 17
- Promising 28

GRADE ▼

- PreK, K 32
- 1 - 2 54
- 3 - 6 50
- Middle School 22
- High School 15

COMMUNITY ▼

- Not Specified 9
- Rural 40
- Suburban 41
- Urban 83

GROUPS ▼

- Free and Reduced Price


Intelligent Tutoring for the Structure Strategy (ITSS) – Secondary

7

 Strong

Web-based approach that teaches cognitive and metacognitive strategies for non-fiction text.

Reading Edge — Whole Class

6-8 

 Strong

A structured, engaging cooperative learning approach emphasizing metacognitive skills

Lexia PowerUp Literacy

6-8

 Strong

Blended learning program that promotes literacy among struggling and non-proficient adolescent readers through online student-driven instruction and offline teacher-delivered lessons and activities


Strategic Instruction Model (SIM)

6-10 

 Strong

A family of programs emphasizing step-by-step strategies

READ 180 – Secondary Reading

6-9 

 Strong

Struggling readers receive teacher instruction, computer-assisted instruction, and small-group work

« BACK TO PROGRAMS



READING

GRADES STUDIED

6-8

Reading Edge — Whole Class

Essa Rating



STRONG

No. Studies

3

No. Students

5,997

Average Effect Size


+0.29


Program Description


The Reading Edge, a whole-school cooperative learning approach to reading instruction, was adapted from an earlier cooperative learning approach called Student Team Reading. In both programs, students work in 4-5 member teams to help each other build reading skills. Students engage in partner reading, story retelling, story-related writing, word mastery, and story-structure activities to prepare themselves and their teammates for individual assessments. Teams are recognized based on the average of all members' scores on these assessments. Instruction focuses on explicit teaching of metacognitive skills, such as clarification, summarization, predication, and graphic organizers. Two days of initial training is followed by in-class

Provider

Success for All Foundation

 (410) 616-2300

 sfainfo@successforall.org

 Reading Edge

Cost

Approximately \$40,000 per year for three years for implementation in a middle school of 500 students (about \$80 per student per year). About a third of this cost is materials, and the remainder professional development.

Groups Studied

African American ★

Free and Reduced Price Meals ★

White ★

Communities Studied

Rural ★

C4 Sciences



Evidence-Based Science Programs

Find science programs that match your state, district, school, or classroom needs while meeting the national ESSA evidence standards.

REFINE RESULTS 1

CLEAR ALL

Coming Soon!



Sign up for [Evidence for ESSA Quarterly](#).

To access additional educational research-related resources from [the Center for Research and Reform in Education](#):

Visit [ProvenTutoring](#), a second clearinghouse through JHU that addresses evidence-proven tutoring models, and sign up for the [ProvenTutoring newsletter](#).

Sign up for the twice-monthly [Best Evidence in Brief newsletter](#) and visit the [Best Evidence in Brief index](#).

Visit the [Best Evidence Encyclopedia](#).



Best Evidence Encyclopedia

Empowering Educators with Evidence on Proven Programs



Best Evidence Encyclopedia

[HOME](#)

[ABOUT THE BEST EVIDENCE ENCYCLOPEDIA \(BEE\)](#)

Program Reviews

READING ▶

MATHEMATICS ▶

WRITING ▶

SCIENCE ▶

COMPREHENSIVE SCHOOL REFORM ▶

EARLY CHILDHOOD ▶

RESEARCH METHODS ▶

EVIDENCE BASED REFORM

SPECIAL AND REMEDIAL EDUCATION

SUMMER SCHOOL

Category Archives: Science / Secondary

SCIENCE / SECONDARY

SCIENCE / SECONDARY

🕒 FEBRUARY 7, 2021



Cheung, A., Slavin, R.E., Kim, E., & Lake, C. (2015). *Effective secondary science programs: A best-evidence synthesis*. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

- **21 études** de qualité, effet moyen de +0.21.
 - Instructional process programs
 - Peer-Mediated vocabulary intervention
 - IMPROVE, cognitive-motivational self-regulation problem solving
 - BSCS inquiry approach
 - Prediction/discussion-based learning cycle instruction
 - ...

7. Recherche d'outils sur la plateforme ERIC



C1 - Langues modernes



Collection Thesaurus

modern languages

Search [Advanced Search Tips](#)

[Notes](#) [FAQ](#) [Contact Us](#)

Peer reviewed only Full text available on ERIC

Secondary Education X

Showing 1 to 15 of 304 results [Save](#) | [Export](#)

PUBLICATION DATE

In 2025	1
Since 2024	27
Since 2021 (last 5 years)	87
Since 2016 (last 10 years)	186
Since 2006 (last 20 years)	291

DESCRIPTOR

Foreign Countries	229
Second Language Learning	172
Second Language Instruction	150
Secondary School Students	125
Teaching Methods	104
English (Second Language)	88
Modern Languages	67
Student Attitudes	62
Language Teachers	55
Teacher Attitudes	47
High School Students	41
More	

SOURCE

Modern Language Journal	44
Language Learning Journal	29
Canadian Modern Language...	16
Online Submission	11
English Language Teaching	7
ProQuest LLC	7
Research-publishing.net	7
International Journal of...	5
British Educational Research...	4
Bulgarian Comparative...	3

[Curriculum Change in Modern Foreign Languages Education in England: Barriers and Possibilities](#)

Parrish, Abigail – Language Learning Journal, 2020

This paper considers the languages on offer in secondary schools in England and the possibility of enacting curriculum change with a view to reducing the dominance of French, Spanish and, to a lesser extent, German as a possible way to increase take-up of modern foreign languages post-14. Questionnaires were completed by 666 students aged 14-15,...

