



## **Veille de l'IREDU n°44**

**1<sup>er</sup> avril 2015**

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## 1. Ressources sur le Web

### ***Repéré sur : Alternatives-economiques.fr***

Louis Maurin. [Des enfants qui réussissent à l'école](#). Les Dossiers d'Alternatives Economiques, n° 1, février 2015

En apparence, les jeunes d'origine immigrée réussissent moins bien que les autres à l'école. Mais si l'on tient compte de leur milieu social, c'est l'inverse !

### ***Repéré sur : Amue.fr***

Cour des comptes. [Le recours par l'état aux conseils extérieurs : Communication à la commission des finances du Sénat](#), novembre 2014

La Cour des comptes a rendu public, le 12 mars 2015, un rapport sur le recours par l'État aux conseils extérieurs. Dans ce document, la Cour formule onze recommandations, portant sur les dépenses et les conditions de recours et d'emploi de conseils extérieurs. Concernant le MENESR, elle rapporte le faible recours relatif de ce dernier à ces "conseils extérieurs". Elle l'explique par le fait que le MENESR "sollicite fréquemment ses deux inspections", l'Igen et l'IGAENR, "sur des thématiques qui s'éloignent des missions traditionnelles d'audit".

Diane Marlat et Ophélie Rogel. [Les étudiants inscrits dans les universités françaises en 2013-2014](#). Note d'information Enseignement supérieur et recherche, n° 15.01, mars 2015

En 2013-2014, 1 505 600 étudiants sont inscrits dans les universités françaises (y compris les universités d'outre-mer et l'université de Lorraine). Ils étaient 1 468 300 en 2012-2013. Les effectifs augmentent de 2,5 %. En particulier, les effectifs sont en hausse en cursus licence (+ 2,5 %) et en cursus master (+ 3,0 %), mais ils diminuent en cursus doctorat (- 1,2 %).

### ***Repéré sur : assemblee-nationale.fr***

Philip Cordery. [Rapport d'information déposé par la commission des affaires européennes sur l'emploi des jeunes en Europe](#).

### ***Repéré sur : cafepedagogique.net***

[Bac : Progression et différenciation vont de pair](#). L'expresso du 17 mars 2015

Avec 77% d'une génération reçue au bac, l'objectif des 80% semble presque atteint. La publication, le 16 mars, des résultats définitifs du bac montrent un nouveau bond du bac en 2014. Mais plus le bac se banalise, plus les différences se creusent entre les bacs. Si presque tout le monde obtient le bac, alors le bac des uns n'a plus rien à voir avec celui des autres. La massification du bac se fait au

détriment de sa démocratisation. Un sacré problème pour un système éducatif qui fait de ce diplôme à la fois la validation d'une formation secondaire et un passeport pour l'enseignement supérieur.

[Décrochage : Un satisfecit un peu rapide du ministère.](#) L'expresso du 19 mars 2015

La nouvelle note de la Depp (division des études du ministère) sur les sorties précoces en Europe montre que la France a un taux de décrocheurs inférieur à la moyenne des pays européens.

[Heureux comme un jeune en France.](#) L'expresso du 21 mars 2015

C'est dans l'Europe du nord que les Européens déclarent un plus haut niveau de satisfaction devant la vie, annonce Eurostat. Les Français sont un peu en dessous de la moyenne européenne, distancés par les Allemands et les Britanniques. Les jeunes Français affichent une satisfaction de la vie plus élevée que leurs aînés et c'est généralement comme cela en Europe. Mais pas partout : au Danemark, le degré de bonheur augmente avec l'âge.

[Etats-Unis : Le pilotage par les résultats vit-il ses dernières heures ?](#) L'expresso du 24 mars 2015

Avec un Congrès dominé par les Républicains, la loi No Child Left Behind vit sans doute ses dernières heures, annoncent les médias américains comme le NY Times. Un projet de loi républicain propose de supprimer le système fédéral qui encadre les systèmes éducatifs locaux. Les Républicains ont des arguments. La loi No Child Left Behind (NCLB) a fixé 2014 comme la date limite pour que tous les enfants atteignent un niveau plancher éducatif et cela pour toutes les catégories sociales de chaque école. Il s'avère que si des progrès ont été faits, l'objectif n'est pas atteint et en principe des sanctions devraient être prises contre des écoles qui ont pourtant bien progressé.

[Une étude conforte "l'apprentissage actif" face à l'enseignement magistral.](#) L'expresso du 25 mars 2015

Venu d'Amérique du Nord, "l'apprentissage actif" désigne "une technique pédagogique encourageant l'enseignement focalisé sur celui qui apprend, et non pas simplement sur le contenu". "L'enseignement visuel, l'écriture en classe, la résolution de problème, l'enseignement numérique, l'apprentissage coopératif, les débats, le théâtre, les jeux de rôle, les simulations, les jeux et l'enseignement entre pairs" sont autant de méthodes revendiquées par l'apprentissage actif. Une nouvelle étude de Janice D Toder et Catherine M Hochevar, Université d'Akron (Ohio), publiée par Psychological Science, semble attester son efficacité. "Les résultats inter et intra-classes que nous trouvons à partir des analyses de données sont claires et généralement constantes : le contenu traité par des techniques d'apprentissage actif menaient à des résultats plus élevés et moins variables aux items d'examens que le contenu traité avec des cours magistraux, des lectures seules, ou des présentations vidéo sans discussion", écrivent les auteures. Mais l'étude ne porte que sur une centaine d'étudiants sur trois ans.

[APB : Hausse de l'attractivité des filières universitaires.](#) L'expresso du 26 mars 2015.

Selon le ministère de l'éducation nationale, APB, la procédure d'affectation dans le supérieur, voir le nombre de demandes d'inscriptions en université augmenter nettement : +20% par rapport à 2013 et plus 6,5% par rapport à 2014. Le ministère a fait un gros effort de simplification des libellés des diplômes et amélioré la visibilité des universités dans APB. L'université est le premier voeu pour 48% des candidats. Les licences les plus demandées sont la première année de santé (PACES), le droit, les STAPS et la psychologie.

[Enseignantes : Comment se fabrique l'inégalité au sein de l'institution scolaire.](#) L'expresso du 27 mars 2015

Peut-on avoir des femmes à la tête du ministère de l'Education nationale et des inégalités entre les genres à sa base ? De nouvelles sources éclairent les mécanismes de discrimination envers les enseignantes dans l'institution scolaire. Les stéréotypes de genre les alimentent pour faire que la carrière d'une professeure ne ressemble pas au final à celle d'un professeur. C'est ce que montre le colloque organisé par le groupe femmes du Snes le 26 mars et la toute nouvelle édition du Bilan social du ministère.

[C. Ben Ayed: Les doubles discours sur la mixité sociale à l'école.](#) L'expresso du 30 mars 2015

Qui veut vraiment lutter pour la mixité sociale à l'école ? On peut poser la question au vue des résultats de l'Ecole française. Dans un nouveau livre, à paraître le 8 avril, Choukri Ben Ayed, sociologue, professeur à l'Université de Limoges, étudie de façon précise l'histoire de la notion de mixité sociale dans le monde éducatif depuis les origines de l'école républicaine. Sans concessions, il analyse les mesures prises ces dernières années pour la mettre en pratique qu'il s'agisse de "l'assouplissement" de la carte scolaire voulue par Sarkozy ou de la circulaire de janvier 2015 sur la sectorisation des collèges. Ce qu'il observe c'est le décalage considérable entre les discours et les actes avant ou après 2012. Il indique des pistes pour sortir des ornières où la question s'enlise.

[S. Broccolichi : " Il vaudrait mieux s'intéresser à ce qui favorise la réussite des élèves".](#) L'expresso du 1er avril 2015

Sociologue, spécialiste de l'orientation, Sylvain Broccolichi a travaillé en 2009 sur l'importance de l'effet établissement dans la réussite scolaire des élèves. Très critique sur les palmarès d'établissements il en situe quelques failles.

[Plus de maitres que de classes : Une note d'étapes montre une montée en charge progressive.](#) L'expresso du 1er avril 2015

Le Comité national de suivi "Plus de maitres que de classes" a rendu en janvier un second rapport que la Dgesci vient de publier. Il fait le point sur le déploiement du dispositif et l'accompagne de préconisations sur le pilotage et al formation.

***Repéré sur : Crifpe.com***

Jeanson, C. (2014). [Insertion ou désertion professionnelle: étude de trajectoires professionnelles de jeunes enseignantes et enseignants québécois.](#) Mémoire de maîtrise inédit, Université Laval, Québec.

De plus en plus de chercheurs dans le domaine de l'éducation constatent que les premières années de pratique en enseignement au Québec sont ardues, et s'inquiètent de la désertion prématurée de certains enseignants novices. Le présent mémoire vise à mieux comprendre cette période névralgique d'insertion dans la carrière enseignante et à repérer les facteurs pouvant inciter les novices à rester ou à quitter ce champ professionnel durant ces années cruciales. Pour ce faire, la désertion enseignante y est non pas uniquement considérée comme un aboutissement possible de la période d'insertion dans le métier, mais bien comme un processus à part entière, le pendant inverse

de cette insertion. Par l'analyse en profondeur de vingt-deux trajectoires professionnelles de jeunes enseignants ayant persévéré dans la profession (onze trajectoires) ou ayant choisi de se réorienter pendant leurs premières années de pratique (onze trajectoires), nous avons observé les interrelations dominantes entre les facteurs propres aux individus et les facteurs propres aux structures du monde enseignant qui conditionnent le choix de poursuivre ou de quitter la profession. On constate que, dans bien des cas, l'identité de l'acteur exerce un rôle prépondérant, alors que dans d'autres, des éléments du contexte influencent davantage les décisions des nouveaux enseignants. Néanmoins, tous les facteurs en cause présentent des éléments relevant tant de la dynamique des acteurs que de celle des structures. Six types de dynamiques ont été repérés, lesquels indiquent que maints éléments constitutifs de l'identité de l'individu –par exemple, le choix de carrière et le réalisme des attentes nourries en cours de formation, le degré de compatibilité sentie avec les mandats ou la structure éducationnels en place, la façon d'être et d'agir durant les expériences d'enseignement, ainsi que l'importance relative accordée au travail enseignant au regard des autres sphères de la vie (la famille notamment)– jouent un rôle important dans la décision de certains répondants de poursuivre ou d'abandonner leur projet professionnel. En ce qui concerne les structures du monde du travail enseignant, les paramètres de l'emploi (durée d'accès à un statut stable), du travail (conditions de pratique, charges de travail, mandats, nature des groupes) et du milieu (notamment le soutien institutionnel et celui des collègues) influencent également le choix des enseignants de persévérer ou de cesser d'enseigner.

Ndorero, J. P. (2014). [L'engagement professionnel du personnel enseignant du secondaire dans la profession enseignante: nature, manifestations et facteurs](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

Au Québec, la complexification progressive du travail enseignant due, entre autres, à un accroissement de la charge de travail ainsi qu'à la précarité d'emploi persistante a engendré un désintéressement à la profession enseignante. Pour certaines enseignantes et certains enseignants, particulièrement au secondaire, cela a pu mener à des remises en question de la carrière, voire à l'abandon de la profession (Mukamurera et Balleux, 2013). Malgré ces difficultés, près de 80 % du personnel enseignant du Québec persévère et se considère assez ou très engagé dans l'enseignement (Houlfort et Sauvé, 2010). Considérant l'importance de l'engagement professionnel enseignant dans la réussite des élèves et l'efficacité des écoles (Mkumbo, 2012; Rosenholtz 1985), nous nous intéressons à la compréhension de la nature de cet engagement chez les enseignants du secondaire au Québec, à ses manifestations ainsi qu'aux facteurs qui l'influencent. Pour éclairer ce phénomène, des entrevues ont été menées auprès de 10 enseignantes et enseignants du secondaire. Les résultats montrent que l'engagement professionnel enseignant est de nature multidimensionnelle et que ses manifestations débordent des frontières de la salle de classe. La réussite scolaire et personnelle de l'élève se situe au cœur du sens et de l'expression que les enseignants attribuent à leur engagement professionnel. Il s'enracine principalement dans une forme d'attachement psychologique à l'enseignement comme métier de contacts avec les jeunes, de relations d'aide et de transmission des connaissances. Par ailleurs, une tension apparaît entre les facteurs favorables et les facteurs défavorables à cet engagement quant aux aspects qui touchent le rapport personnel au métier, l'organisation du travail, les rapports de collaboration avec les collègues et les parents, le comportement des élèves et la valorisation sociale de la profession. La possibilité de s'investir pleinement et la volonté de poursuivre la pratique de la profession enseignante dans une

perspective de long terme s'accroissent ou décroissent en fonction du vécu par rapport à ces divers facteurs.

