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**Abstract:** Utilizing rich data on nearly 11,000 educators over 17 academic years in a highly diverse context, we examine the career paths of teachers to determine whether and when they transition into the principalship. We utilize a variety of event history analyses, including discrete-time hazard modeling, to determine how an individual’s race, gender, and their combination—among other characteristics—contribute to their likelihood of making this transition. We found that inequitable pathways to the principalship are not explained by systematic differences in personal and contextual characteristics along lines of race and gender but rather that the selection of school leaders may be a process influenced by systemic bias.

**Abstract:** Despite decades of research, little is known about the dynamics of sustaining change in school reform and how the process of change unfolds. By tracing the nine-year reform journeys of four primary schools in Hong Kong (using multiyear interview, observational, and archival data), this study uncovers the micro-processes the schools experienced during their reform. New practices first took root in a group of pilot teachers before gradually disseminating to other teachers and eventually transforming the entire school. Challenges differed across the reform journey. Synergy between school leadership, external support, and organization redesign was critical for initial success. Continued progress depended on whether school leaders and external partners could adapt their roles and redesign the organization to address the school’s changing capacity and needs. The study reveals the long-term process of school reform and has crucial implications for policy, research, and practice.

**Abstract:** We use data from six Washington State teacher education programs to investigate the relationship between teacher candidates’ student teaching experiences and their later teaching effectiveness. Our primary finding is that teachers are more effective when the student demographics of their current school are similar to the student demographics of the school in which they did their student teaching. While descriptive, this suggests that the school context in which student teaching occurs has important implications for the later outcomes of teachers and their students and that teacher education programs and school districts should consider placing student teachers in schools that are similar to the schools in which they are likely to teach once they enter the workforce.

**Abstract:** Given concerns with the performance and attrition of novice teachers, North Carolina allocated $7.7 million from Race to the Top to create the New Teacher Support Program (NTSP), an induction model developed and implemented by the state’s public university system and targeted at low-performing schools. In this study, we assess the associations between participation in the university-based program and the performance and retention of novice teachers. Overall, NTSP teachers were more likely to return to the same school. Outcomes varied by NTSP region, cohort, and dosage, with positive performance and retention results for teachers in the region and cohort with the most intensive participation and teachers receiving more coaching. These findings contribute to efforts to develop and retain teachers.

**Abstract:** This essay provides the first account and examination of caste education in the work of W.E.B. Du Bois. In so doing, I argue that caste education plays a central role in realizing the political and social goals of racial capitalist society for Du Bois. Using Du Bois’s caste analytic, I take up and articulate three biopolitical governing strategies of the racial capitalist state/industrial schooling regime. The final section ties Du Bois’s caste analytic to recent work in Afro-pessimist thought to look at the charter/choice debate. I argue here that Du Bois’s caste analysis, when paired with Afro-pessimist thought, shows how even critical scholarship on charter/choice policies fall short in their reliance on a model democracy and humanism based on antiblackness.

**Abstract:** This article examines the emergence of Mexican American school segregation from 1915 to 1935 in Kansas, the state that gave rise to Brown v. Board of Education in 1954. Even though Mexicans were not referenced in Kansas’s school segregation laws, they were seen and treated as a racially distinct group. White parents and civic organizations pushed school officials to establish separate facilities for Mexican children. We
argue that the contradictory and enigmatic responses to school segregation from high-ranking U.S. and Mexican government officials pointed to a degree of uncertainty about whether Mexican children could be segregated. That ambiguity, however, did not prevent local school officials from placing Mexican children in separate facilities. As the American Educational Research Association continues to pursue education research that promotes the public good, the segregation and resegregation of Mexican children in the United States must be framed as a critical issue moving forward into the “next 100 years.”