Descriptors: Educational Change, Curriculum Development, Secondary School Students, Second Language Learning

Peer reviewed
 [Direct link](#)

[Face Values: The Use of Sensitive Error Correction to Address Adolescents' "Face" Issues in the Modern Languages Classroom](#)

Crichton, Hazel; Templeton, Brian; Valdera, Francisco – Language Learning Journal, 2017

Anxiety about "performing" in a foreign language in front of classmates may inhibit learners' contributions in the modern languages class through fear of embarrassment over possible error production. The issue of "face", perceived social standing in the eyes of others, presents a sensitive matter for young adolescents...

Descriptors: Error Correction, Self Concept, Adolescents, Anxiety

Peer reviewed
 [Direct link](#)

[Learning through Wonder: Imprinting Wonder in Language Learning for Lifelong Engagement](#)

Plutino, Alessia – Research-publishing.net, 2021

When wondering, learners express the desire to know what they do not know, as well as what they already know. In the modern languages curriculum, a language learner who uses 'wonder' is driven by curiosity for the language(s); has questions about the place and the people; has a wish to know more about various cultures; and eventually become a...

Descriptors: Imagination, Second Language Learning, Lifelong Learning, Learner Engagement

Peer reviewed
 [Download full text](#)

[Mapping School-Level Language Policies across Multilingual Secondary Schools in England: An Ecology of English, Modern Languages and Community Languages Policies](#)

Karen Forbes; Nicola Morea – British Educational Research Journal, 2024

Language plays a crucial role in education: yet, while issues of language are undoubtedly relevant to all teachers.

Peer reviewed

'I Worry about Getting It Wrong and Looking Like a Silly Billy': Does Explicit Classroom-Based Strategy Intervention Change Pupils' Attitudes towards Speaking in the Modern Foreign Languages Classroom?

[Thompson, Nicholas Philip](#); [Mutton, Trevor](#)

Language Learning Journal, v51 n3 p312-327 2023

A number of factors among schoolchildren in England are currently contributing to poor attitudes towards speaking in the modern foreign languages (MFL) classroom. Although multiple explicit strategy-based instruction (SBI) intervention studies have appeared in recent years, very few studies have focused on its effect on oral skills and, in particular, pupils' attitudes towards speaking in the target language (TL). From the small pool of SBI investigations into schoolchildren whose first language (L1) is English, there is some evidence of success among boys in particular. The present quasi-experimental, two-cycle action research and development study of beginner (Year 7) and intermediate (Year 10) learners of L2 French (N = 148) investigated the impact of 12 hours of strategy intervention training on attitudes towards TL speaking skills in the MFL classroom in an all-boys selective secondary school in England. To assess the impact of the intervention, a mixed-methods approach was adopted; data were captured via questionnaires, lesson observations and interviews. In Cycle 2, pupils navigated the 'Strategy Island Map', an innovative tool to track their strategy use when speaking in the TL. Results suggest that explicit SBI improved attitudes towards speaking among both age groups. Implications for practice and suggestions for future research are discussed.

Descriptors: [Foreign Countries](#), [Direct Instruction](#), [Student Attitudes](#), [Second Language Instruction](#), [Speech Communication](#), [Oral Language](#), [Language Skills](#), [Gender Differences](#), [Grade 7](#), [Grade 10](#), [French](#), [Intervention](#), [Training](#), [Attitude Change](#), [Secondary School Students](#), [Anxiety](#), [Student Behavior](#)

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The Effects of a Game-Enhanced Learning Intervention on Foreign Language Learning

Aydin, Seda Musaoglu; Çakir, Nur Akkus

Educational Technology Research and Development, v70 n5 p1809-1841 Oct 2022

The rich multimedia-enhanced language content offered by modern commercial off-the-shelf games and students' interest in playing such games has motivated efforts for seeking effective means to integrate them into the curriculum to enrich and enhance foreign language learning. Despite the general interest and appeal of game-enhanced learning in foreign language learning, there is a need for strategies for effective curriculum integration and empirical studies to test the effects of such interventions systematically. This study aims to contribute to this need by investigating the effectiveness of a ten-week-long game-enhanced language learning intervention on English foreign language learning. The study employed an embedded mixed methods design, including a controlled experiment and semi-structured interviews. The experiment group (n = 38) participated in a game-enhanced language learning program that was designed based on the Play Curricular activity Reflection Discussion (PCaRD) framework, whereas the control group (n = 38) received conventional instruction. Students took the TOEFL-ITP and L2 motivational self-system questionnaire before and after the intervention, whereas qualitative data were gathered via semi-structured interviews. The results indicated that both groups had significantly improved their scores, yet no significant differences were found in their post-test scores. The motivation questionnaire revealed a significant difference in cultural interest and attitudes to target community dimensions in favor of the game-enhanced condition. Moreover, the interview results indicated that participants had positive attitudes towards integrating commercial games into their language classrooms. Although the experimental group did not significantly outperform the control group, the game-enhanced intervention provided an equally effective learning experience with improved motivational attributes.