Rondeau, K. (2014). [Modélisation de l'expérience du travail de nature identitaire d'enseignantes en contexte de formation expérientielle continue à la maîtrise renouvelée en enseignement au préscolaire et au primaire](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke

En septembre 2011 s'est tenu, à l'Université de Sherbrooke – Campus de Longueuil, la toute première rencontre de la maîtrise renouvelée en enseignement au préscolaire et au primaire. Nous y avons accueilli 31 personnes souhaitant effectuer un travail de nature identitaire, entre autres par le biais d'une démarche réflexive prenant appui sur la création d'un portfolio électronique professionnel. Cette formation s'est déroulée sur trois années au total à raison de six séminaires annuels comptant pour 15 crédits des 45 crédits que comporte la maîtrise. Pendant trois années consécutives, les personnes étudiantes se sont volontairement engagées dans un travail de nature identitaire. La présente enquête porte exclusivement sur la première année de cette formation et vise la modélisation de l'expérience du travail de nature identitaire effectué par les 31 personnes s'étant inscrites dans la formation à la maîtrise renouvelée. Nous avons fait appel à la méthode de l'enquête qualitative pour réaliser cette recherche. Les données qui forment le corpus analysé sont constituées d'un ensemble de productions biographiques émanant des participantes comme travaux dans les séminaires (retours réflexifs et bilans de fin de parcours), de trois entretiens collectifs formels réalisés avec les participantes en fin de parcours, ainsi que du journal de bord de la chercheure. L'analyse des productions biographiques a été faite en trois temps : un examen phénoménologique, une analyse à l'aide des catégories conceptualisantes, et un travail de théorisation/modélisation. Le modèle généré à partir de l'analyse des productions biographiques a été validé par les entretiens collectifs formels ainsi que par le journal de bord de la chercheure. Pour donner à voir l'expérience du travail de nature identitaire dans sa singularité, deux récits phénoménologiques ont été produits. Les résultats de cette enquête montrent que le travail de nature identitaire est un processus dynamique, créatif et interactif de production du sens qui se déroule au cœur d'une vie en perpétuel mouvement. Il concerne d'abord la personne et ses empreintes biographiques. C'est un travail qui est réalisé dans l'interaction et à travers de multiples rencontres : avec soi, en soi, avec l'autre et le monde. Ces rencontres sont génératrices de tensions entre ce qui résiste et ce qui pousse vers l'avant, entre le rejet et l'attraction, entre ce qui est, dans la réalité, et ce qui est souhaité pour l'à-venir. Ces tensions deviennent le point d'appui d'un balancier d'ambivalences qui amène la personne à se questionner et à se remettre en question pour trouver le sens de son existence et de son expérience. Pour être transformateur, un tel travail a eu besoin d'être soutenu par des leviers et a dû répondre à des conditions. Ces leviers et conditions n'ont pas tous eu les mêmes influences sur les personnes, sur leur vie, sur leurs pratiques, mais notre enquête montre qu'ils ont été porteurs d'un cheminement identitaire significatif, à des degrés divers. Ce travail n'est nécessairement facile. Il exige un engagement volontaire profond, de la rigueur, de l'ouverture et « beaucoup de cœur au ventre » de la part de la personne en formation. Il mène, entre autres, à une meilleure connaissance de soi, à une plus grande affirmation de soi et à une plus grande ouverture à soi ainsi qu'à l'autre. La réalisation de cette enquête a permis de faire ressortir plusieurs éléments clés de l'expérience du travail de nature identitaire vécue par les 31 personnes dans ce contexte de formation expérientielle continue offert au programme de la Maîtrise en enseignement au préscolaire et au primaire. Cette étude contribue à l'avancement des

connaissances sur l'expérience du travail de nature identitaire en formation continue et, du coup, elle apporte des changements en faveur de l'importance de la prise en compte de cette orientation par les formatrices et les formateurs quand il est question non seulement de former des professionnelles et des professionnels compétents, mais aussi des personnes capables de définir elles-mêmes le chemin qu'elles souhaitent emprunter afin d'acquérir le pouvoir de se créer et de devenir effectivement elles-mêmes, jour après jour.

Vita, N. (2014). [La reconstruction de l'éducation en contexte «d'après-guerre» en République démocratique du Congo. Visions et rôles des acteurs et des bénéficiaires d'enseignement dans le développement du curriculum d'enseignement secondaire technique et professionnel au Sud-Kivu.](#) Thèse de doctorat inédite, Université Laval, Québec.

Cette recherche-action intégrale et systémique (RAIS) (Cardinal et Morin, 1994) s'inscrit dans le contexte de la reconstruction de l'éducation en République démocratique du Congo, plus précisément dans la province du Sud-Kivu. En effet, la réduction de l'écart entre les prescriptions curriculaires et les besoins sociaux auxquels l'enseignement secondaire technique et professionnel devrait répondre est la préoccupation principale de cette étude. Ceci se traduit en termes d'inadéquation entre les besoins de la société et le curriculum d'enseignement d'une part et, d'autre part en termes de manque de cohérence entre les compétences développées dans l'enseignement secondaire technique et professionnel et les compétences requises pour le marché du travail. La recension des écrits sur le développement du curriculum d'enseignement dans divers contextes, principalement en contexte d'après-guerre, a permis d'appréhender comment les bénéficiaires et les acteurs d'enseignement participent au développement du curriculum d'enseignement (OCDE, 1995; Lenoir et Bouillier-Oudot, 2006; Goddard, 2007; Trabelsi et Dubois, 2006; Benavente, 2006; Obura 2003; Sinclair, 2005). L'interactionnisme symbolique (Coulon, 1993, LeBréton, 2004), soutenu par la pensée systémique (Bausch, 2001; Checkland, 1981; Lapointe, 1995; a permis de comprendre comment, à partir des expériences des bénéficiaires et des acteurs d'enseignement et de leurs visions, on peut arriver à développer et/ou ajuster le curriculum d'enseignement secondaire technique et professionnel et élaborer les principes directeurs d'un plan d'action et de sa mise en œuvre. Nous utilisons la méthodologie des systèmes souples pour comprendre la complexité de la situation problématique de l'enseignement au Sud-Kivu. À l'aide de deux techniques de recherche : les focus groups et la participation à la Table-Ronde, nous avons obtenu les résultats de cette recherche. Ces résultats concernent les visions de l'éducation et les compétences à développer dans le curriculum d'enseignement pour répondre aux besoins émergents, entre autres choses, besoins de paix, de sécurité sociale, besoins socioéconomiques et éducatifs. Enfin, les perceptions des acteurs relatives à la situation problématique de l'enseignement ont actualisé des actions de changements à apporter au curriculum d'enseignement. Nous avons ainsi développé des principes directeurs devant guider la conception et la mise en œuvre d'un plan d'action d'un curriculum d'enseignement technique et professionnel au Sud-Kivu.

Fiévez, A. & Dumouchel, G. (2015). [Le BYOD : entre perspectives et réalités pédagogiques.](#) Montréal : Carrefour éducation et l'Infobourg.

Ces dernières années, nous voyons apparaître une nouvelle forme d'intégration destechnologies en salle de classe: le «Bring Your Own Device (BYOD)» ou «Bring Your OwnTechnology» (BYOT) ou encore «Apportez Votre Appareil Numérique (AVAN) en français. Ce nouveau type de configuration est de plus en plus présent dans les salles de classe, car ilrépond à des besoins financiers, mais

également éducatifs, dans une société où l'enseignement est de plus en plus personnalisé et intégré aux besoins de consommation. En pratique, des enseignants utilisent cette configuration en salle de classe lorsqu'ils permettent à leurs élèves d'amener leur(s) outil(s) technologique(s) personnel(s) afin de réaliser des tâches spécifiques. Cependant, cette nouvelle approche pédagogique apporte avec elle son lot de perspectives et de réalités. En effet, elle demande une préparation et une analyse approfondie de l'environnement d'enseignement-apprentissage afin de réussir son intégration.

Ce dossier vise à apporter un éclairage pratique et scientifique sur l'utilisation du «Bring Your Own Device» (BYOD). Il devrait permettre aux enseignants, praticiens, acteurs pédagogiques, mais aussi aux chercheurs de comprendre les origines de son existence et les réalités qu'il entourent. Notons parallèlement que les technologies de l'information et de la communication (TIC) font maintenant partie intégrante de la vie quotidienne des citoyens du 21<sup>e</sup> siècle. D'ailleurs, le nombre d'individus possédant au minimum un téléphone portable, un ordinateur ou un téléphone intelligent est en constante progression. Selon Statistique Canada, en 2010, 80 % des Canadiens utilisaient Internet et possédaient l'un de ces outils. La même année, au Québec, on note que 77 % des individus possèdent un outil numérique. De leur côté, 81 % des travailleurs dans les entreprises utilisent Internet et possèdent leur propre appareil. De ce fait, les entreprises ont compris qu'elles ne peuvent pas ignorer cette nouvelle réalité. Ainsi, le BYOD a fait une entrée lente, constante et souvent efficace dans le monde du travail. D'ailleurs, les employés spécifient que le fait d'utiliser leur appareil personnel permet d'avoir à portée de main un outil qu'ils connaissent, facile d'accès et qui combine les informations personnelles et professionnelles de leur quotidien (Garlati, 2011). Il a donc été nécessaire de mettre en place des règles, des mesures, mais aussi des outils afin d'aider les employés à travailler et à s'approprier efficacement ces technologies dans leur milieu de travail (Émery, 2012).

Isoc Québec, Organisation internationale de la Francophonie, Chaire UNESCO Pratiques émergentes des technologies de l'information et de la communication pour le d, & Université Bordeaux Montaigne (2014). [Rapport 2014 sur l'état de la francophonie numérique](#). [Montréal] : ISOC Québec. Ce rapport comprend cinq grands chapitres. Le premier aborde un enjeu fondamental : celui de l'importance du développement et du maintien des infrastructures qui donnent accès au numérique dans les pays membres de la Francophonie. Les quatre chapitres suivants traitent des axes et des sous-axes d'intervention de la stratégie de la Francophonie en matière de numérique. Le deuxième chapitre aborde la nécessité d'accompagner l'innovation pour intégrer les pays en développement dans l'économie numérique. Le troisième porte sur l'importance de créer des sociétés de l'information ouvertes, transparentes et démocratiques dans la Francophonie. Le quatrième traite du caractère stratégique des biens communs numériques. Enfin, le cinquième aborde la question du développement de l'intelligence numérique au service de la diversité et du partage. »

Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A. et al. (2014). [The Condition of Education 2014](#). Washington (D.C.) : U.S. Department of Education Institute of Education Sciences National Center for Education Statistics.

The Condition of Education 2014 summarizes important developments and trends in education using the latest available data. The report presents 42 indicators on the status and condition of education. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available.



Solar, C., Solar-Pelletier, L. & Thériault, M. (2015). [Formatrices et formateurs internes : caractéristiques et contribution à l'ingénierie de formation en entreprise](#). [Montréal] : Solar, Solar-Pelletier et Thériault.

The Condition of Education 2014 summarizes important developments and trends in education using the latest available data. The report presents 42 indicators on the status and condition of education. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available.

***Repéré sur : [ladocumentationfrancaise.fr](http://ladocumentationfrancaise.fr)***

CORDERY Philip. [Rapport d'information déposé par la commission des affaires européennes sur l'emploi des jeunes en Europe](#). Paris : Assemblée nationale, Mars 2015. 117 p.

Le présent rapport d'information propose tout d'abord un état des lieux du chômage des jeunes au sein de l'Union européenne. A l'échelle de l'Union, le taux de chômage des jeunes représente plus du double de celui des adultes, soit 21,9 % contre 10,3 % au deuxième trimestre 2014, avec des situations contrastées en fonction des pays de l'Union européenne. Dans un marché du travail touché par la crise économique depuis 2008, les jeunes, particulièrement les moins qualifiés, ont de plus en plus de difficultés à s'insérer professionnellement et sont menacés de paupérisation dans un contexte général d'augmentation constante de la pauvreté en Europe. Le rapport s'interroge ensuite sur la transposition dans d'autres pays du modèle dual germanique (système d'apprentissage organisé en alternance en Allemagne, Autriche, Suisse et Danemark) qui rencontre de bonnes performances en matière d'insertion professionnelle des jeunes. Il s'intéresse enfin aux politiques européennes en matière d'emploi des jeunes : Initiative pour l'emploi des jeunes (IEJ) ; mesures axées sur l'apprentissage et les stages ; Initiative « Erasmus pour les entrepreneurs » ; programme « Ton premier emploi Eures », etc.

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***New from ECS***

**ECS and experts examine state-level ELL policy**

As English language learner (ELL) populations multiply, state policy leaders search for best practices to provide these students with solid academic foundations. ECS convened a group of national experts to reflect on available research, practice and state policy concerning ELLs and to make recommendations in areas where potential impact at the state level is the greatest. This [report](#) summarizes those recommendations and is accompanied by a [50-state database](#).