Abstract: Our nation’s classrooms have become increasingly racially and ethnically diverse. Given these demographic changes, many policymakers and practitioners have expressed the need for increased attention to how teacher diversity might be linked to reducing racial/ethnic differences in teachers’ ratings of social-emotional skills for students of color. Using the most recent nationally representative data, we investigated whether kindergarteners have different social-emotional ratings when they had a teacher whose racial/ethnic group was the same as their own. We found that having a teacher of the same race was unrelated to teachers’ ratings of children’s internalizing problem behaviors, interpersonal skills, approaches to learning, and self-control. However, students whose teachers’ race/ethnicity matched their own had more favorable ratings of externalizing behaviors. Results are discussed in terms of implications for school disciplinary policies.

Abstract: While Hispanic-Serving Institutions (HSIs) enroll at least 25% Latinx students, the perennial question facing HSIs is, “What does it mean for postsecondary institutions to be Latinx-serving”—essentially an organizational identity question. Guided by the extant literature on organizational identity, culture, and institutionalism and using an in-depth case study of a federally designated, four-year HSI, this study focused on the way members construct an organizational identity for serving Latinxs. Findings suggest that while members constructed an ideal Latinx-serving identity based on legitimized outcomes (i.e., graduation), they constructed their current identity from environmental cues about cultural practices. Using two theoretical lenses, I present a typology that considers outcomes and culture in a Latinx-serving identity. Future research should explore the construction of a Latinx-serving identity in a nuanced way.

Abstract: Full-service community schools aim to reduce educational inequality by addressing the multifaceted needs of low-income children and youth. Critical to this task is the ability of these schools to generate sufficient social capital to provide students, families, and teachers with essential resources. Using data from a qualitative case study, this article explores how social capital was manifested in an urban full-service community elementary school. Findings show that the principal, teachers, and staff were important sources of school-based social capital, which enabled the provision of services to students and families. However, resource scarcity and inter-ethnic tensions threatened the expansion of social capital and the school’s transformative potential. We discuss implications of these findings for the theory, research, and practice of full-service community schools.

Abstract: Large disparities in educational quality exist between cities and surrounding suburban school districts and are increasing between suburban districts—a trend that emerged over the past several decades and shows signs of growing. Using in-depth interviews, this study examines how children are sorted into different school districts across a metropolitan area. We find that the ideal educational arrangement for nearly all parents is to live in a neighborhood that guarantees access to neighborhood schools that meets their expectations, something we call the “package deal.” Parents look to the suburbs to achieve this ideal, but not all suburbs provide it. Metropolitan patterns of racial residential segregation, interact with families’ resources and constraints to reproduce racial inequalities in educational opportunities across suburban districts. Integrated approaches to housing and education policy are needed to address parents’ preference to couple residential and school choices and reduce growing suburban inequality.

Abstract: Schools throughout the United States apply comprehensive community partnership strategies to address students’ in- and out-of-school needs. Drawing from models like the Harlem Children’s Zone, Promise Neighborhoods, and full-service community schools, such strategies call for diverse professionals to reach beyond their own organizations to collaborate with complementary partners. Extant research on cross-sector collaboration focuses disproportionately on urban settings. This qualitative study examined three years of cross-sector collaboration in “Midvale,” a rural community in the western United States. Applying the conceptual framework of social frontiers, it illuminates how issues of difference, competition, and resource constraint impacted cross-sector collaboration in Midvale’s rural context.

Abstract: Student assignment policies (SAPs) in K–12 schools can either reproduce or help ameliorate existing inequality. Some districts are trying to maintain voluntarily adopted integration policies despite the Supreme Court’s recent 2007 decision in Parents Involved, which prohibited most race-conscious school choice policies that were effective and popular ways of accomplishing integration. While alternative policies with minimal or no use of race are still permitted, it is unclear whether they will create diverse schools. This research examines the new generation of school choice policies post-Parents Involved to understand how they affect diversity in our multiracial yet increasingly race-neutral era. Analysis of the use of a new generalized, race-conscious SAP in
Jefferson County (Kentucky) Public Schools suggests that their plan is largely able to maintain integrated schools, albeit with some increasing racial segregation; economic segregation patterns are mixed. Moreover, the controlled choice policy has lower segregation than simulated, non-integration focused policy alternatives.