Descriptors: [Second Language Learning](#), [Game Based Learning](#), [Intervention](#), [English \(Second Language\)](#), [Second Language Instruction](#), [Student Motivation](#), [Language Tests](#), [Student Attitudes](#), [Academic Achievement](#)

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PUBLICATION DATE

In 2025	13
Since 2024	150
Since 2021 (last 5 years)	550
Since 2016 (last 10 years)	994
Since 2006 (last 20 years)	1440

DESCRIPTOR

Meta Analysis	708
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[Meta-Analysis of Second Language Research with Complex Research Designs](#)

 Reza Norouzian; Gavin Bui – *Studies in Second Language Acquisition*, 2024

Meta-analyses play an instrumental role in informing second language (L2) theory and practice. However, current (i.e., classic) approaches to meta-analysis are limited in their ability to do so because they often fail to capture the complexity inherent in primary studies' research designs. As we argue in this article, when complex L2 studies are...

Descriptors: Meta Analysis, Second Languages, Language Research, Research Design

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[The Effects of AI-Guided Individualized Language Learning: A Meta-Analysis](#)

 Hansol Lee; Jang Ho Lee – *Language Learning & Technology*, 2024

Artificial intelligence (AI) has considerably advanced the methods for individualizing language learning opportunities, such as assessing learning progress and recommending effective individual instruction. In the present study, we conducted a meta-analysis to synthesize recent empirical findings pertaining to the utilization of AI-guided language...

Descriptors: Artificial Intelligence, Teaching Methods, Learning Processes, Computer Software

 Peer reviewed


 [Direct link](#)

[Effect of Chatbot-Assisted Language Learning: A Meta-Analysis](#)

 Zhang, Shunan; Shan, Cheng; Lee, John Sie Yuen; Che, ShaoPeng; Kim, Jang Hyun – *Education and Information Technologies*, 2023

Chatbots have shown great potential for language learning. However, previous studies have reported mixed results on the efficiency of chatbot-assisted language learning (CALL). This study integrated the results of previous experimental studies on CALL by using meta-analysis to explore its effectiveness. A total of 61 samples from 18 studies were...

Descriptors: Meta Analysis, Computer Assisted Instruction, Artificial Intelligence, Outcomes of Education


 Peer reviewed


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[A Multilevel Meta-Analysis of Language Mindsets and Language Learning Outcomes in Second Language Acquisition Research](#)


 Majid Elahi Shirvan; Esmaeel Saeedy Robot; Abdullah Alamer; Nigel Mantou Lou; Elyas Barabadi – *Educational Psychology Review*, 2024

Second language (L2) learners' beliefs about the nature of language learning, specifically language mindsets, is a recent productive line of L2 research. Researchers argue that language mindsets are key factors for language

 Peer reviewed

 [Direct link](#)

Does Chatting with Chatbots Improve Language Learning Performance? A Meta-Analysis of Chatbot-Assisted Language Learning

Feifei Wang, Alan C. K. Cheung¹, Amanda J. Neitzel ², and Ching Sing Chai³

Abstract

Given the importance of conversation practice in language learning, chatbots, especially ChatGPT, have attracted considerable attention for their ability to converse with learners using natural language. This review contributes to the literature by examining the currently unclear overall effect of using chatbots on language learning performance and comprehensively identifying important study characteristics that affect the overall effectiveness. We meta-analyzed 70 effect sizes from 28 studies, using robust variance estimation. The effects were assessed based on 18 study characteristics about learners, chatbots, learning objectives, context, communication/interaction, and methodological and pedagogical designs. Results indicated that using chatbots produced a positive overall effect on language learning performance ($g = 0.484$), compared to nonchatbot conditions. Moreover, four characteristics (i.e., educational level, language level, interface design, and interaction capability) affected the overall effectiveness. In an in-depth discussion on how the 18 characteristics are related to the effectiveness, future implications for practice and research are presented.

Keywords

chatbots, language learning, meta-analysis, artificial intelligence, ChatGPT



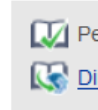
C1-C8

[A Meta-Analysis Examining Technology-Assisted L2 Vocabulary Learning](#)

Yu, Aiqing; Trainin, Guy – ReCALL, 2021

This meta-analysis examines the effectiveness of technology-assisted second language (L2) vocabulary learning as well as identifies factors that may play a role in their effectiveness. We found 34 studies with 2,511 participants yielding 49 separate effect sizes. Following the procedure developed by Hunter and Schmidt (2004), we corrected for...