**Goodbye to the wasted senior year**

Forty-seven states are using college and career readiness assessments to overcome two challenges - the "wasted" senior year and high postsecondary remediation rates. This [ECS Education Policy Analysis](#) delves into how states identify 12th-graders in need of remediation and put interventions in place so they can use their senior year to prepare for placement into credit bearing coursework.

Additionally, 11th-graders demonstrating college readiness can do advanced coursework, earning college credit while still in high school.

### ***More from ECS***

#### **ECS Blueprint: Discussion on transfer policy**

Listen to the first installment of the ECS Blueprint webinar series -- [Transfer Policies: Students on the Move](#). This webinar reviews the findings of the ECS Blueprint for College Readiness Transfer Policy report and 50-state analysis. It features two state policy leaders who share the latest in transfer and articulation from Colorado and Florida.

### ***What States Are Doing***

#### **Targeting young children's least-developed skills**

**Texas** launched a free online [pre-K learning platform](#) that will be available at no cost to the state's public school districts, charters and Head Start programs. Developed by the University of Texas Health Sciences Center and the Texas Education Agency, the [platform](#) features child progress monitoring assessments that identify children at risk for school failure, supplementary lessons to target children's least developed skill areas and professional development courses.

#### **Personalized learning initiative**

Twenty New England schools in the League of Innovative Schools have been selected to participate in a new initiative to help them develop personalized learning experiences that address the distinct learning needs, interests and aspirations of individual students, according to a [release](#) by the **New Hampshire** Department of Education. Twelve of the schools will begin implementation in 2015-16; eight will launch in 2016-17.

#### **Sudden cardiac death**

Silent cardiac abnormalities can lead to the rare, sudden death of a student athlete. **New Jersey** has a law that mandated creation of a professional development [module](#) that will be used to supplement the cardiac assessment skills of physicians, advanced practice nurses and physician assistants. Health care providers may access the newly available module on the Department of Education's website.

#### **Enhancing teacher leadership**

Hope Street Group will select a cadre of **Tennessee** teachers this spring to participate in a 12-month fellowship to improve teacher leadership opportunities, the Tennessee Department of Education [announced](#). Fellows will attend professional development trainings, engage with colleagues and collect feedback from teachers, ultimately influencing positive change at local, state and national levels.

#### **Updating math skills for elementary teachers**

The **New Mexico** Senate passed a resolution calling for a revisit of required math competencies for entry-level elementary teachers. A unique component of the resolution includes requesting that the

secretary of education bring in stakeholders to review competencies that include postsecondary faculty, both from colleges of education and colleges of arts and sciences, as well as district-level leaders in math instruction.

### **Computer science course in every high school**

**Arkansas** may become the first state in the country to require all high schools to offer a computer science course if this [bill](#) is enacted. The bill also creates a Computer Science and Technology in Public School Task Force to study and recommend changes to existing computer science and technology standards, and to study the state's current and projected computer science and technology needs.

### **Increasing persistence**

Although **Rhode Island's** college graduation rate is higher than the national average, when state policymakers look over their shoulders, they see a looming Latino population whose graduation rates lag. This [report](#) shows achievement gaps at state colleges, lists best practices in academic and financial services and offers recommendations so Rhode Island can take a more strategic, proactive approach to increasing postsecondary achievement. (*Providence Children and Youth Cabinet*)

### **Chronic absenteeism in the South**

**Mississippi** KIDS COUNT issued a [report](#) that revealed almost 75,000 Mississippi students missed at least 18 school days during the 2013-14 school year. The report marks the first time data provided by the Mississippi Department of Education has been used to discover which areas had high rates of chronic absenteeism, defined as 10 percent, or missing 18 or more days of a 180-day school year.

### **Transitional kindergarten**

In 2010, **California's** S.B. 1381 established a new grade level for students who turned five between Sept. 2 and Dec. 2 called [transitional kindergarten](#) (TK). The first year of a two-year kindergarten experience, TK offers children learning, social and emotional development; most parents were happy. There was an economic advantage as well: full-day programs provided more hours of schooling for children, most helpful for working parents. (*AIR*)

### **Good Reads**

#### **Raising community college grad rates**

The City University of New York increased graduation rates for full-time students at community colleges by offering tuition waivers, free Metro cards and comprehensive advisement. Researchers concluded the Accelerated Study in Associate Programs ([ASAP](#)) initiative was well implemented, improved student outcomes and the cost per degree was less than the control. (*MDRC*)

#### **Engaging students in the era of assessment**

Backing teacher preparation and professional development that empowers staff to facilitate more engaging student experiences is only one step to creating a vibrant system; a study group also [recommends](#): promoting measures of success that emphasize student engagement, advancing school climate guidelines conducive to engagement, revising where, when, by whom and how learning is delivered and encouraging stakeholder collaboration to meet student needs. (*NASBE*)

## ***New from ECS***

### **2015 National Forum on Education Policy**

The leading education policy event of the year, this year's National Forum on Education Policy -- a 50th anniversary celebration -- will be held June 29 through July 1 in Denver. Join us to network with the nation's top education leaders, learn from expert speakers and increase your knowledge on innovative education policy from early learning to postsecondary education. [Register](#) by April 15 to take advantage of our premier package, including a guaranteed room, access to ECS' 50th anniversary reception and a chance to win one of three iPads.

### **Fascinating facts and trends**

The NEA's [state rankings book](#) is out and it *really* is a good read. For example, states with the greatest growth in enrollment from fall 2012 to fall 2013 are Nevada, Utah, Idaho and Colorado. Fifteen states experienced declines, and the greatest declines were in Michigan, Rhode Island, New Hampshire and Vermont. Over the decade from 2003-04 to 2013-14, in constant dollars, average public school teacher salaries declined by 3.5 percent. (*NEA*)

### **Technology in rural areas**

To tap the potential of technology, policymakers will need to rethink the idea of education delivered within classrooms of 20 to 30 students led by a single teacher. In this [paper](#) on technology's use in rural areas, the authors recommend expanding broadband to schools lacking it, including out-of-school access; creating a corps of teachers who can digitally teach students across the state and providing districts and schools with the flexibility to develop new staffing and use of technology models. (*Rural Opportunities Consortium of Idaho*)

### **Inequities in student funding**

Nationally, the highest-poverty school districts receive about \$1,200, or 10 percent less per student in state and local funding than the lowest poverty districts, according to this [study](#). Districts serving the most students of color receive about 15 percent less in state and local funding than those serving the fewest. While some states provide more funding to their highest poverty districts, others provide substantially less. (*Education Trust*)

### **Teacher experience pays off**

A [look](#) at the effects of middle school teacher experience on a broad range of student factors reveals large returns in higher test scores and improvements in students behavior, with the clearest behavioral effect being reduced student absenteeism. The overall findings indicate that teachers can and do learn on the job and recommendations for policy makers include ensuring schools recruit high quality teachers and provide working environments that are conducive to their development. (*CALDER*)

### **Community colleges play a big role in four-year completion rates**

In the 2013-14 academic year, 46 percent of students who completed a degree at a four-year institution were enrolled at a two-year institution in the previous 10 years. Researchers [found](#) in 17 percent of cases, the two-year enrollment occurred within the last year of study before earning the degree. Over half these students completed the four-year degree within three years of leaving the

two-year institution; three quarters of them did so within five years. (*National Student Clearinghouse Research Center*)

### **The costs of college**

Concerned about families who believe in the value of postsecondary education, but also worry about the price, the Higher Education Opportunity Act required the U.S. Department of Education to publish college [net prices, tuition and fees](#). Public two-year students had the lowest average total price of attendance, \$15,000. Four-year institutions averaged \$23,200. Most undergraduates enrolled full-time received grant aid. (*National Center for Education Statistics*)

## **Repéré sur : [Esen.education.fr](http://Esen.education.fr)**

DEPP. [Personnels de l'enseignement scolaire : bilan social 2013-2014](#). Paris : Ministère de l'Éducation Nationale, mars 2015

Le bilan social dresse un panorama actualisé de l'ensemble des personnels enseignants et non enseignants du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche au cours de l'année 2013-2014. Il fournit une vision à la fois globale et précise du potentiel humain contribuant au fonctionnement du système éducatif et présente les indicateurs utiles au pilotage des ressources humaines : effectifs détaillés et caractéristiques des personnels, carrières, conditions de travail. Cette première partie couvre les personnels rémunérés par le ministère au titre de la mission « enseignement scolaire ».

Caroline Iannone, [Diplôme national du brevet \(DNB\) : analyse des résultats de la session 2014](#). Note d'information n°10 , Mars 2015

Si 9 élèves sur 10 se présentant au DNB maîtrisent les compétences du socle exigibles en fin de collège, les résultats à l'examen sont moins favorables. Près des 2/3 des élèves obtiennent moins de 10/20 à l'épreuve finale de mathématiques. Les notes aux épreuves passées en fin d'année sont proches de celles obtenues en cours de scolarité pour 4 candidats sur 10 en mathématiques, et pour 6 sur 10 en français. Les candidats avec de faibles résultats au contrôle continu arrivent très rarement à combler leur retard pour obtenir le brevet.

Fanny Thomas. [Baccalauréat 2014 : résultats définitifs](#), Note d'information n° 8, Mars 2015

Cette étude montre que le taux de réussite au baccalauréat s'élève à 88 % à la session 2014, soit une hausse de 1,1 point par rapport à 2013. La proportion de bacheliers dans une génération augmente de plus de 12 points entre 2010 et 2014 pour atteindre 77,4 %. La réforme de la voie professionnelle a considérablement augmenté le nombre de bacheliers ; en portant à trois ans la durée du cursus dans les trois voies, elle a aussi fortement contribué au rajeunissement des candidats.

Diane Marlat et Ophélie Rogel. [Les étudiants inscrits dans les universités françaises en 2013-2014](#). Note d'information Enseignement Supérieur & Recherche, n° 15.01, mars 2015

Avec 1 505 600 étudiants inscrits dans les universités françaises en 2013-2014, les effectifs augmentent de 2,5 % par rapport à l'année précédente. Il sont en particulier en hausse en cursus licence (+ 2,5 %) et en cursus master (+ 3,0 %), mais diminuent en cursus doctorat (- 1,2 %).

Florence Lefresne. [La lutte contre les sorties précoces dans les systèmes éducatifs européens](#). Note d'information n° 9, mars 2015

Au premier rang des objectifs de la stratégie Europe 2020 figure la réduction du nombre de jeunes qui quittent chaque année le système éducatif avec un faible niveau d'études et sans suivre de formation après leur sortie. L'enjeu est majeur dans la mesure où la privation d'emploi et la menace d'exclusion sociale sont sensiblement accentuées pour ces jeunes. En 2013, la France est mieux placée que la moyenne de l'Union européenne, tandis que les contrastes restent forts entre les différents pays. Les politiques axées sur une intervention précoce et coordonnée semblent plus efficaces.

***Repéré sur : Eurydice.org***

David Crosier, Anna Horvath, Viera Kerpanova, Daniela Kocanova, Jari Riihelainen. [Modernisation of Higher Education in Europe: Access, Retention and Employability](#). Eurydice, 2014

***Repéré sur : halshs.archives-ouvertes.fr***

Charles Calamel, Arnaud Caumeil, Catherine Guinamard, Cecile Richard, Rodolphe Saint-Pol, et al.. [L'expérience artistique : Vers un modèle d'évaluation de la pratique artistique](#). [Research Report] CREF. 2014.

Résumé : Trop souvent encore, les enseignants et autres formateurs restent persuadés qu'il suffit d'expliquer, de bien montrer, de répéter, de faire manipuler, voire de récompenser ou de punir, pour que l'élève apprenne. Or il s'avère que de telles pratiques sont souvent insuffisantes pour assurer la construction de savoirs et de compétences à long terme. Quant à l'évaluation, elle n'est pas un "impensé" des enseignements artistiques ; ce serait trop simple. Mais disons que quand on s'attaque à cette question de l'évaluation, on ne sait par quel bout la prendre. L'origine de ce travail vient du besoin exprimé par quelques écoles de musique du département du Rhône de travailler sur la question de l'évaluation du 1er cycle. Dans le cadre de leur collaboration sur le schéma départemental des enseignements artistiques, le Conseil général et le CNFPT ont décidé d'accompagner un petit groupe de professionnels sur ce sujet. Ce groupe une fois constitué a été encadré par un chercheur en sciences de[...]

Claire David. [Méthodes et méthodologie : de l'apprentissage universitaire](#). 2015. L'entrée dans le monde universitaire marque, en termes d'apprentissage, une rupture. Un enseignement spécifique de méthodologie, à même de donner, au public étudiant, les règles indispensables, est proposé en première année de licence. Nous proposons de replacer celui-ci dans un contexte plus général, avec, en perspective amont, les lumières sur les processus de l'apprentissage données par les sciences cognitives, pour aboutir, en aval, à des avancées en termes de formation.