Abstract: Effectively educating the large English learner population requires policymakers to ensure developmentally appropriate settings and services throughout the time students are learning English, as well as during their transition to fluent English proficient status—a process termed reclassification. Using longitudinal student-level data from two U.S. states (N = 107,549), the authors implemented recent advances in multi-site regression discontinuity designs to assess the effects of reclassification policies across districts. They found that reclassification decisions are heavily influenced by state criteria; however, there is considerable variability across districts in the extent of state-level influence. The authors also found robust evidence of between-district heterogeneity in the effects of reclassification on subsequent achievement and graduation. They discuss the implications of these findings for reclassification policies and future research on the topic. Looking toward the next century of education research, the authors discuss ways that multi-site regression discontinuity designs can be combined with qualitative research to enable policymakers and practitioners to better understand variation in effects of policies across contexts as well as the mechanisms underlying those effects.

Abstract: Using data from seven cohorts of language immersion lottery applicants in a large, urban school district, we estimate the causal effects of immersion programs on students’ test scores in reading, mathematics, and science and on English learners’ (EL) reclassification. We estimate positive intent-to-treat (ITT) effects on reading performance in fifth and eighth grades, ranging from 13% to 22% of a standard deviation, reflecting 7 to 9 months of learning. We find little benefit in terms of mathematics and science performance but also no detriment. By sixth and seventh grade, lottery winners’ probabilities of remaining classified as EL are 3 to 4 percentage points lower than those of their counterparts. This effect is stronger for ELs whose native language matches the partner language.

Abstract: The framework of cultural advantage calls researchers and leaders to reexamine the structures, paradigms, and practices of effective education. We argue that the moral imperative in this challenge is to critically scrutinize and counter the way education systems perpetuate systematic inequities in opportunities and outcomes afforded to certain groups in society, in effect curtailing cultural and linguistic diversity and innovation. Our findings from research conducted in Hawai’i indicate that learners thrive with culture-based education (CBE), especially Indigenous students who experience positive socioemotional and other outcomes when teachers are high CBE users and when learning in high-CBE school environments. Educational progress will come from forward-oriented research and leadership that embraces the cultural advantages of students with diverse experiences of racism, poverty, cultural trauma, and oppression. By cultivating culturally vibrant and affirming learning environments in lieu of “one-size-fits-all” approaches, educators honor assets found in Indigenous knowledge, values, and stories as models of vitality and empowerment for all.

Abstract: Social-affective neuroscience is revealing that human brain development is inherently social—our very nature is organized by nurture. To explore the implications for human development and education, we present a series of interdisciplinary studies documenting individual and cultural variability in the neurobiological correlates of emotional feelings. From these studies, we derive educational research hypotheses and a theoretical framework that facilitates integrating sociocultural and neurobiological levels of analysis. Our overarching aim is to begin to conceptualize a role for neurobiological evidence in educational studies of sociality, emotion, culture, and identity. Overcoming the historical distance between educational and neuroscientific research on social-affective development would enable a more complete science of human experience and enhance appreciation of cultural learning, benefiting both fields.

Abstract: In this article, we argue that co-constructing knowledge, co-creating relationships, and exchanging stories are central to educational research. Relying on humanizing and Indigenous research methods to locate relational interactions in educational research allows us to engage in transformative praxis and storying, or Projects in Humanization (PiH). We contend that PiH focus on the creation and sustenance of relationships; the human capacity to listen to, story with, and care about each other; and the establishment of more inclusive, interconnected, and decolonizing methodologies that disrupt systemic inequalities found in Western constructs of educational research. More specifically, in this article, we rely on research vignettes to argue for a necessary commitment that researchers must have to sustain, extend, and revitalize the richness of the languages, literacies, histories, cultures, and stories of and by those with whom they work.

Abstract: Der Begriff Bildungsarmut und sein phänomenologischer Verweisungshorizont haben sich in bildungswissenschaftlich interessierten Teildisziplinen der Sozial- und Erziehungswissenschaften seit nunmehr knapp 20 Jahren nachhaltig etabliert. Gleichzeitig jedoch werden und wurden sowohl die Bezeichnung als auch das, was sie zu bezeichnen versucht kontrovers diskutiert. Der vorliegende Beitrag widmet sich diesem Diskurs und versucht ihn zu beleuchten. Ziel dieser Ausführungen ist es, zu zeigen, dass dem Begriff eine Entgrenzungstren.