Descriptors: Meta Analysis, Electronic Learning, Second Language Learning, Vocabulary Development

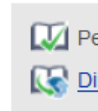


[The Relative Effects of L1 and L2 Glosses on L2 Learning: A Meta-Analysis](#)

Hyun Soo Kim; Jang Ho Lee; Hansol Lee – Language Teaching Research, 2024

Glossing is a widely used and examined vocabulary learning tool, and one of the major branches of glossing research has compared the relative effects of first language (L1) and second language (L2) glosses on reading comprehension and vocabulary learning. However, the findings in this literature have not been consistent, calling for a...

Descriptors: Reading Materials, Reading Comprehension, Second Language Learning, Second Language Instruction

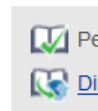


[A Meta-Analysis of L2 Willingness to Communicate and Its Three High-Evidence Correlates](#)

Elahi Shirvan, Majid; Khajavy, Gholam Hassan; MacIntyre, Peter D.; Taherian, Tahereh – Journal of Psycholinguistic Research, 2019

Willingness to communicate (WTC) has been considered an important part of the language learning and communication process, playing a pivotal role in the development of language learners' communicative competence. Many studies have been conducted on the relationship between WTC and related variables in learning English language....

Descriptors: Meta Analysis, Second Language Learning, Interpersonal Communication, Communicative Competence (Languages)



C3 - Éducation culturelle et artistique

The Fine Art of School Engagement: How Expanding Arts Education Affects Learning, Behavior, and Social-Emotional Growth

Bowen, Daniel H.; Kisida, Brian

Education Next, v23 n3 p48-54 2023

After a steady increase throughout the middle of the 20th century, arts education has been in decline since the 1980s. Teachers attributed the declines to test-score pressures, budget cuts, or both. These trends have been most pronounced for students of color, who are more likely than white students to attend under-resourced schools and about half as likely to experience any arts education, on average. How are these changes affecting American students? The authors investigate the causal effects of arts education by looking at the Arts Access Initiative in Houston, which brings teaching artists, performances, and workshops to under-resourced public elementary and middle schools from the city's ballet, symphony, and fine-arts museum, among many others. This analysis compares schools that were enrolled by a random lottery to schools that applied to participate but were not chosen, in the first large-scale randomized control trial of an arts education program in an authentic school setting.

Descriptors: [Art Education](#), [Elementary Schools](#), [Middle Schools](#), [Disadvantaged Schools](#), [Educational Benefits](#), [Influences](#), [Learning](#), [Student Behavior](#), [Social Development](#), [Emotional Development](#), [Program Effectiveness](#)

Education Next Institute, Inc. Harvard Kennedy School, Taubman 310, 79 JFK Street, Cambridge, MA 02138; Fax: 617-496-4428; e-mail: Education_Next@hks.harvard.edu; Web site: <https://www.educationnext.org/the-journal/>

[The REAP Report: A New Study Examines](#)

Palmarini, James – Teaching Theatre, 2000

Discusses the REAP (Reviewing Education and the years. Finds little quantitative support that the arts in outcomes. Discusses the nature and direction of art:

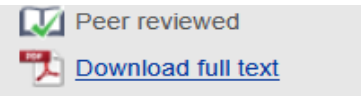
Descriptors: Academic Achievement, Art, Art Activities, Ar

[The Effect of Drama-Based Pedagogies c Research](#)

Lee, Bridget Kiger; Enciso, Patricia; Brown, Megar

A recent national report heartily supported arts integration as an effective, innovative, and cost-efficient way to address teachers' and students' needs; however, the report called for a better understanding of when, for whom, and what content areas are best served by arts integration methods. The effectiveness of drama-based pedagogy (DBP), a...

Descriptors: Meta Analysis, Drama, Teaching Methods, Literacy Education



C4 - Sciences

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Effects of Inquiry-Based Approaches on Students' Higher-Order Thinking Skills in Science: A Meta-Analysis

[Ronilo Palle Antonio](#); [Maricar Sison Prudente](#)

International Journal of Education in Mathematics, Science and Technology, v12 n1 p251-281 2024

Demonstrating higher-order thinking skills is crucial for thriving in a volatile, uncertain, complex, and ambiguous (VUCA) environment. In science education, inquiry-based learning has increasingly been recognized as a potent approach to stimulate students' higher-order thinking skills. While prior research has shown evidence of its positive impact on student achievement, no study has critically synthesized its effect on students' higher-order thinking skills in the context of science learning. Thus, this study conducted a meta-analysis following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol. The study extracted twenty-six (26) effect sizes from twenty (20) studies, involving 1,349 students exposed to both inquiry-based and conventional approaches. Using the Comprehensive Meta-analysis Software, effect size (Hedges g) was calculated to determine the magnitude of the effectiveness of inquiry-based approaches. The overall weighted effect size of $g = 0.893$ demonstrates that inquiry-based approaches have a significantly large and positive impact on students' higher-order thinking skills. Moderator analysis suggests that regardless of students' educational level, scientific discipline, or level of inquiry, the use of the inquiry-based approach in teaching scientific concepts maximizes students' higher-order thinking skills. Although various inquiry-based approaches were effective when combined with other instructional strategies for teaching scientific concepts, only a few studies integrated technology into the implementation of inquiry-based approaches in science. Given the positive findings of this meta-analysis, science teachers are further encouraged to adapt inquiry-based approaches to enhance their teaching practices and support students in strengthening their higher-order thinking skills.