Catherine Roby. [Place et fonction des SHS dans les Écoles d'ingénieurs en France : état des lieux, enjeux et perspectives épistémiques](#). Education. Université Rennes 2, 2014. French. . Résumé : La disparité est forte entre les secteurs d'activité des ingénieurs autant qu'entre leurs formations, ces dernières étant caractérisées par un ancrage sociohistorique ayant minoré dans les

curricula certains savoirs développés par les SHS. Or, les enjeux de l'intégration des SHS dans la formation des ingénieurs sont avérés. C'est pourquoi, la recherche présentée vise à identifier les disciplines de SHS introduites dans ces formations et les buts qu'elles poursuivent. Il s'agit de comprendre en quoi et comment les SHS participent d'une réflexivité sur les enjeux démocratiques des conditions d'exercice des fonctions d'ingénierie ou au contraire de la légitimation d'une pensée technocratique. Dans une première étape, l'enquête a porté sur la manière dont les sites internet des Écoles présentent les enseignements de SHS, les départements les regroupant et les recherches associées, ainsi que sur les textes de présentation des formations. Les résultats permettent de rendre compte d'une[...]

Zehra Gabillon, Rodica Ailincăi. Multilingual [primary education initiative in French Polynesia](#). Science Direct, Elsevier. International Conference on New Horizons in Education(INTE), Jun 2014, Paris, France. Procedia - Social and Behavioral Sciences, 174, pp.3595-3602, 2015, .

Multilingual education is receiving remarkable attention in language policy planning efforts of many countries, and aiming at providing culturally responsive education. French Polynesia, which is an overseas territory of France, represents a fine example for its efforts towards maintaining and revaluing multilingual education. The foreign and local language teaching initiative in French Polynesian primary education is the extension of the early childhood foreign and regional language education policy started in the 2000s in France. The first part of this paper describes the French Polynesian educational context and the second part provides a succinct review of the research activities conducted on multilingual practices at French Polynesian elementary schools. The final part discusses the forthcoming research activities and further directions in multilingual education projects in French Polynesia.

***Repéré sur : ife.ens-lyon.fr***

Florence Lefresne. [La lutte contre les sorties précoces dans l'Union européenne](#). Note d'information, N° 09, mars 2015

Au premier rang des objectifs de la stratégie Europe 2020 figure la réduction du nombre de jeunes qui quittent chaque année le système éducatif avec un faible niveau d'études et sans suivre de formation après leur sortie. L'enjeu est majeur dans la mesure où la privation d'emploi et la menace d'exclusion sociale sont sensiblement accentuées pour ces jeunes. En 2013, la France est mieux placée que la moyenne de l'Union européenne, tandis que les contrastes restent forts entre les différents pays. Les politiques axées sur une intervention précoce et coordonnée semblent plus efficaces.

Damien Brochier, Claudine Romani . [40 ans d'apprentissage à l'Éducation nationale](#). Bref, n° 333, 2015

"L'apprentissage au sein de l'Éducation nationale évolue discrètement depuis 40 ans. Au début des années 90, l'offre s'organise et s'institutionnalise ; pour autant, les effectifs restent en deçà des ambitions. Règles gestionnaires inadaptées et déficit de légitimité chronique au sein du monde de l'éducation sont en partie en cause. La volonté politique actuelle de lever ces freins passe par l'encouragement à la mixité des parcours de formation, ainsi que par le renforcement des partenariats avec les acteurs du monde économique".

Sophie Morlaix. [Les compétences sociales : Quels apports dans la compréhension des différences de réussite à l'école primaire ?](#) Les Documents de travail de l'IREDU, DT 2015/2, janvier 2015

Ce projet de recherche vise à proposer une mesure et une définition a posteriori de compétences dites sociales à l'école primaire, et à montrer l'intérêt de la prise en compte de ces compétences transversales aux apprentissages dans l'explication des différences de réussite entre élèves. Il repose sur une approche pluridisciplinaire, permettant d'affiner les outils aussi bien conceptuels que méthodologiques servant à définir et à opérationnaliser les compétences sociales.

En ce sens il mobilise des concepts ou des méthodologies empruntés à des disciplines variées (économie, sociologie, psychologie), mais dont la réoccupation commune repose sur une meilleure compréhension de la variabilité des acquisitions scolaires.

Ce projet se décomposera en plusieurs points : il permettra dans un premier temps d'établir une typologie de ces compétences sociales, il proposera par la suite une mesure empirique de ces différents types de compétences sociales par des modèles économétriques appropriés, et s'attachera dans une dernière étape à mesurer leur impact sur la réussite scolaire en fin d'école primaire".

OCDE. [The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence](#). Paris : OCDE, mars 2015

Ce rapport de l'OCDE présente des données éclairantes sur les différences de résultats scolaires entre les filles et les garçons. En particulier, il explore pourquoi on trouve des indications de sous-performances chez les garçons, de manque de confiance en soi chez les filles et dans la famille, quelles sont les influences de l'école et de la société avant d'aborder des politiques visant à aider les garçons et les filles à atteindre leur plein potentiel.

OCDE. [Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches](#). Paris : OCDE, mars 2015

Les systèmes éducatifs qui réussissent sont ceux qui favorisent le leadership à tous les niveaux, encourageant ainsi les enseignants et directeurs, indépendamment des positions formelles qu'ils occupent, à inciter l'innovation dans la salle de classe, l'école et le système dans son ensemble. Ce rapport résume les données de l'OCDE et de l'Enquête internationale apprentissage et le Programme international pour le suivi des élèves (PISA), qui étaye les trois thèmes du Sommet international 2015 sur la profession enseignante : le leadership enseignant, efficacité et innovation des enseignants. Il propose également des exemples issus du monde entier sur la façon dont certaines écoles mettent en place des moyens novateurs d'enseignement et d'apprentissage afin de mieux armer les étudiants avec les compétences dont ils ont besoin pour participer pleinement à l'économie mondiale du 21e siècle.

OCDE. [Apprendre au-delà de l'école : Rapport de synthèse](#). Paris : OCDE, mars 2015

"Les programmes de formation professionnelle supérieure font face à des marchés du travail qui évoluent rapidement et à des défis de plus en plus difficiles à relever. Quel type de formation est nécessaire pour répondre aux besoins d'économies en pleine mutation ? Comment financer les programmes ? Comment les relier aux programmes d'enseignement général et supérieur ? Comment associer les employeurs et les syndicats à ce processus ? C'est à ces questions, et à d'autres, que tentent de répondre les rapports nationaux de la série de l'OCDE Apprendre au-delà de l'école, qui étudie les politiques nationales en matière de formation professionnelle postsecondaire."



[Augmenter l'efficacité du réseau universitaire tout en préservant ses missions fondamentales d'enseignement et de recherche](#). Fédération Québécoise des professeures et professeurs d'université, février 2015

Publication de la FQPPU présenté à la Commission permanente de révision des programmes ainsi qu'au ministre responsable de l'Administration gouvernementale et de la Révision permanente des programmes et président du Conseil du trésor.

Anne Martin, Matti Pennanen. [Mobility and transition of pedagogical expertise in Finland](#). Finnish Institute for Educational Research (Finlande), mars 2015

Why do so many people want to be teachers in Finland? Do they stay in their profession or are they considering leaving it? What are the anticipated skill requirements for teacher's profession in the near future?

Mobility and transition of pedagogical expertise in Finland investigates these questions in the light of the results of a project titled Mobility among Pedagogical Experts. The project was funded by the European Social Fund and carried out in collaboration with the Finnish Institute for Educational Research, University of Jyväskylä; the Finnish National Board of Education; and the Vocational Teacher Education College, Jyväskylä University of Applied Sciences in 2010–2013. The data were gathered by online questionnaires for teachers and interviews with ex-teachers.

[Statistiques de l'enseignement supérieur - Édition 2013. Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie](#) - Québec (Canada), février 2015

Ce rapport présente un compte rendu de l'évolution des principales caractéristiques de l'éducation au Québec en matière d'enseignement collégial et d'enseignement universitaire. On y trouve également des données sur la formation professionnelle en ce qui concerne l'aide financière aux études. Le contenu du document s'articule autour de six thèmes :

- les organismes d'enseignement,
- l'effectif scolaire,
- les diplômes décernés,
- le personnel des organismes d'enseignement,
- les données financières,
- l'aide financière aux études.

GALLOT Geneviève, CANCHY Jean-François de, ROUSSEL Isabelle, QUENET Jean-Michel. [Une nouvelle ambition pour la recherche dans les écoles d'architecture : propositions pour un statut d'enseignant-chercheur](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche ; Ministère de la Culture et de la Communication, mars 2015. 186 p.

"La mission avait pour objectif "de définir les conditions propices à la poursuite d'une activité de recherche indispensable pour l'inscription des écoles nationales supérieures d'architecture (ENSA) dans la dynamique de l'enseignement supérieur en France". La mission formule un double constat : le statut actuel des enseignants est totalement inadapté à la montée en puissance de la recherche dans les écoles et le statut de ces écoles constitue un frein à leur reconnaissance scientifique comme à leur positionnement au sein des regroupements territoriaux en cours dans l'enseignement supérieur. La mission préconise un plan d'action en deux temps : engager de manière immédiate un

ensemble de mesures statutaires, budgétaires et d'accompagnement, qui passent en particulier par la création d'un véritable statut d'enseignant-chercheur et la mise en place d'un dispositif de décharges en faveur des enseignants titulaires engagés dans des projets de recherche ; dresser à l'horizon de cinq ans un bilan des réformes engagées en vue d'achever l'intégration des écoles d'architecture dans le paysage de l'enseignement supérieur."

Fabienne Blaise, Pierre Mutzenhardt et Gilles Roussel. [Rapport sur les disciplines rares](#). Paris : conférence des présidents d'universités, février 2015

"Suite au groupe de travail engagé en 2013 au sein de la CPU sur les « disciplines rares », la Ministre de l'enseignement supérieur et de la recherche, Geneviève Fioraso, a confié, en février 2014, à trois Présidents, Fabienne Blaise, Présidente de l'université de Lille 3, Pierre Mutzenhardt, Président de l'université de Lorraine, Gilles Roussel, Président de l'université Paris-Est Marne-La-Vallée, une mission conjointe « de réflexions et de propositions dans l'objectif de revaloriser la place et le rôle des disciplines dites rares ».

Après avoir rappelé les enjeux, retenu une définition des disciplines rares et détaillé les réflexions menées dans plusieurs pays européens, le rapport, rendu en décembre 2014, met en avant 14 propositions, dont la mise en place d'un observatoire des disciplines et de leur évolution qui pourrait travailler en réseau avec les autres observatoires européens."

Damien Brochier, Claudine Romani. [40 ans d'apprentissage à l'Education nationale](#). Marseille : CEREQ, mars 2015

"L'apprentissage au sein de l'Éducation nationale évolue discrètement depuis 40 ans. Au début des années 90, l'offre s'organise et s'institutionnalise ; pour autant, les effectifs restent en deçà des ambitions. Règles gestionnaires inadaptées et déficit de légitimité chronique au sein du monde de l'éducation sont en partie en cause. La volonté politique actuelle de lever ces freins passe par l'encouragement à la mixité des parcours de formation, ainsi que par le renforcement des partenariats avec les acteurs du monde économique."

Claire David. [Méthodes et méthodologie : de l'apprentissage universitaire](#). Paris : LJLL - Laboratoire Jacques-Louis Lions, mars 2015

"L'entrée dans le monde universitaire marque, en termes d'apprentissage, une rupture. Un enseignement spécifique de méthodologie, à même de donner, au public étudiant, les règles indispensables, est proposé en première année de licence. Nous proposons de replacer celui-ci dans un contexte plus général, avec, en perspective amont, les lumières sur les processus de l'apprentissage données par les sciences cognitives, pour aboutir, en aval, à des avancées en termes de formation."

European Commission. [Education and Training Monitor 2014](#). Novembre 2014

La Commission Européenne a publié la troisième édition du suivi de l'éducation et de la formation en novembre 2014. Il soutient la mise en œuvre du cadre stratégique pour la coopération européenne dans le domaine de l'éducation et de la formation (ET 2020) en renforçant les données concrètes et en les reliant plus étroitement au cadre plus large de la stratégie Europe 2020 et aux recommandations par pays adoptées par le Conseil dans le cadre du semestre européen.

Il s'accompagne de [28 rapports par pays](#), ainsi que d'un [outil de visualisation](#) qui permet d'évaluer les performances et les progrès réalisés par les États membres par rapport aux objectifs fixés pour 2020.