Abstract: Seeking promotion to a better position. Difficulties, but for such reasons as already being engaged in their profession, increasing their knowledge, and
dentists chose distance education not because of geographical limitations, family-related problems or economic
Turkish students' reasons for choosing distance education. Results of the research revealed that Turkish stu-
distance education is still important. The purpose of this study was to determine Turkish students' reasons for
investigate why educational reform efforts through top-down frameworks which are especially motivated by
meet with resistance at national and community levels. This article seeks to examine these misconceptions and
counteracting violent extremism or terrorism have had only limited success. Many major international intergo-
work with existing tools and local institutions. Illustrating their point with a case study of an intervention car-
reason for defiance is reformers' failure to closely examine the cultural context of their chosen setting and
build a relationship of trust with community leaders and school authorities. The authors argue that the main
education measures aiming to build peace and coexistence in Muslim countries, but they have been unable to
limited options to attend an institution of higher education. Nowadays, it has become irreplaceable in higher
increased scepticism of the role of religion in violence, these assumptions have triggered a strong wave of calls
for a top-down approach to reform formal state schools in predominantly Muslim countries, These calls often
meet with resistance at national and community levels. This article seeks to examine these misconceptions and
investigate why educational reform efforts through top-down frameworks which are especially motivated by

Abstract: With societal changes rapidly transforming cultures that had been largely homogenous, today's multi-
cultural – and in particular interfaith – families need new educational strategies to help them understand their
cultural roots and identify and clarify what aspects of their heritages they wish to nurture and transmit to their
children. This paper focuses on a new model for religious education, namely non-doctrinaire "dual-faith" edu-
cation, which the principal author has helped to develop in the United States (US) through the Interfaith Com-
munity (IFC), a small, independent non-profit organisation created and led by dual-faith Jewish/Christian fami-
lies. The model is premised on the notion that families can have two different faiths in one household and that
– with respect and education – families can be harmonious, religion can be transmitted, and tolerance broadly
nurtured. While the model is particular to the US and to families with Jewish and Christian heritages, its pre-
mises and structure have significant potential to be adaptable to other religious combinations and other cultures
and countries. After reviewing relevant literature and situating the IFC model in the global and US contexts, the
paper sets out to clarify the importance of the concept, describe its elements, and discuss its implications for
religious education in this time of changing ethos and demography.

Abstract: In the past, distance education was used as a method to meet the educational needs of citizens with
limited options to attend an institution of higher education. Nowadays, it has become irreplaceable in higher
education thanks to developments in instructional technology. But the question of why students choose dis-
tance education is still important. The purpose of this study was to determine Turkish students’ reasons for
choosing distance education and to investigate how these reasons differ depending on their financial circum-
stances. The author used a Chi squared Automatic Interaction Detector (CHAID) analysis to determine 18,856
students choosing distance education and to investigate how these reasons differ depending on their financial circum-
stances.
Results suggest that early labour market benefits of vocational specialisation decrease over time; the authors respond in the 2012 Programme for the International Assessment of Adult Competencies (PIAAC). Their term losses by considering differences in the labour market careers of vocationally and generally educated learning. The authors of this article examine whether this results in a trade-off between short-term gains and long-term losses by considering differences in the labour market careers of vocationally and generally educated learning. On the one hand, vocationally oriented programmes, providing occupation-specific skills with immediate labour market relevance, have repeatedly been shown to secure safe pathways into employment. On the other hand, these programmes tend to put less emphasis on developing general knowledge, skills and competencies, including numeracy and literacy, which are foundational to lifelong learning. Hence, when the needs of the labour market change, employees who opted for a vocational track when they were at secondary school risk being less flexible in adapting to such changes later in their career. The authors of this article examine whether this results in a trade-off between short-term gains and long-term losses by considering differences in the labour market careers of vocationally and generally educated respondents in the 2012 Programme for the International Assessment of Adult Competencies (PIAAC). Their results suggest that early labour market benefits of vocational specialisation decrease over time; the authors term “youthful” for youth in action.