Descriptors: [Active Learning](#), [Inquiry](#), [Thinking Skills](#), [Science Education](#), [Teaching Methods](#), [Instructional Effectiveness](#), [Skill Development](#), [Foreign Countries](#), [Elementary Secondary Education](#), [Postsecondary Education](#)

International Journal of Education in Mathematics, Science and Technology. Necmettin Erbakan University, Ahmet Kelesoglu Education Faculty, Meram, Konya, 42090, Turkey. e-mail: ijermst@gmail.com; Web site: <https://www.ijemst.net/index.php/ijemst/index>



C5 - FMTTN

S1

1^{re} SECONDAIRE

	P1	P2	P3	P4	P5	P6	S1	S2	S3
Formation manuelle, technique et technologique									
ALIMENTATION		x		x		x			x
HABITAT		x			x			x	
TECHNIQUES DE CULTURE			x		x				x
MATIÈRES ET MATÉRIAUX	x	x		x		x	x	x	
OBJETS TECHNOLOGIQUES				x		x	x	x	x
Numérique									
INFORMATIONS ET DONNÉES			x	x			x	x	
COMMUNICATION ET COLLABORATION					x		x		x
CRÉATION DE CONTENUS			x	x	x	x	x	x	x
SÉCURITÉ						x	x		

Cette année d'études développe l'approche des **techniques*** liées au travail des métaux et à l'électricité. Sur le plan numérique, les quatre champs « Informations et données », « Collaboration et communication », « Création de contenus » et « Sécurité » sont enrichis.

Autonomie

De manière autonome, l'élève installe les composants d'un circuit électrique simple. Il pose des gestes **techniques*** adéquats sur des métaux d'usage courant comme mesurer, contrôler, riveter, **braser***, dénuder, visser, pincer, cisailier, percer, ébavurer.

Les **consommables***, les outils et les **techniques*** sont choisis par l'élève qui organise et maintient un espace de travail fonctionnel, propre, rangé, organisé. De la même manière, il navigue aisément au sein de son espace de stockage dont il a optimisé l'organisation des données.

Education and Information Technologies (2024) 29:8647–8671
<https://doi.org/10.1007/s10639-023-12164-y>



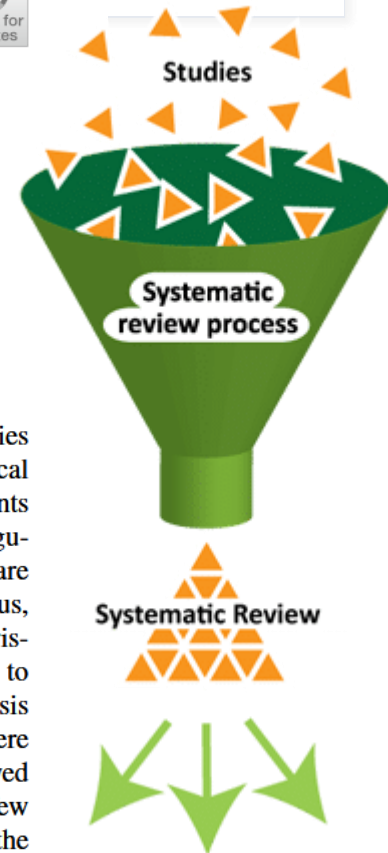
Teaching electric circuits using tangible and graphical user interfaces: A meta-analysis

Sokratis Tselegkaridis¹ · Theodosios Sapounidis² · Dimitrios Stamovlasis²

Received: 2 April 2023 / Accepted: 22 August 2023 / Published online: 31 August 2023
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Abstract

Laboratories are considered to play a unique role in circuits teaching. Laboratories can be traditional, with physical components and desks, or virtual with graphical simulators. Applying these facilities in teaching, students can make experiments or measurements by exploring electric circuits' features. However, an intriguing research question is whether physical components or graphical simulators are more appropriate to build knowledge, enhance skills and improve attitudes. Thus, the aim of this article is: 1) to perform a review in order to explore the characteristics of the studies that compare the tangible and graphical user interfaces and 2) to apply a meta-analysis for the effects of the interfaces under study. The meta-analysis included 88 studies with pre/post-tests designs with 2798 participants, which were emerged from: a) 4 databases, b) forward snowballing method. The review showed that the majority of researchers have focused on the knowledge gaining, while a few researchers have examined skills and attitudes. The meta-analysis showed that the combination of user interfaces (tangible/graphical) appears to be the most beneficial for students in the domain of electric circuits teaching.