Enfin, le site web du [Centre de recherche pour l'éducation et la formation tout au long de la vie \(CRELL\)](#) du JRC présente les autres indicateurs utilisés tout au long de l'exercice de suivi. Ces indicateurs font partie du cadre d'évaluation conjointe, un instrument qui permet d'effectuer un suivi cohérent et transparent de la situation dans tous les États membres

OCDE. [De la formation initiale à la vie active Faciliter les transitions](#). Paris : OCDE. Mars 2015

Dans quelle mesure la transition de l'enseignement obligatoire à la vie active a-t-elle changé dans les années 1990 ? Quelles sont les politiques les plus performantes ? Ces deux questions clés sont examinées dans cet ouvrage à la lumière de l'expérience de 14 pays de l'OCDE. Dans un contexte où les exigences en matière de niveau d'études et de compétences ne cessent de croître et où les populations vieillissent, peu de pays peuvent se permettre de laisser leurs jeunes entrer mal préparés sur un marché du travail où ils devront gérer sur le long terme des carrières en pleine mutation.

Cet ouvrage aborde les résultats en matière de transition d'une manière plus large que la plupart des études comparatives antérieures. Il présente ainsi toutes les facettes des mesures institutionnelles complexes que chaque pays a prises afin d'assurer une transition efficace vers la vie active. L'étude ne prône pas une solution unique, telle que l'apprentissage ; elle préconise plutôt des politiques nationales cohérentes, fondées sur un nombre limité d'ingrédients efficaces : une économie et un marché du travail sains, des passerelles fonctionnelles entre l'éducation initiale, le monde du travail et la formation continue, des opportunités de combiner formation et expérience professionnelle, des filets de sécurité pour les personnes à risques, des systèmes d'information et de conseil performants, et des politiques impliquant aussi bien les gouvernements que les autres partenaires. Ce livre analyse également les différentes façons qu'ont les pays de stimuler l'apprentissage à vie pendant la phase de transition : il peut s'agir de transformer les filières et les établissements d'enseignement ou d'adopter des approches plus centrées sur l'élève.

OCDE. [Éducation et emploi Quelles différences entre les sexes ?](#) Paris : OCDE, 2015

Chez les 25-34 ans, les femmes sont plus nombreuses que les hommes à avoir un diplôme de l'enseignement tertiaire dans 33 des 36 pays disposant de données comparables. Des inégalités persistent entre les sexes dans certains domaines : les hommes sont ainsi plus nombreux à étudier les sciences, l'informatique et l'ingénierie, tandis que les femmes dominent les domaines de l'éducation, de la santé et de la protection sociale. Malgré un niveau de formation plus élevé, les jeunes femmes affichent toujours un taux d'emploi inférieur à celui des jeunes hommes, même si l'écart entre les sexes est bien plus faible chez les diplômés de l'enseignement tertiaire que chez les individus dont le niveau de formation est inférieur. Les revenus des femmes diplômées de l'enseignement tertiaire représentent environ trois quarts de ceux des hommes, à niveau égal de formation. Ce constat peut s'expliquer en partie par la sous-représentation des femmes aux plus hauts niveaux de l'enseignement tertiaire et dans certains domaines d'études donnant accès à des emplois très rémunérateurs.

Tom Loveless. [How Well Are American Students Learning?](#) Brown Center ; march 2015

Dans le rapport Brown sur l'éducation américaine en 2015, Tom Loveless examine l'écart de réussite entre les sexes en lecture, les effets de la base de compétences commune sur English Language Arts, et la relation entre l'engagement des élèves et le rendement scolaire. Lire aussi la [synthèse du rapport](#) en ligne.

COTNAM-KAPPEL Megan - [E nostre lingue sò e nostre vite : une étude comparative des paroles des enfants quant au processus de choix scolaire en milieu minoritaire en Ontario et en Corse](#). Thèse en sciences de l'éducation, soutenue en 2014, sous la dir. de Alain DI MEGLIO & Phyllis DALLEY (Université de Corse-Pasquale Paoli)

« Cette thèse met l'accent sur les paroles des enfants-acteurs colligés alors qu'ils vivaient le processus de choix scolaire durant le moment de transition entre paliers élémentaire et secondaire en milieu minoritaire. Ce choix de problématique est motivé par le fait que le domaine du choix scolaire est dominé par des adultes qui décident, qui parlent pour les enfants concernés ou bien qui les catégorisent par ce processus sans pour autant inclure les enfants dans les recherches sur un processus qui les concerne directement. Par ailleurs, l'intérêt particulier pour le choix de la langue d'instruction du projet m'a incitée à mener une étude comparée internationale pour mieux comprendre les particularités et similarités des vécus des enfants de la Corse et de l'Ontario, deux territoires fortement marqués par les questions sociolinguistiques. La question de recherche principale de cette thèse est la suivante : quels processus conduisent les enfants de l'Ontario et de la Corse à poursuivre ou non leur scolarité dans une école ou une filière de langue minoritaire ou majoritaire? Ma position épistémologique de chercheuse interprétative, critique et réflexive encadre mon intérêt scientifique aux paroles des enfants-participants. La méthodologie du projet constitue une étude de cas comparative de type ethnographique. En outre, les outils de collecte de données, soit l'observation participante, le questionnaire et l'entrevue semi-dirigée, ainsi qu'une analyse des contextes scolaire, familial et national permettent une analyse plus rigoureuse et holistique des cas étudiés. L'analyse dévoile que le processus de choix scolaire représente une convergence des métiers d'élève, d'enfant et d'enfant-citoyen dans la construction du projet personnel de chaque enfant quant à son avenir scolaire et social. Qui plus est, cette analyse fait poindre le besoin de mieux accompagner les enfants au cours des processus de choix et de transition scolaire qu'ils vivent, de mieux outiller, voire informer, les parents quant à ces processus et à repenser l'éducation civique en milieu minoritaire. La contribution au domaine éducationnel de cette thèse est importante à plusieurs égards, notamment par rapport 1) à la place centrale qu'occupent les paroles des enfants-participants; 2) au regard particulier sur le choix de la langue d'instruction en milieu minoritaire et 3) à la visée comparative et au rapprochement des cas de l'Ontario et de la Corse qui font progresser la compréhension des enjeux de l'éducation en milieu minoritaire.

HOAREAU Véronique - [La reconversion professionnelle à la Réunion : de la formation à la construction identitaire](#). Thèse en sciences de l'éducation, soutenue en 2014, sous la dir. de Alain DI MEGLIO & Phyllis DALLEY (Université de la Réunion)

« Le CIF institué en 1970, repris par la réforme de la formation professionnelle est un dispositif qui permet aux personnes désireuses de se reconvertir professionnellement, de suivre une formation et de réaliser leur projet. Du point de vue des chercheurs, cette question est centrale d'une part dans un contexte économique marqué par le chômage et d'autre part dans une société où l'idéologie principale consiste en la réalisation de soi. La quête de sens, s'impose aux individus comme une évidence, presque qu'un impératif. En définitive, notre travail a permis de mettre en lumière les facteurs permettant d'apprécier la réalisation de la reconversion professionnelle : facteurs psychosociologiques et environnementaux. Premièrement, la reconversion professionnelle volontaire est soumise à l'influence particulière du contexte socio-professionnel qui va conditionner sa réalisation. Elle est aussi caractérisée par une dynamique psychologique qui dépend principalement du sens subjectif donné à la démarche de changement. Enfin, nous avons pu

déterminer que la persistance du projet a un lien direct avec la dynamique identitaire qui sous-tend le processus de transformation dans une stratégie globale de changement. En outre, nous avons pu mettre en relief quatre profils identitaires de personnes en reconversion professionnelle volontaire. La perspective d'une « formation tout au long de la vie » s'illustre à travers cette recherche qui offre une lecture des stratégies mises en œuvre dans la prise de pouvoir du sujet sur son parcours. »

RIVOLIER Agnès - [Entre théologie, philosophie et politique : analyse historique de la légitimisation de l'autorité pédagogique](#). Thèse en sciences de l'éducation, soutenue en 2013, sous la dir. de Philippe FORAY (Université Jean Monnet-Saint-Étienne)

« A l'heure où d'aucuns déplorent la perte d'autorité à l'école, l'évocation d'un âge d'or de l'autorité des professeurs est récurrente. Tout se passe comme si cette autorité avait été évidente jusqu'à la fin du XIXe siècle au point de n'avoir jamais eu à être légitimée pour exister. C'est à ce mythe que s'intéresse cette thèse. Aborder pareille question justifiait un effort de compréhension pour un passé qui, bien qu'il ne nous concerne plus, n'en reste pas moins la base sur laquelle, ou contre laquelle, le présent s'est construit. En d'autres termes, il s'agissait de remonter aux sources de l'autorité pouvant être invoquées comme éléments de légitimation. C'est pourquoi la période étudiée est une « longue durée » s'étendant de l'Antiquité jusqu'à l'aube de la IIIe République. Répondant à la question de recherche : « Sur quelles raisons s'est étayée la légitimité de l'autorité des maîtres et sur quels moyens externes cette autorité s'est-elle appuyée ? », cette thèse démontre que l'autorité des maîtres d'école primaire a, au contraire de ce qui est souvent affirmé, nécessité, de tous temps, des discours de légitimation de la part des théoriciens de l'éducation qu'ils soient religieux, philosophes ou politiques. En effet, en s'appuyant sur une typologie des formes de légitimation de l'autorité, inspirée de celle qui avait été établie par Max Weber, elle met non seulement en évidence des éléments de légitimation de l'autorité pédagogique propres à certaines périodes historiques mais elle fait également la lumière sur l'existence de trois invariants de cette légitimation : le patriarcalisme, le charisme de fonction et la codification morale. »

### ***Repéré sur : Insee.fr***

Nicole Schoen et Jean-François Bigot. [En 2013, 88 sociétés sous contrôle direct de l'État emploient directement ou indirectement plus de 800 000 salariés](#). INSEE Première, n°1541, avril 2015

En 2013, l'État contrôle directement 88 sociétés françaises. Par le biais de ces dernières et de leurs filiales, il contrôle au total 1 444 sociétés françaises, qui emploient plus de 800 000 salariés. Par rapport à 2012, le nombre de sociétés contrôlées par l'État augmente de 40 unités, et l'emploi total s'accroît faiblement. Le secteur d'activité prédominant est le secteur tertiaire. En trente ans, après plusieurs vagues de privatisations, le nombre de sociétés contrôlées majoritairement par l'État est passé de 3 500 à 1 500, tandis que les effectifs salariés ont diminué des deux tiers, passant de 2 350 000 à 800 000.

### ***Repéré sur : OCDE.fr***

Andreas Schleicher. [Des écoles pour les apprenants du XXIe siècle : des chefs d'établissement énergiques, des enseignants confiants et des méthodes novatrices](#). Paris : OCDE, 2015.

"Les compétences dont les élèves ont besoin pour contribuer véritablement à la société changent constamment, mais nos systèmes éducatifs ne tiennent pas le rythme. La plupart des établissements d'enseignement d'aujourd'hui n'ont guère changé par rapport à ceux de la génération précédente et, souvent, les enseignants eux-mêmes ne mettent pas en oeuvre les pratiques et les compétences requises pour répondre aux besoins divers des apprenants d'aujourd'hui."

***Repéré sur : [ove-national.education.fr](http://ove-national.education.fr)***

Kristina Hauschildt, Christoph Gwośc, Nicolai Netz, Shweta Mishra. [Social and Economic Conditions of Student Life in Europe : Synopsis of Indicators | EUROSTUDENT V 2012–2015](#). Hannover : DZHW, 2015.

Les données économiques et sociales des étudiants des quelques 30 pays participants ont permis de réaliser un rapport très complet intitulé « Social and Economic Conditions of Student Life in Europe ». L'OVE y a contribué pour la France avec l'enquête Conditions de vie des étudiants 2013. Y sont abordées les thématiques essentielles des ressources et dépenses des étudiants, de leur situation résidentielle, de leur mobilité à l'international, etc.

***Repéré sur : [Repec.org](http://Repec.org) ©2013 by Joao Carlos Correia Leitao***

Jaap Dronkers ; Dronkers ; Roxanne-Amanda Korthals. [Tracking, schools' entrance requirements and the educational performance of migrant students](#)

The aim of this paper is to investigate the relation between tracking and migrant students' performance (and parental background), taking into account school selection policies, and to compare the results across natives, first and second generation migrants. We combine two insights: the need to take into account school level variables when estimating the relation between education system and student performance and the need for including region of origin to correctly estimate models for migrant students. We use PISA 2009, selecting 31 countries with school features, of which 15 countries with information on the region of origin of the migrant students. We run separate analyses for native and first and second generation migrants, without and with origin dummies. We find that migrant students in education systems with many tracks which are themselves in schools in which the principal always considers prior performance in accepting students to the school have equal or higher scores than students in systems with only one track. However, in the full sample the influence of education systems for first generation students is absent: their performance is nearly only based on individual and school characteristics, while the performance of second generation migrant students is also influenced by tracks or prior performance. Still, the influence of the combination of tracks and entrance selection is weaker than that for native students.