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) instructional program for kindergarteners through 4th graders to build science and social studies knowledge. We developed CALI to be implemented in general education classrooms, over multiple iterations (n = 230 students), using principles of design-based implementation research. The aims were to develop CALI as a usable and feasible instructional program that would, potentially, improve science and social studies knowledge, and could be implemented during the literacy block without negatively affecting students’ reading gains (i.e., no opportunity cost). We then evaluated the efficacy of CALI in a randomized controlled field trial with 418 students in kindergarten through 4th grade. Results reveal that CALI demonstrates promise as a usable and feasible instructional individualized general education program, and is efficacious in improving social studies (d = 2.2) and science (d = 2.1) knowledge, with some evidence of improving oral and reading comprehension skills (d = .125).

Reports an error in “Explaining pictures: How verbal cues influence processing of pictorial learning material” by Manuela Glaser and Stephan Schwan (Journal of Educational Psychology, 2015[Nov], Vol 107[4], 1006-1018). In the article, there were several errors in the Results section. All of the $\eta^2$ values should have been $\eta^2$ values. (The following abstract of the original article appeared in record 2015-20584-001.)
mation within a single presentation is better learned when it is verbally referenced than not referenced. The results show that the pictures with accompanying audio text in which the single elements of the picture were named were better learned (free recall, multiple choice, visual recognition) than the pictures with the elements not having been named in the audio text. Furthermore, within a single presentation, named elements were better learned than unnamed elements. Further, Experiment 2 examined by eye-tracking whether the multimedia effect is due to a shift of attention toward the elements presented multimodally and away from those presented unimodally. The multimedia effect could be replicated and the postulated shift of attention as an underlying process of the multimedia effect could also be confirmed. There were longer fixation times for the named and shorter fixations times for the unnamed elements of the picture in the verbal referencing part compared to the nonverbal referencing parts of the audio text. Finally, gaze synchrony of the learners was higher for time points of naming pictorial elements than for time points of no naming.

Abstract: This article reports an experimental study on the effects of explicit teaching on 11th grade students’ ability to reason causally in history. Underpinned by the model of domain learning, explicit teaching is conceptualized as multidimensional, focusing on strategies and second-order concepts to generate and verbalize causal explanations and epistemological underpinnings connected to causal reasoning in history. In a randomized pretest–posttest design (N = 95), with a treatment and a control condition, effects of explicit teaching were investigated on students’ (a) second-order and strategy knowledge, (b) their epistemological beliefs, and (c) their ability to construct a causal explanation, as well as (d) their topic knowledge, and (e) their individual interest. Results show that students in the experimental group scored significantly higher at the posttest on knowledge of causal-reasoning strategies and second-order concepts (sr² = .09), attributed a significantly higher value to criterialist epistemological beliefs (sr² = .04), and reported a higher individual interest (sr² = .02). We found no differences between conditions in the overall quality of students’ written explanations. However, the experimental group scored significantly higher on 1 core criterion, that is, the “use of second-order language and causal connections” (sr² = .06). No differences were found on first-order knowledge. Furthermore, self-reports on learning gains and correlational analysis were applied to explore the interrelatedness of second-order and strategy knowledge, epistemological beliefs, student’s ability to construct a causal explanation, topic knowledge, and individual interest.