C6 - FHGES

3.2. SPÉCIFICITÉS DE LA FORMATION ÉCONOMIQUE ET SOCIALE AU SEIN DU TRONC COMMUN

La formation économique et sociale poursuit l'objectif général de former des citoyens éclairés et critiques ainsi que des acteurs économiques et sociaux avisés. Ce faisant, elle permet au jeune de se situer plus aisément dans un environnement économique donné, dans la réalité sociale et dans la biosphère qui l'entoure.

Au départ de questions ou de problèmes de la vie quotidienne, cette formation fournit les outils d'analyse et de compréhension permettant d'appréhender la complexité du monde mais aussi de s'y situer et d'y prendre progressivement sa place.

En observant des faits, en repérant certains facteurs explicatifs, en leur donnant du sens et en évitant les pièges des lieux communs (tels que « Quand on veut, on peut » ou « On est juste que si on donne à chacun la même chose »), elle apporte un éclairage spécifique sur des questions contemporaines. Elle vise également à développer l'esprit critique et à raisonner en termes de choix, de relations ou de stratégies.

Si la définition d'objets d'apprentissage contribue à l'éclairage du cadre de vie, cette formation favorise également l'émergence de questionnements relatifs aux enjeux actuels et futurs de notre société :

- les représentations relatives aux relations économiques et sociales. À qui et à quoi se fier ? Comment peut-on identifier des sources d'information et de connaissance fiables ? Pourquoi faut-il se méfier de certaines sources d'information et de connaissance ?
- l'évolution de nos modes de consommation et de production et les responsabilités individuelles et collectives en matière de développement durable ;
- le maintien du lien social dans un contexte d'évolution des rapports entre groupes sociaux, culturels et économiques, notamment entre personnes de genre et de génération différents, entre autochtones et migrants. Que signifie concilier intérêts particuliers et bien commun et tendre vers une répartition équitable et pas seulement égalitaire ?
- les rapports entre identités et cultures différentes. Comment faire place à des convictions différentes ? Comment concilier identité et diversité ? Comment viser la cohésion sociale ?

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The Impact of Development Education and Education for Sustainable Development Interventions: A Synthesis of the Research

O'Flaherty, J.; Liddy, M.

Environmental Education Research, v24 n7 p1031-1049 2018

The Sustainable Development Goals set out by the United Nations advocate that all learners will have the knowledge and skills needed to promote sustainable development. Development education, education for sustainable development and global citizenship education are deliberate educational interventions, which all address global justice and sustainability issues. Current research continues to expand our understanding of the field, but there are no recent reviews of the literature addressing the impact of these educational interventions. The objective of this paper is, therefore, to examine the impact of intentional development education, education for sustainable development and global citizenship education. We reviewed 243 abstracts against specific inclusion criteria: 127 from Scopus, 101 from ERIC, and 15 from EBSCO. Of those abstracts, 99 met inclusion criteria and underwent double review, which excluded further studies. Of the final 44 papers included for review, 26 focused on education for sustainable development or environmental educational themes, 12 were global orientated in content, either through development education or global citizenship, and six were intercultural educational interventions. In this paper, we provide an overview of measures of assessment of learning used, review the evidence of the impact on learners, and address some methodological and pedagogical questions arising from the review.

Descriptors: [Environmental Education](#), [Sustainable Development](#), [Intervention](#), [Citizenship Education](#), [Global Approach](#), [Documentation](#), [Teaching Methods](#), [Outcomes of Education](#)

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Do You Trust This Speaker? The Impact of Prompting on Middle-School Students' Consideration of Source When Watching Conflicting Videos

[Colin Lescarret](#); [Julien Magnier](#); [Valérie Le Floch](#); [Jean-Christophe Sakdavong](#); [Jean-Michel Boucheix](#); [Franck Amadieu](#)

Instructional Science: An International Journal of the Learning Sciences, v52 n1 p41-69 2024

In this study, we investigated the impact of prompting on young students' source consideration when watching videos with conflicting information. 262 French 7th graders were shown a series of videos in which two speakers (varying in credibility) took opposite stances on the topic of organic farming. The students were either given no prompts (control group), an indirect form of prompting (watching an instructional video on the benefits of sourcing before processing the material), a direct form of prompting (filling out source credibility rating scales during the processing of the material) or a combination of direct and indirect prompting. While the impact of the instructional video on students' source consideration proved marginal, students who had to fill in the source credibility rating scales during the processing of the material remembered the identity of the speakers better (notably in delayed posttest), were more inclined to consider the expert interviewee as more convincing and to mention interviewees' expertise to justify their judgement. These results suggest that prompting seventh graders to evaluate the credibility of the sources during the processing of the material through the completion of credibility rating scales is an efficient method to improve their consideration of source information when watching videos.