[Role of Educational Data Mining Model in university course selection by the students.](#)

Rehman, Mobeen

[Course Withdrawal Dates, Tuition Refunds, and Student Persistence in University Programs](#)

Felice Martinello (Department of Economics, Brock University)

University policies, such as the last date for withdrawal from courses without academic penalty and tuition refund schedules, vary across universities and over time. Data on those policies at 38

Canadian universities, 1997-2005, are used to estimate their relation to whether students: (i) continued in their first university program, (ii) switched to another program or institution, or (iii) exited post secondary education. The Youth in Transition Survey, Cohort B, provides data on students' characteristics and education outcomes. Controls for students' characteristics and backgrounds, cohort year effects, and university characteristics are included. Students enrolled in schools with more generous tuition refund schedules are less likely to exit post secondary education between second and third year, but the result is not robust to the inclusion of individual university fixed effects. Students facing later withdrawal deadlines are more likely to switch (transfer) to other programs or institutions between their first and second year, in both the university characteristics and university fixed effects specifications.

#### [Finance for All: The Impact of Financial Literacy Training in Compulsory Secondary Education in Spain](#)

Hospido, Laura (Bank of Spain) ; Villanueva, Ernesto (Bank of Spain) ; Zamarro, Gema (University of Southern California)

We estimate the impact on objective measures of financial literacy of a 10-hours financial education program among 15-year old students in compulsory secondary schooling. We use a matched sample of students and teachers in Madrid and two different estimation strategies. Firstly, we use reweighting estimators to compare the performance in a test of financial knowledge of students in treatment and control schools. In another specification, we use school fixed-effect estimates of the effect of the course on change in the score in tests of financial knowledge. The program increased treated students' financial knowledge by between one fourth and one third of a standard deviation. We uncover heterogeneous effects, as students in private schools did not increase their knowledge much, possibly due to a less intensive implementation of the program. Secondly, we analyze the bias that arises because the set of schools that participate in financial literacy programs is not random. Such selection bias is estimated as the pre-program performance in financial PISA of students in applicant schools relative to a nationally representative sample of schools. We then study if estimators that condition on school and parental characteristics mitigate selection bias.

#### [The Impact of College Peers on Academic Performance: Evidence from a Natural Experiment in Chile](#)

Díez-Amigo, Sandro

First year students at the Pontificia Universidad Católica de Chile, one of the leading Chilean universities, are randomly assigned to their first semester college class groups. This paper takes advantage of this natural experiment in order to robustly estimate the impact of peer characteristics on undergraduate academic performance. The research hypothesis is that being assigned as a freshman to a group with more or less students from a same school, or from a given socioeconomic background, may result in very different patterns of adaptation, potentially impacting academic performance. This paper finds evidence which suggests that, contrary to the results found in most of the existing literature, the average college admission score of first semester classmates not only has no positive impact on the academic performance of undergraduate students, but may actually be negatively affecting their grades. Also, although there are some differences across degrees and secondary school types, in general undergraduate students are more likely to be dismissed, and have lower grades, when they share their first semester college class with a secondary schoolmate. Moreover, students assigned to first semester college classrooms with a higher concentration of classmates who attended the same secondary school(s) generally have significantly lower grades, and are less likely to graduate. Finally, students sharing their first semester college classroom with

students from public or subsidized secondary schools are more likely to be dismissed due to poor academic performance. The fact that these peer effects are persistent in time points to the existence of a path dependence pattern, suggesting that this initial period in college is key for student adaptation. These findings have important implications for the design of policies intended to improve the adaptation of freshman college students and the access to higher education, suggesting that students would benefit from targeted first semester college class group assignment policies, as well as from additional transitional aid tailored to their profiles.

#### [Reducing university dropout rates with entrance tests – self-fulfilling prophecy or high quality students](#)

Mirjam Strupler Leiser (Centre for Research in Economics of Education, University of Bern) ; Stefan C. Wolter (Centre for Research in Economics of Education, University of Bern)

In periods of student booms in tertiary education, the selection of students entering universities gains importance. Consequently, assessing the suitability of different selection methods is crucial for a fair selection process. This paper analyzes whether study success before and after the introduction of an aptitude test is a reasonable measure for the performance of such a test. Employing data from Swiss medical schools, we exploit the implementation of an aptitude test in 1998. The dropout rate in medical schools decreased significantly after the introduction of the test. However, utilizing the performance of transfer students from medical schools – students leaving medical sciences for another subject area – we demonstrate that this reduction in student dropout was not solely a result of better student quality but also of reduced standards in those medical schools. Applying a difference-in-differences strategy, we provide evidence for the endogeneity of dropout rates in medical sciences.

#### [Determinants of University Tuition in Japan](#)

Fumitoshi Mizutani (Graduate School of Business Administration, Kobe University) ; Noriyoshi Nakayama (Graduate School of Economics, Nagoya City University) ; Tomoyasu Tanaka (Faculty of Business Administration, Kinki University)

The main purpose of this study is to find the factors involved in determining private university tuition level. Furthermore, we test whether or not university tuition of prestigious (higher standard deviation score) private universities is lower than that of less prestigious private universities. Japanese researchers have drawn conflicting conclusions about this issue. We obtain the following results. First, important factors affecting tuition are (i) the size of university (i.e. the number of attending students), (ii) the quality of the university (i.e. standard deviation scores), (iii) urban and competition factors (i.e. the inverse of HHI), and (iv) subsidies to private universities. Second, empirical results show that university tuition is higher at very prestigious universities, a tendency similar to that in the US. Third, bigger university size and greater availability of subsidies tend to reduce the tuition level.

#### [Destructive Creation: School Turnover and Educational Attainment](#)

Nicolas Grau ; Daniel Hojman ; Alejandra Mizala

In this paper we analyze the effect of school entry and exit in the Chilean market-oriented educational system. During the period 1994-2012, nearly 2,150 schools closed (more than 2,800 if pre-K and kindergarten centers are included), around one-fifth of the current stock of schools. At the same time 3,770 new schools entered the school system, mostly private-voucher schools. Given this



significant school turnover we estimate the potential “productivity gains” associated to market's creative destruction dynamics by studying its impact on students' standardized achievement tests. We find that, at the municipality level, school turnover predicts changes in school performance -after control- ling for students' socioeconomic status- only for low population municipalities, while it has no effect for high population municipalities. Moreover, we find a negative impact on school performance if turnover is associated with a significant school replacement. Finally, we estimate the potential educational costs of this dynamics, trying to identify the causal effect of school closure on grade repetition and high-school dropout rates. Using a large panel of individual student data that contains academic achievement and socio-demographic characteristics, we identify a causal effect of school closures on grade retention and school dropouts. School exit is associated with a 60 per cent increase in the probability of grade repetition in 5th grade and a 79 per cent increase in the probability of school dropout in tenth grade.

### [A Field Study on University Enrolment: The Intentions of Prospective Students](#)

Martina Menon ; Federico Perali

We study the university choice of prospective students using a unique dataset enriched with "lab-in-the-field" experiments aimed at eliciting risk and time preferences of students. Controlling for assortative mating, we find that father's rather than mother's education is significantly associated with the likelihood of children's enrolment in university indicating that the intergenerational transmission of human capital is mainly channelled through the father's education. Family possessions, as measured by homeownership, are positively associated with the likelihood of children's enrolment, while parental income has a small impact on this choice. This result suggests that in our sample there is equal access to university irrespective of short-time family liquidity constraints. We also find that economic preference parameters, such as risk and time preferences, account for a small part of the prospect of enrolling in university, while subjective expectations , effort and school ability of children are strong predictors of future schooling investment. In addition, through a counterfactual analysis, sports activities among children appear to increase the university enrolment rate. Our findings provide helpful directions for decision-makers to attract talented students to tertiary education.

### [Competition, Selectivity and Innovation in the Higher Educational Market](#)

Lynne Pepall ; Dan Richards

Recent innovations in digital learning and web-based technologies have enabled scalability in educational services that has previously not been feasible presenting a potential disruption in traditional higher education markets. This paper explores the impact of these innovations in a vertically differentiated higher educational market with both selective and nonselective institutions. Selective institutions are characterized by peer effects and a revenue model that assures quality. Nonselective institutions have open admissions and are tuition driven. Students differ in their ability to benefit from educational services. We describe how selective and non-selective institutions compete for students through tuition and admission criteria and how free non-credentialed educational services such as MOOCs affect the market equilibrium. Our model also helps explain why selective institutions are the main proprietors of MOOCs.

### ["Gender and Student Achievement in Personal Finance: Evidence from Keys to Financial Success"](#)

Andrew T. Hill (Federal Reserve Bank of Philadelphia) ; Carlos J. Asarta (Center for Economic Education and Entrepreneurship, University of Delaware)

In this paper, we examine the performance of male and female students participating in a unique and successful high school program called Keys to Financial Success. Using the Financial Fitness for Life High School Test (FFFL-HS) results from 965 students enrolled in a one-semester Keys course, we discover no gender gap at the overall pretest level. We find, however, a significant gender gap favoring female students at the overall posttest level, a result that is also consistent with the overall performance of students participating in the norming of the FFFL-HS Test. We conclude by suggesting that the use of a carefully designed personal finance course, taught by instructors trained on the specific curriculum covered in that course, is essential for providing equal learning opportunities to both male and female high school students.

#### [The Academic Impact of Natural Disasters: Evidence from L'Aquila Earthquake](#)

Di Pietro, Giorgio (University of Westminster)

This paper examines the effect of the L'Aquila earthquake on the academic performance of the students of the local university. Following this traumatic event, not only are students likely to have developed an acute stress disorder, but they have also experienced a significant disruption in their learning environment because of the closure of several university buildings and the relocation to temporary premises. We compare changes in educational outcomes among students of the University of L'Aquila before and after the earthquake with changes in educational outcomes during the same time period among students enrolled at other Central Italian universities. The empirical results suggest that while this natural disaster has reduced students' probability of graduating on time by 6.6 percentage points, it has had no statistically significant effect on university drop-out in the very short-term. Additionally, the on-time graduation result masks differential gender effects.

#### [Subject Specific League Tables and Students' Application Decisions](#)

Chevalier, Arnaud (IZA) ; Jia, Xiaoxuan (Anglia Ruskin University)

Do applicants to higher education rely on expert judgement about the quality of the course when applying? Using application data across UK universities over a period of 8 years, we investigate how league tables affect prospective students' application decisions. We use subject specific ranking rather than the commonly used institution level ranking. We find that a one standard deviation change in the subject-level ranking score of an institution is associated with on average a 4.3% increase in application numbers per faculty. This effect is particularly pronounced among faculties with the best scores, and overseas applicants. Limits to the number of applications have increased the preponderance of league tables.

#### [Using "Cheat Sheets" to Distinguish Ability from Knowledge: Evidence from a Randomized Control Trial in Chile](#)

Díez-Amigo, Sandro

According to the existing evidence some higher education admission tests may be screening out students who, despite a relative lack of specific knowledge, possess as much intellectual ability as their peers. If this is the case, students from disadvantaged socioeconomic backgrounds are likely to be disproportionately affected, since they generally receive a primary and secondary education of worse quality than their better-off peers, often resulting in significant knowledge gaps. Also, although in some cases these formative shortcomings might be too large to be feasibly addressed at

the time of enrollment in higher education, it is plausible to think that in some cases they may perhaps be relatively easy to remedy. In view of all this, in this paper I present a diagnostics experiment, aimed at helping to better understand this issue. In particular, I custom-designed a multiple-choice test, intended to measure an individual's mathematical ability, while minimizing the reliance on previously acquired knowledge. Also, I put together a two page "cheat sheet", which outlined all the necessary concepts to successfully complete the exam, without providing any explicit answers. This test was subsequently used to evaluate the candidates applying for admission into a special access program at one of the leading Chilean universities. A staged randomized control trial was used to measure the difference in academic performance (i.e. number of correctly answered questions) across the three parts of the exam between students who received a "cheat sheet" after the first or second parts of the test, respectively. As expected, "cheat sheets" improved the average performance of candidates on the exam, but their impact varied considerably across individuals. Most importantly, "cheat sheets" proved significantly more beneficial (in terms of improved test performance) to those students who were more likely to have had a secondary education of lower quality. This result has important implications for educational policies in Chile and elsewhere, suggesting that a transition to ability-focused admission tests would facilitate the access to higher education for talented students from disadvantaged backgrounds.