Abstract: Data about processes and outcomes of preschool teacher education is scarce. This paper examines the opportunities to learn (OTL) of prospective preschool teachers (N = 1,851) at different types and stages of preschool teacher education and their relation to general pedagogical knowledge (GPK), mathematics pedagogical content knowledge (MPCK), and mathematical content knowledge (MCK) with standardized tests. Process indicators in terms of OTL and outcome indicators in terms of knowledge varied substantially across teacher education types and stages. Controlling for preschool teachers’ background, multilevel models revealed that OTL in general pedagogy and mathematics pedagogy provided during teacher education were significantly related to GPK and MPCK. Effect sizes reached up to 2 thirds of a standard deviation. OTL in mathematics pedagogy were in turn significantly related to the type of institution that offered a program in favor of pedagogical colleges compared with vocational schools. OTL were also significantly related to program stage in favor of the last year of preschool teacher education compared with the beginning. Process characteristics in terms of OTL mediated fully or partly structural characteristics of teacher education such as type of institution or program stage. These results suggest that the OTL provided are more important than whether prospective preschool teachers were at the beginning or the end of their program or whether they were prepared at vocational schools or pedagogical colleges (although entrance differences have still be taken into account). It may be an important responsibility of policymakers then to ensure that all prospective preschool teachers receive sufficient OTL.

Abstract: Prior research shows that multiple representations can enhance learning, provided that students make connections among them. We hypothesized that support for connection making is most effective in enhancing learning of domain knowledge if it helps students both in making sense of these connections and in becoming perceptually fluent in making connections. We tested this hypothesis in an experiment with 428 4th- and 5th-grade students who worked with different versions of an intelligent tutoring system for fractions learning. Results did not show main effects for sense-making or fluency-building support but an interaction effect, such that a combination of sense-making and fluency-leading support is most effective in enhancing fractions knowledge. Causal path analysis of log data from the system shows that sense-making support enhances students’ benefit from fluency-leading support, but fluency-leading support does not enhance their benefit from sense-making support. Our results suggest that both understanding of connections and perceptual fluency in connection making are critical aspects of learning of domain knowledge with multiple graphical representations. Findings from the causal path analysis lead to the testable prediction that instruction should provide sense-making support and fluency-leading support for connection making.
Abstract: In 2 studies (Ns = 55 and 54), the authors examined a basic form of conceptual understanding of rational number arithmetic, the direction of effect of decimal arithmetic operations, at a level of detail useful for informing instruction. Middle school students were presented tasks examining knowledge of the direction of effects (e.g., “True or false: 0.77 × 0.63 > 0.77”), knowledge of decimal magnitudes, and knowledge of decimal arithmetic procedures. Their confidence in their direction of effect judgments was also assessed. The authors found (a) most students incorrectly predicted the direction of effect of multiplication and division with decimals below 1; (b) this pattern held for students who accurately compared the magnitudes of individual decimals and correctly executed decimal arithmetic operations; (c) explanations of direction of effect judgments that cited both the arithmetic operation and the numbers’ magnitudes were strongly associated with accurate judgments; and (d) judgments were more accurate when multiplication problems involved a whole number and a decimal below 1 than with 2 decimals below 1. Implications of the findings for instruction are discussed.

Abstract: We replicated and extended prior research investigating a theoretically guided intervention based on expectancy-value theory designed to enhance student learning outcomes (e.g., Hulleman & Harackiewicz, 2009). First, we replicated prior work by demonstrating that the utility value intervention, which manipulated whether students made connections between the course material and their lives, increased both interest and performance of low-performing students in a college general education course. Second, we extended prior research by both measuring and manipulating one possible pathway of intervention effects: the frequency with which students make connections between the material and their lives. In Study 1, we measured connection frequency and found that making more connections was positively related to expecting to do well in the course, valuing the course material, and continuing interest. In Study 2, we manipulated connection frequency by developing an enhanced utility value intervention designed to increase the frequency with which students made connections. The results indicated that students randomly assigned to either utility value intervention, compared with those in the control condition, subsequently became more confident that they could learn the material, which led to increased course performance. The utility value interventions were particularly effective for the lowest-performing students. Compared with those in the control condition who showed a steady decline in performance across the semester, low-performing male students randomly assigned to the utility value conditions increased their performance across the semester. The difference between the utility value and control conditions for low-performing male students was strongest on the final exam (d = .76).