Descriptors: [Trust \(Psychology\)](#), [Credibility](#), [Middle School Students](#), [Grade 7](#), [Information Sources](#), [Video Technology](#), [Evaluative Thinking](#), [Evaluation](#)

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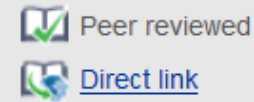
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- les représentations relatives aux relations économiques et sociales. À qui et à quoi se fier ? Comment peut-on identifier des sources d'information et de connaissance fiables ? Pourquoi faut-il se méfier de certaines sources d'information et de connaissance ?

[The Effects of Team-Based Learning on Social Studies Knowledge Acquisition in High School](#)

Wanzek, Jeanne; Vaughn, Sharon; Kent, Shawn C.; Swanson, Elizabeth A.; Roberts, Greg; Haynes, Martha; Fall, Anna-Mária; Stillman-Spisak, Stephanie J.; Solis, Michael – Journal of Research on Educational Effectiveness, 2014



This randomized control trial examined the efficacy of team-based learning implemented within 11th-grade social studies classes. A randomized blocked design was implemented with 26 classes randomly assigned to treatment or comparison. In the treatment classes teachers implemented team-based learning practices to support students in engaging in dialogue about course content, application of content to solve problems, and use of evidence to support responses. Significant differences in favor of the treatment group on content acquisition were noted (Hedges's $g = 0.19$). Examination of differences in response to the treatment indicated groups of students classified with high or moderate pretest scores benefitted from the treatment, whereas a group of students classified with low pretest scores did not benefit from the treatment.

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The Effects of Team-Based Learning on Social Studies Knowledge Acquisition in High School

Wanzek, Jeanne; Vaughn, Sharon; Kent, Shawn C.; Swanson, Elizabeth A.; Roberts, Greg; Haynes, Martha; Fall, Anna-Mária; Stillman-Spisak, Stephanie J.; Solis, Michael

Journal of Research on Educational Effectiveness, v7 n2 p183-204 2014

[Enhancing Social Studies Vocabulary from Two Experimental Studies](#)

Vaughn, Sharon; Martinez, Leticia R.; Linde, Francis, David J. – Journal of Research on Educational Effectiveness, 2014

Two experimental studies to improve vocabulary in social studies classes with English language learners. 7th-grade students (N = 381 and N = 507)

Descriptors: Vocabulary, Second Language Learning

Descriptors: [Control Groups](#), [Experimental Groups](#), [Course Content](#), [Problem Solving](#), [Evidence](#), [Pretests Posttests](#), [Cooperative Learning](#), [Teamwork](#), [Social Studies](#), [High School Students](#), [Secondary School Teachers](#), [Fidelity](#), [Likert Scales](#), [Measures \(Individuals\)](#), [Student Evaluation](#), [Hierarchical Linear Modeling](#), [Academic Achievement](#)

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[Supporting Knowledge and Language Acquisition of Secondary Emergent Bilinguals through Social Studies Instruction](#)

Leticia R. Martinez; Sarah Fishstrom; Sharon Vaughn; Philip Capin; Coleen D. Carlson; Tim T. Andress; David J. Francis – Reading Research Quarterly, 2024

This study examined the initial efficacy of World Generation (WorldGen), a Tier I social studies instructional approach for emergent bilingual (EB) students and their native English-speaking (non-EB) peers in Grades 6 and 7. WorldGen builds on prior research on instructional practices that have been associated with improved content knowledge and...

Descriptors: Social Studies, Teaching Methods, Comparative Analysis, World History

 Peer reviewed


 [Direct link](#)

[Acquiring Science and Social Studies Knowledge in Kindergarten through Fourth Grade: Conceptualization, Design, Implementation, and Efficacy Testing of Content-Area Literacy Instruction \(CALI\)](#)

Connor, Carol McDonald; Dombek, Jennifer; Crowe, Elizabeth C.; Spencer, Mercedes; Tighe, Elizabeth L.; Coffinger, Sean; Zargar, Elham; Wood, Taffeta; Petscher, Yaacov – Journal of Educational Psychology, 2017

With national focus on reading and math achievement, science and social studies have received less instructional time. Yet, accumulating evidence suggests that content knowledge is an important predictor of proficient reading. Starting with a design study, we developed content-area literacy instruction (CALI) as an individualized (or personalized)...

Descriptors: Social Studies, Science Achievement, Skill Development, Early Childhood Education

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C7 - Éducation physique et à la santé



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Since 2006 (last 20 years)	8106

DESCRIPTOR

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[Inclusion of Students with Disability in Physical Education: A Qualitative Meta-Analysis](#)

Pocock, Tessa; Miyahara, Motohide – International Journal of Inclusive Education, 2018

Inclusive physical education (PE) for students with disability (SWD) evolved in line with ethical requirements and stakeholder morality. While inclusive PE is embraced at a conceptual level and desired at the classroom level, the complexity of successful implementation often remains overlooked in policy and curriculum guidelines. Qualitative...