#### [If You Get What You Want, Do You Get What You Need? Course Choice and Achievement Effects of a Vocational Education and Training Voucher Scheme](#)

Duncan McVicar (Queen's University Management School, Queen's University, Belfast) ; Cain Polidano (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

Outside of apprenticeships, allocations of public funds across vocational education and training (VET) courses are often made on the basis of government forecasts, with limited competition between (mostly public) colleges. This centralised model is often blamed for stifling responsiveness to skill demands and training quality. However, little is known about whether moving to alternative funding models improves outcomes. In this study, we exploit a natural experiment and population data to estimate the effects from the introduction of a broad-based voucher in VET in Australia. We show the voucher is associated with large increases in private college enrolments, improved match between course choice and employer demand, and higher student achievement, including in incumbent public colleges. Unlike studies in the school voucher literature, we find widespread benefits with no adverse impact on equity.

#### [Subject specific league tables and students' application decisions](#)

Arnaud Chevalier (IZA) ; Xiaoxuan Jia (Anglia Ruskin University and Royal Holloway, University of London)

Do applicants to higher education rely on expert judgement about the quality of the course when applying? Using application data across UK universities over a period of 8 years, we investigate how league tables affect prospective students' application decisions. We use subject specific ranking rather than the commonly used institution level ranking. We find that a one standard deviation change in the subject-level ranking score of an institution is associated with on average a 4.3% increase in application numbers per faculty. This effect is particularly pronounced among faculties with the best scores, and overseas applicants. Limits to the number of applications have increased the preponderance of league tables.

### [Skill Acquisition in the Informal Economy and Schooling Decisions: Evidence from Emerging Economies](#)

Tumen, Semih

Informal jobs offer skill acquisition opportunities that may facilitate a future switch to formal employment for young workers. In this sense, informal training on the job may be a viable alternative to formal schooling in an economy with a large and diverse informal sector. In this paper, I investigate if these considerations are relevant for the schooling decisions of young individuals using panel data on 17 Latin American countries as well as micro-level data for Turkey. Specifically, I ask if the prevalence of informal jobs distort schooling attainment. I concentrate on three measures of schooling outcomes: (1) secondary education enrollment rate, (2) out-of-school rate for lower secondary school, and (3) tertiary education graduation rate. I find that the secondary education enrollment rate is negatively correlated with the size of the informal economy, while the out-of-school rate is positively correlated. This means that informal training on the job may be crowding out school education in developing countries. The tertiary education graduation rate, however, is positively correlated with the size of informal sector, which implies that a large informal economy induces college attendance for those who are more likely to succeed. Policies that can potentially affect the size of the informal sector should take into consideration these second-round effects on aggregate schooling outcomes.

### [Educational Mismatch and Firm Productivity: Do Skills, Technology and Uncertainty Matter?](#)

Mahy, Benoît (University of Mons) ; Rycx, Francois (Free University of Brussels) ; Vermeyley, Guillaume (University of Mons)

The authors provide first evidence on whether the direct relationship between educational mismatch and firm productivity varies across working environments. Using detailed Belgian linked employer-employee panel data for 1999-2010, they find the existence of a significant, positive (negative) impact of over- (under-)education on firm productivity. Moreover, their results show that the effect of over-education on productivity is stronger among firms: (i) with a higher share of high-skilled jobs, (ii) belonging to high-tech/knowledge-intensive industries, and (iii) evolving in a more uncertain economic environment. Interaction effects between under-education and working environments are less clear-cut. However, economic uncertainty is systematically found to accentuate the detrimental effect of under-education on productivity.

### [Does Early Educational Tracking Increase Migrant-Native Achievement Gaps? Differences-In-Differences Evidence Across Countries](#)

Ruhose, Jens (Ifo Institute for Economic Research) ; Schwerdt, Guido (University of Konstanz)

We study whether early tracking of students based on ability increases migrant-native achievement gaps. To eliminate confounding impacts of unobserved country traits, we employ a differences-in-differences strategy that exploits international variation in the age of tracking as well as student achievement before and after potential tracking. Based on pooled data from 12 large-scale international student assessments, we show that cross-sectional estimates are likely to be downward-biased. Our differences-in-differences estimates suggest that early tracking does not significantly affect overall migrant-native achievement gaps, but we find evidence for a detrimental impact for less integrated migrants.

### [Do Universities Shape Their Students' Personality?](#)

Schurer, Stefanie (University of Sydney) ; Kassenboehmer, Sonja C. (Monash University) ; Leung, Felix (University of Sydney)

We investigate whether universities select by, or also shape, their students' personality, as implied by the human capital investment model. Using a nationally representative sample of Australian adolescents followed over eight years, we find that youth conscientiousness, internal locus of control, and low extraversion strongly predict the probability of obtaining a university degree. However, university education does not shape those personality traits associated with a strong work ethic and intellect. Yet, it offsets a general decline in extraversion as individuals age and boosts the development of agreeableness for men from disadvantaged backgrounds. Our findings contribute to the discussion whether universities should teach their students broader skills.

### [International Careers of Researchers in Biomedical Sciences: A Comparison of the US and the UK](#)

Cornelia Lawson (Department of Economics and Statistics Cogneetti De Martiis, University of Turin, Italy) ; Aldo Geuna (Department of Economics and Statistics Cogneetti De Martiis, University of Turin, Italy) ; Rodrigo Kataishi (Department of Economics and Statistics Cogneetti De Martiis, University of Turin, Italy) ; Manu el Toselli (Department of Economics and Statistics Cogneetti De Martiis, University of Turin, Italy) ; Ana Fernández-Zubieta (Institute for Advanced Social Studies - Spanish Council for Scientific Research, Spain)

This chapter analyses the mobility of academic biomedical researchers in the US and the UK. Both countries are at the forefront of research in biomedicine, and able to attract promising researchers from other countries as well as fostering mobility between the US and the UK. Using a database of 292 UK based academics and 327 US based academics covering the period 1956 to 2012, the descriptive analysis shows a high level of international mobility at education level (BA, PhD and Postdoc) with small, but significant transatlantic exchanges, and shows high levels of cross-border mobility amongst senior academics based in the UK. There is a high level of career mobility with 50% of the sample having changed jobs at least once, and 40% having moved within academia. There is no significant difference in job-job mobility between the two countries although there are some interesting institutional differences concerning international and cross-sector mobility. The empirical analysis focuses on the importance of postdoctoral training in the US and the UK. The results indicate that working in the US is correlated to higher researcher performance in terms of both publication numbers and impact/quality adjusted publications (in top journals and average impact). The publications of researchers with postdoctoral experience are generally of a higher average impact. This applies especially to postdoc experience at top-quality US institutions although a postdoc at a UK top institution is associated with higher top journal publications and higher average impact. In relation to the UK sample, we find that a US postdoc (especially in a top institution) is correlated to subsequent performance in the UK academic market. Finally, we see that US postdocs that stay in the US publish more and publications with higher impact/quality than those that move to the UK; however, these effects are stronger for those who studied for their PhD degree outside the US. Therefore, we find some evidence that the US is able to retain high performing incoming PhD graduates.

### [Education and employment: What are the gender differences?](#)

OECD

Among 25-34 year-olds, more women than men hold a tertiary qualification in 33 of the 36 countries for which data are comparable. Gender differences still exist in certain fields, with more men studying science, computing and engineering, and with women dominating education and health and welfare. Despite their higher educational attainment, young women still have lower employment rates than men, although the gender gap is much narrower for tertiary educated young women than for those with lower educational attainment. Women with tertiary education earn about three-quarters of their male peers' earnings. Some of this may be due to the under-representation of women at the highest levels of tertiary education, as well as in some fields of education, which are highly rewarded by the labour market.

#### ['High' Achievers? Cannabis Access and Academic Performance](#)

Marie, Olivier (Maastricht University) ; Zölitz, Ulf (IZA)

This paper investigates how legal cannabis access affects student performance. Identification comes from an exceptional policy introduced in the city of Maastricht which discriminated legal access based on individuals' nationality. We apply a difference-in-difference approach using administrative panel data on over 54,000 course grades of local students enrolled at Maastricht University before and during the partial cannabis prohibition. We find that the academic performance of students who are no longer legally permitted to buy cannabis increases substantially. Grade improvements are driven by younger students, and the effects are stronger for women and low performers. In line with how THC consumption affects cognitive functioning, we find that performance gains are larger for courses that require more numerical/mathematical skills. We investigate the underlying channels using students' course evaluations and present suggestive evidence that performance gains are driven by improved understanding of material rather than changes in students' study effort.

#### [Curbing adult student attrition. Evidence from a field experiment](#)

Raj Chande ; Michael Luca ; Michael Sanders ; Zhi Soon ; Oana Borcan ; Netta Barak-Corren ; Elizabeth Linos ; Elspeth Kirkman

Roughly 20% of adults in the OECD lack basic numeracy and literacy skills. In the UK, many colleges offer fully government subsidized adult education programs to improve these skills. Constructing a unique dataset consisting of weekly attendance records for 1179 students, we find that approximately 25% of learners stop attending these programs in the first ten weeks and that average attendance rates deteriorate by 20% in that time. We implement a large-scale field experiment in which we send encouraging text messages to students. Our initial results show that these simple text messages reduce the proportion of students that stop attending by 36% and lead to a 7% increase in average attendance relative to the control group. The effects on attendance rates persist through the three weeks of available data following the initial intervention.

#### [Learning to Take Risks? The Effect of Education on Risk-Taking in Financial Markets](#)

Black, Sandra E. (University of Texas at Austin) ; Devereux, Paul J. (University College Dublin) ; Lundborg, Petter (Lund University) ; Majlesi, Kaveh (Lund University)

We investigate whether acquiring more education when young has long-term effects on risk-taking behavior in financial markets and whether the effects spill over to spouses and children. There is substantial evidence that more educated people are more likely to invest in the stock market. However, little is known about whether this is a causal effect of education or whether it arises from the correlation of education with unobserved characteristics. Using exogenous variation in education

arising from a Swedish compulsory schooling reform in the 1950s and 1960s, and the wealth holdings of the population of Sweden in 2000, we estimate the effect of education on stock market participation and risky asset holdings. We find that an extra year of education increases stock market participation by about 2% for men but there is no evidence of any positive effect for women. More education also leads men to hold a greater proportion of their financial assets in stocks and other risky financial assets. We find no evidence of spillover effects from male schooling to the financial decisions of spouses or children.

### [Improving the Access to Higher Education for the Poor: Lessons from a Special Admission Program in Chile](#)

Díez-Amigo, Sandro

This paper presents a higher education special access program for students from disadvantaged socioeconomic backgrounds, custom-designed by the author for one of the leading Chilean universities, and implemented as a pilot during the 2013 and 2014 admission periods. A non-experimental comparison of the academic performance of special and ordinary admission students after enrollment finds evidence that, consistent with Arcidiacono et al (2011), although on average special admission students have comparable final grades than their ordinary admission peers, they tend to perform comparatively worse in "hard" subjects (i.e. those with a strong mathematical component). However, although special admission students seem more likely to decide to withdraw earlier, no significant differences in voluntary withdrawal or dismissal rates are observed between the latter and their ordinary admission peers. Moreover, an initial gap in GPA between special and ordinary admission students is closed by the end of the third semester of enrollment. All this suggests that, with some nuances, students from disadvantaged socioeconomic backgrounds can successfully catch up with their peers when provided with adequate support, and that special admission programs can therefore be an effective tool to improve the access to higher education. Nonetheless, the fact that the program was undersubscribed suggests that, apart from potential information diffusion problems, the minimum requirements set forth for special admission may have been too stringent, and/or that the demand for special admission among the targeted student population may not be as large as predicted.

### [Embedding Professional Development in Schools for Teacher Success](#)

OECD

Teachers report participating in more non-school than school embedded professional development (i.e. professional development that is grounded in teachers daily professional practices). Participation in non-school and school embedded professional development varies greatly between countries. Teachers report more positive impacts on their classroom teaching from school than non-school embedded professional development.

### [Strategy-Proof Fair School Placement](#)

Alcalde, José ; Romero-Medina, Antonio

This paper provides an 'escape route' from the efficiency-equity trade-off in the School Choice problem. We achieve our objective by presenting a weak notion of fairness, called  $\tau$ -fairness, which is always satisfied by some allocation. Then, we propose the adoption of the Student Optimal Compensating Exchange mechanism, a procedure that assigns a  $\tau$ -fair allocation to each problem. We

further identify a condition on students' preferences guaranteeing incentive compatibility of this mechanism.

### [The role of universities from the north-western Romania in the development of regional knowledge-based economies](#)

Chirodea, Florentina

Innovation, another important component of this type of economy, constitutes, in turn, an indicator of global competitiveness. In the national and supranational processes and strategies to implementation of regional knowledge-based economy, a leading role is played by universities, turned into spaces of the integrated approach of the triangle education–research–innovation. The study aims to analyze the involvement of higher education institutions in the North–West Development Region in the transformation of the local economy. The data collected will allow us to highlight the mechanisms through which partnerships involving academic communities fail to transform knowledge from publications, patents and prototypes in technologies and “services economically and socially assimilated”.