Abstract: Brief, targeted self-affirmation writing exercises have recently been offered as a way to reduce racial achievement gaps, but evidence about their effects in educational settings is mixed, leaving ambiguity about the likely benefits of these strategies if implemented broadly. A key limitation in interpreting these mixed results is that they come from studies conducted by different research teams with different procedures in different settings; it is therefore impossible to isolate whether different effects are the result of theorized heterogeneity, unidentified moderators, or idiosyncratic features of the different studies. We addressed this limitation by conducting a well-powered replication of self-affirmation in a setting where a previous large-scale field experiment demonstrated significant positive impacts, using the same procedures. We found no evidence of effects in this replication study and estimates were precise enough to reject benefits larger than an effect size of 0.10. These null effects were significantly different from persistent benefits in the prior study in the same setting, and extensive testing revealed that currently theorized moderators of self-affirmation effects could not explain the difference. These results highlight the potential fragility of self-affirmation in educational settings when implemented widely and the need for new theory, measures, and evidence about the necessary conditions for self-affirmation success.

Abstract: Consistently with a priori predictions, school retention (repeating a year in school) had largely positive effects for a diverse range of 10 outcomes (e.g., math self-concept, self-efficacy, anxiety, relations with teachers, parents and peers, school grades, and standardized achievement test scores). The design, based on a large, representative sample of German students (N = 1,325, M age = 11.75 years at Year 5) measured each year during the first 5 years of secondary school, was particularly strong. It featured 4 independent retention groups (different groups of students, each repeating 1 of the 4 first years of secondary school; total N = 103), with multiple posttest waves to evaluate short- and long-term effects, controlling for covariates (gender, age, socioeconomic status, primary school grades, IQ) and 1 or more sets of 10 outcomes collected prior to retention. Tests of developmental invariance demonstrated that the effects of retention (controlling for covariates and preretention outcomes) were highly consistent across this potentially volatile early to middle adolescent period; largely positive effects in the first year following retention were maintained in subsequent school years following retention. Particularly considering that these results are contrary to at least some of the accepted wisdom about school retention, the findings have important implications for educational researchers, policymakers, and parents.
The present study investigated (a) how a latent profile analysis based on representative data of \( N = 74,868 \) 4th graders from 17 European countries would cluster the students on the basis of their reading, mathematics, and science achievement test scores; (b) whether there would be gender differences at various competency levels, especially among the top performers; (c) and whether societal gender equity might account for possible cross-national variation in the gender ratios among the top performers. The latent profile analysis revealed an international model with 7 profiles. Across these profiles, the test scores of all achievement domains progressively and consistently increased. Thus, consistent with our expectations, (a) the profiles differed only in their individuals’ overall performance level across all academic competencies and not in their individuals’ performance profile shape. From the national samples, the vast majority of the students could be reliably assigned to 1 of the profiles of the international model. Inspection of the gender ratios revealed (b) that boys were overrepresented at both ends of the competency spectrum. However, there was (c) some cross-national variation in the gender ratios among the top performers, which could be partly explained by women’s access to education and labor market participation. The interrelatedness of academic competencies and its practical implications, the role of gender equity as a possible cause of gender differences among the top performers, and directions for future research are discussed.

While past studies have merely focused on perceived risks that influence how students select the destination of international education best suited to their needs, research on perceived risk regarding post-purchase behavior remains limited. This study attempts to extend and redefine the perceived risk paradigm by uncovering the underlying elements of perceived risk among international students who are studying in Malaysian universities. Furthermore, it seeks to explore how demographic factors and risk reduction strategies can be applied to the perception of risk. Results for a sample group of 515 international students reveal that there are seven dimensions of perceived risk. Of all demographic factors tested, only place of residence (while studying in Malaysia) was found to influence perceived risk. Seeking information from the relevant authorities, proper savings plans, well organized study schedules, and advice from family members or peers are considered important to reduce students’ perceptions of risk. This implies that perceived risk theory could also be applied to the higher education context in the post-purchase behavior.

This study examines the motivations of government-sponsored Kurdish students to study abroad and the reasons for choosing a particular country as their destination choice. Based on data we collected through an online survey and follow-up interviews, we compare demographic differences to explore the diversity among this cohort. The findings of the study show that motivations for overseas education are mainly related to career advancement and experiencing a good quality education. The study also shows that social agents have less influence on Kurdish students who tend to be older and more independent than most study abroad students.