Descriptors: Inclusion, Disabilities, Physical Education, Databases

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[Physical Activity Interventions to Increase Children's Social and Emotional Learning: A Systematic Review and Meta-Analysis Based on the Comprehensive School Physical Activity Programme Framework](#)

Jongho Moon; Collin A. Webster; Kelly Lynn Mulvey; Ali Brian; David F. Stodden; Cate A. Egan; Taemin Ha; Christopher B. Merica; Michael W. Beets – Review of Education, 2024

Mounting evidence from intervention research suggests that physical activity (PA) may contribute to children's social and emotional learning (SEL), which is an essential factor in healthy development and well-being. However, there have been no systematic reviews or meta-analyses of PA interventions and their effects on children's SEL. Such...

Descriptors: Physical Activity Level, Intervention, Social Emotional Learning, Elementary School Students

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[The Effect of Physical Activity Interventions on Executive Function among People with Neurodevelopmental Disorders: A Meta-Analysis](#)

Sung, Ming-Chih; Ku, Byungmo; Leung, Willie; MacDonald, Megan – Journal of Autism and Developmental Disorders, 2022

The current meta-analysis comprehensively examined the effects of physical activity interventions on executive function among people with neurodevelopmental disorders. The meta-analysis included 34 studies with 1058 participants aged 5-33 years. Results indicated an overall significant medium effect of physical activity interventions on improving...

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[Findings from a Randomized Experiment of Playworks: Selected Results from Cohort 1](#)

Martha Bleeker; Susanne James-Burdumy; Nicholas Beyler; Allison Hedley Dodd; Rebecca A. London; Lisa Westrich; Katie Stokes-Guinan; Sebastian Castrechini – Mathematica Policy Research, Inc., 2012

Recess periods often lack the structure needed to support physical activity and positive social development (Robert Wood Johnson Foundation 2010). The Playworks program places full-time coaches in low-income schools to provide opportunities for organized play during recess and throughout the school day. Playworks activities are designed to engage...

Descriptors: Cohort Analysis, Recess Breaks, Play, Athletic Coaches

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[Are Physical Activity Resources Understandable as Disseminated? A Meta-Analysis of Readability Studies](#)

Thomas, Jafra D.; Flay, Brian R.; Cardinal, Bradley J. – Quest, 2018

Readability studies routinely report that resources with physical activity-related content exceed the eighth-grade reading level (RL), the maximum recommended for health education resources. The objectives of this meta-analysis were to determine the extent that findings in the literature represented true differences and whether production sources...

Descriptors: Readability, Physical Activities, Meta Analysis, Health Education


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[Effectiveness of Health Education and Health Promotion: Meta-Analyses of Effect Studies and Determinants of Effectiveness.](#)

Kok, Gerjo; Mullen, Patricia Dolan; van den Borne, Bart – Patient Education and Counseling, 1997

Health education, health promotion, and prevention are defined. The use of planning models in health education, meta-analysis, the quality of the intervention as a determinant of effectiveness, and the relevance of systematic implementation to the target population are discussed. Recommendations to increase the effectiveness of interventions are...

Descriptors: Evaluation Methods, Evaluation Utilization, Health Education, Health Promotion



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[Survey Response Rates in Health Sciences Education Research: A 10-Year Meta-Analysis](#)

Adam B. Wilson; William S. Brooks; Danielle N. Edwards; Jill Deaver; Jessica A. Surd; Obadiah J. Pirlo; William A. Byrd; Edgar R. Meyer; Amy Beresheim; Stephanie L. Cuskey; Jack G. Tsintolas; Eric S. Norrell; Harriet C. Fisher; Christopher W. Skaggs; Dmytro Mysak; Samantha R. Levin; Carlos E. Escutia Rosas; Andrew S. Cale; Md Nazmul Karim; Jenna Pollock; Nicholas J. Kakos; Monica S. O'Brien; Rebecca S. Lufler – Anatomical Sciences Education, 2024

Growth in the online survey market may be increasing response burden and possibly jeopardizing higher response rates. This meta-analysis evaluated survey trends over one decade (2011-2020) to determine: (1) changes in survey publication rates over time, (2) changes in response rates over time, (3) typical response rates within health sciences...

Descriptors: Online Surveys, Response Rates (Questionnaires), Health Sciences, Educational Research

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C2 Latin

The Impact of Learning Latin on School Pupils: A Review of Existing Data

Bracke, Evelien; Bradshaw, Ceri

Language Learning Journal, v48 n2 p226-236 2020

This article reviews a century of US data on the impact of learning Latin and explores to what extent the collected findings demonstrate that Latin can play a role in improving pupils' educational attainments, particularly in first language (L1), modern foreign language (MFL) and cognitive development. Contextualising these data allows us to explore their aims, findings and shortcomings. We argue that, while the collated data do provide significant evidence for the beneficial impact of learning Latin on the L1 development of English native speakers, evidence for an impact on MFL and cognitive development is less substantial. It is thus important to acknowledge that these existing data should be interpreted with caution, as a meaningful starting point for new research questions based on modern methodologies.

Descriptors: [Latin](#), [Second Language Learning](#), [Outcomes of Education](#), [Language Acquisition](#), [Native Language](#), [Modern Languages](#), [Language Skills](#), [Native Speakers](#), [English](#), [Elementary School Students](#), [Secondary School Students](#)

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