The article examines how far the key Bologna objective of student mobility has been achieved in Portuguese higher education institutions and the main factors shaping it. It analyzes credit mobility, outgoing and incoming, between Portugal and Europe. Although mobility overall has risen, incoming mobility has grown faster, making Portugal an importer country. Portugal’s attraction power is explained mainly by its location, climate, and leisure opportunities. For outgoing mobility, employability is the main driver, explained by high unemployment and an uncertain home labor market. The main obstacle is financial, so country choice is increasingly based on proximity and living costs. Another important constraint is curricular inflexibility of Portuguese higher education institutions. The findings suggest that mobility in Portugal is far from reflecting Bologna’s policy goals, making the 2020 mobility target of 20% an ideal rather than an achievement.

This research, based in South Korea, compares the experiences of international students from within and outside the Asian region and then examines Chinese international students’ perceptions of discrimination. Utilizing the concept of neo-nationalism, survey findings revealed that Asian students reported greater difficulties and unfair treatment compared with students coming from Europe, North America, and other regions. The interviews further revealed anti-Chinese sentiments resulting in verbal aggression, challenges securing housing, discriminatory employment practices, and more.

Dual study programs are hybrid forms of work-based higher education that have expanded very rapidly in Germany—a country traditionally considered a key model in both higher education (HE) and vocational education and training (VET). The continued expansion of these hybrid programs increasingly raises questions if, how, and why they may be internationalized. Although comparative research suggests that this could be challenging due to the uniqueness of the German education and training system, strong forces support internationalization. This study examines the current state and the future prospects of internationalization of such innovative dual study programs by focusing on student mobility, a key dimension of internationalization. We find growing interest in but still relatively little mobility related to dual study programs, whether among German (outgoing) or international (incoming) students. Based on expert interviews and document analysis, we extend existing typologies of student mobility regarding specific features of work-based HE programs. Further-
more, we discuss opportunities—at home and abroad—for increasing student mobility in this rapidly expanding sector.

Abstract: Every year, substantial numbers of students choose to study abroad, and China is one of the largest exporters of international students. Interestingly, instead of choosing English-speaking countries, increasingly more Chinese students are choosing nearby Asian countries as their destination to study abroad, particularly Korea. Despite this emerging trend, little is known regarding why Chinese students have begun to choose Korea and its universities or their level of educational satisfaction with their study-abroad choices. Extrapolating from the push–pull model, this study utilized a combination of quantitative and qualitative research methods to examine factors affecting students’ choice to study in Korea. Notably, this study concluded that although low institution selectivity is a strong pull factor, that selectivity is also a determinant of students’ study-abroad satisfaction. This study contributes to the limited research by exploring the distinct push–pull factors of Chinese students who are studying in Asia—East to East—particularly in Korea.

Abstract: Die vorliegende Systematisierung der Theoriezugänge zu ‚Inklusion‘ ordnet diese von einem Primat des Politischen her. Es handelt sich demnach dezidiert nicht um eine ideengeschichtliche Sortierung, sondern um eine Beschreibung der unterschiedlichen Paradigmen als ‚Theorietypen‘ oder ‚Textpaten‘ von politischen Bewegungen. Der Text richtet sich demnach an Menschen, die ein Interesse an der (Re-)Politisierung des Inklusionsbegriffs haben und neugierig sind, was erscheint, wenn man den Dialog mit Betroffenenbewegungen neu aufspannt und von dieser Seite aus auf die Möglichkeiten und Grenzen von Paradigmen blickt.


Abstract: Das Verhältnis von allgemeiner Pädagogik und Sonderpädagogik ist noch immer ungeklärt und so ist auch die Frage der Inklusion weiterhin schwer zu verorten. Der Beitrag zeigt die bildungstheoretische Option (Moser) als Möglichkeit, über Inklusion nachzudenken. Die begriffliche Verankerung mit Elementen kritischer (Bildungs-)Theorie ist als Grundlage einer Annäherung zu verstehen.