### [The Effect of Georgia's HOPE Scholarship on College Major: A Focus on STEM](#)

Sjoquist, David L. (Georgia State University) ; Winters, John V. (Oklahoma State University)

There is growing concern in the U.S. that the nation is producing too few college graduates in science, technology, engineering, and mathematics (STEM) fields and there is a desire to understand how various policies affect college major decisions. This paper first uses student administrative records from the University System of Georgia to examine whether Georgia's HOPE Scholarship has affected students' college major decisions, with a focus on STEM majors. We find consistent evidence that HOPE reduced the likelihood that a USG student earned a degree with a major in a STEM field. The paper explores alternative reasons why HOPE reduced the likelihood of earning a STEM major.

### [Schools and Stimulus](#)

Dupor, William D. (Federal Reserve Bank of St. Louis) ; Mehkari, M. Saif (University of Richmond)

This paper analyzes the impact of the education funding component of the 2009 American Recovery and Reinvestment Act (the Recovery Act) on public school districts. We use cross-Sectional differences in district-level Recovery Act funding to investigate the program's impact on staffing, expenditures and debt accumulation. To achieve identification, we use exogenous variation across districts in the allocations of Recovery Act funds for special needs students. We estimate that \$1 million of grants to a district had the following effects: expenditures increased by \$570 thousand, district employment saw little or no change, and an additional \$370 thousand in debt was accumulated. Moreover, 70% of the increase in expenditures came in the form of capital outlays. Next, we build a dynamic, decision theoretic model of a school district's budgeting problem, which we calibrate to district level expenditure and staffing data. The model can qualitatively match the employment and capital expenditure responses from our regressions. We also use the model to conduct policy experiments.

### [The Educational Upgrading of Japanese Youth, 1982-2007: Are All Japanese Youth Ready for Structural Reforms?](#)

Arai, Yoichi (National Graduate Institute for Policy Studies Japan) ; Ichimura, Hidehiko (University of Tokyo) ; Kawaguchi, Daiji (RIETI, Hitotsubashi University)



Are all Japanese youth ready for the structural reforms proposed as a supply-side policy of Abenomics? To answer this question, we assess how well Japanese youth have coped with the labor market's long-term structural changes, induced primarily by deepening interdependence with emerging economies and rapid technological progress over the last three decades. We examine the role of educational upgrading on the labor-market outcomes of youth between the ages of 25 and 29, using six waves of micro data from the Employment Status Survey spanning from 1982 to 2007. The analysis demonstrates that the demand growth for skilled labor relative to unskilled labor has been met by the educational upgrading of youth through the expansion of tertiary education, including education in vocational schools. Youth left behind the trend of educational upgrading, however, have suffered significantly from decreasing employment opportunities and deteriorating working conditions.

#### [Network Structure and Education Outcomes: Evidence from a Field Experiment in Bangladesh](#)

Hahn, Youjin (Monash University) ; Islam, Asadul (Monash University) ; Patacchini, Eleonora (Cornell University) ; Zenou, Yves (Stockholm University)

We study the causal impact of network centrality on educational outcomes using field experiments in primary schools in Bangladesh. After obtaining information on friendship networks, we randomly allocate students into groups and give them individual and group assignments. We find that groups that perform best are those whose members have high Katz-Bonacich and key-player centralities. Leaders are mostly responsible for this effect, while bad apples have little influence. Own Katz-Bonacich centrality is associated with better individual performance only if it is above the average centrality of the group. Further experiments reveal that leadership, as measured by network centrality, mainly captures non-cognitive skills, especially patience and competitiveness.

#### [The Role of Education and Family Background in Marriage, Childbearing and Labor Market Participation in Senegal](#)

Marchetta, Francesca (CERDI, University of Auvergne) ; Sahn, David E. (Cornell University)

This paper examines the role of education and family background on age at marriage, age at first birth, and age at labor market entry for young women in Senegal using a rich individual-level survey conducted in 2003. We use a multiple-equation framework that allows us to account for the endogeneity that arises from the simultaneity of the decisions that we model. Differences in the characteristics of the dependent variable informed the choice of the models that are used to estimate each equation: an ordered probit model is used to analyze the number of completed years of schooling, and a generalized hazard model for the other three decisions. Results show the importance of parental education, especially the father, on years of schooling. We find that each additional year of schooling of a woman with average characteristics delays marriage and the age at first birth by 0.5 and 0.4 years, respectively. Parents' education also reduces the hazard of marriage and age of first birth, while the death of parents has just the opposite effect, with the magnitudes of effects being larger for mothers. Delaying marriage also leads to an increase in the hazard of entering the formal labor market, as does the education and death of the women's parents.

#### [Education and migration: empirical evidence from Ecuador](#)

Chiara Falco

This study examines how the educational level attained by individuals affects their migration propensity. Using an original 2006 Ecuadorian survey, which gathered information on household

members who were not in the country at the time of the survey (i.e., emigrants), we implement a Regression Discontinuity Design and control for potential endogeneity of the education explanatory variable based on the 1977 educational reform in Ecuador. Our results provide evidence of positive self-selection among migrants. Taking into account the 27{57 age sample, an individual with a lower secondary level of education increases the migration propensity by 31.30%; this propensity is even higher (34.47%) when the sample of migrants is restricted to the urban areas. Considering both country-specific characteristics and gender differentials, our results do not indicate a significant impact of an increase in human capital on the male migration propensity. However, there is a positive and significant effect on the female migration propensity, in particular, for women from larger cities. The results are consistent with theoretical models related to positive self-selection in response to labor market distortions, such as the disparities between genders.

### [Understanding the success of London's schools](#)

Simon Burgess

This paper contributes to understanding the 'London Effect', focussing on the role of the ethnic composition. The aim is to understand the statistical contribution to the London premium of ethnic composition. I also analyse data on the performance of recent immigrants. The results confirm that pupil progress on standard measures is significantly higher than the rest of England, 9.8% of a standard deviation. This is entirely accounted for by ethnic composition. The last decade of results shows the same result. I show that for other measures of attainment, the London premium is halved but remains significant.

### [Wish You Were Here? Quasi-Experimental Evidence on the Effect of Education on Attitude toward Immigrants](#)

d'Hombres, Beatrice (European Commission) ; Nunziata, Luca (University of Padova)

We use European Social Survey and Labour Force Survey data to estimate the causal effect of education on European natives' opinion toward immigration exploiting reforms in compulsory education in Europe in the 1960s through the 1990s. Our findings show that higher education leads to a more positive attitude toward immigrants. We also investigate the mechanisms behind the effect of education on attitudes by evaluating both economic and non-economic channels. We find that higher education places individuals in occupations that are less exposed to the negative externalities of migration, although not in sectors/occupations where the share of migrants is necessarily smaller, suggesting that migrants and low-educated natives are complementary rather than substitutes in the labour market. In addition, education alters values and the cognitive assessment of the role of immigration in host societies, with a positive effect on tolerance of diversity and a positive effect on the assessment of immigration's role in host countries. Our findings suggest that education as a policy instrument can increase social cohesion in societies that are subject to large immigration flows.

### [Comparable Estimates of Returns to Schooling Around the World](#)

Claudio E. Montenegro ; Harry Anthony Patrinos

Rates of return to investments in schooling have been estimated since the late 1950s. In the 60-plus year history of such estimates, there have been several attempts to synthesize the empirical results to ascertain patterns. This paper presents comparable estimates, as well as a database, that use the same specification, estimation procedure, and similar data for 139 economies and 819 harmonized

household surveys. This effort to compile comparable estimates holds constant the definition of the dependent variable, the set of control variables, the sample definition, and the estimation method for all surveys in the sample. The results of this study show that (1) the returns to schooling are more concentrated around their respective means than previously thought; (2) the basic Mincerian model used is more stable than may have been expected; (3) the returns to schooling are higher for women than for men; (4) returns to schooling and labor market experience are strongly and positively associated; (5) there is a decreasing pattern over time; and (6) the returns to tertiary education are highest.

#### [Correlation, Consumption, Confusion, or Constraints: Why do Poor Children Perform so Poorly?](#)

Elizabeth M. Caucutt ; Lance Lochner ; Youngmin Park

The economic and social mobility of a generation may be largely determined by the time it enters school given early developing and persistent gaps in child achievement by family income and the importance of adolescent skill levels for educational attainment and lifetime earnings. After providing new evidence of important differences in early child investments by family income, we study four leading mechanisms thought to explain these gaps: an intergenerational correlation in ability, a consumption value of investment, information frictions, and credit constraints. In order to better determine which of these mechanisms influence family investments in children, we evaluate the extent to which these mechanisms also explain other important stylized facts related to the marginal returns on investments and the effects of parental income on child investments and skills.

#### [Children and School Meals: The New Party to Negotiations for Sustainability](#)

Mikkola, Minna ; Post, Anna

School meals, served free for young people at primary and secondary education in Finland and Sweden, imply the welfare state's effort at being responsible for the wellbeing of young people. This aim is very concretely expressed by the provision of statutory school meals which satisfy about one third of daily nutritional needs, offer a broad food cultural selection of meals with different ingredients and are meant to introduce children to table manners (Finnish National Board of Education, 2008; Lintukangas et al., 2008; Valtion ravitsemusneuvottelukunta, 2008). This 'proper meal' (Murcott, 1982) additionally reflects strongly the scientific view on nutrition (Valtion ravitsemusneuvottelukunta, 2008), and thereby connects with European historical challenges to enhance the poor nutrition status of children from families of limited means (Ahonen, 2003; Morgan and Sonnino, 2008; Spigarolo et al., 2010). The welfare state thus enters the sphere of responsibility of the family for their children (Rothstein, 1996), as it eases parental care by removing the cost and effort of meal provision from the family to the public actor. This school meal system thus not only aims to offer collateral support for learning but to promote healthy eating as a condition for public health. Currently, the focus of school catering aims to expand from the individual health to environmental health and even wider to sustainability (Morgan and Sonnino, 2008). This view has been evident in public caterers' efforts across Finland (Mikkola, 2009a) as well as in individual rectors' work for joining programs such as the Green Flag, entailing occasionally the provision of organic food as a proxy to sustainability (Mikkola, 2009b). These interests also draw on Union and national level policy support (ICLEI, 2008; Ministry of Environment, 2009) whereby the school meal becomes "a prism" of sustainability interests (Morgan and Sonnino, 2008), promoted by public actors (Mikkola, 2009; Morgan and Sonnino, 2008; Spigarolo et al., 2010). It is highly relevant to explore the impacts of these policies on children through activities such as public catering; 'does it deliver' the

expected benefits in terms of increasing sustainability orientations by the children? This paper probes into children's responses to school meals, with emphasis on the potential to learn healthy and sustainable eating practices.

### [The Students Who Come to the University are Weak in Mathematics, Why and Where is the Problem?](#)

Mahmoud Syam (QATAR UNIVERSITY) ; Mohamed Chabi (QATAR UNIVERSITY) ; Muneer Al Wadi (QATAR UNIVERSITY)

Weakness of students in mathematics is a very old problem, discovering the source of this weakness is not an easy mission and needs to check the curriculum, teaching methods, learning process, assessment methods and using the technology in teaching mathematics. In addition, Mathematics is a vertically structured field, secondary stage depends on preparatory stage which depends also on primary stage. Determining the source of weakness depends on the outcomes of each stage by using international tests to be fair with all stages including the first year University students. In this paper, Authors used four international tests to discriminate the level of students and to investigate their actual performance in the levels; grade 4, grade 8 and first year University students and the end of secondary stage. These international tests are TIMSS for grades 4 and 8, PISA for grade 10, and ACT and ACCUPLACER for first year University students. It is found that the problem starts after grade 8 specially in secondary stage. Teachers, curriculum, teaching methods, lack of using technology, instructional language, using the calculators continuously and lack of communication between the schools and the university are factors affect students' transition from high school to university.

Keywords: TIMSS, ACT, PISA, ACCUPLACER, Student, School, University, Education System.

### [Factors affecting the education of the new generation](#)

Ann Sirbiladze (University of Georgia) ; Ia Aptarashvili (Tbilisi State University)

In modern educational space an important topic for studies are the factors that influence on the education, and specifically observing what does exactly influence on the academic achievement of student and his/her level of education. Accordingly, the purpose of our research was to find out what influence do the two important forces- family and government have on student's academic achievement. Therefore our research was planned to have two stages. In study 1, we examined whether parental-psychological and financial involvement has an effect on student's academic achievement. Specifically, we examine whether this involvement varies on different educational level and what are the primary priorities of parental investment and support. The survey has been carried out in the families where children, pupils of the final stage of high school or students live. The research method was a structural interview and it included the following general blocks: Demographic data of the family, period of Preschool education, Primary education, Basic education and Secondary education, Forms of parental involvement, Evaluation of academic and educational success of a student. In study 2, we tested what predictive value does the financial support, made by the government, has for the development of new generation. Specifically we tried to find out the relationship between the percentage of GDP of particular country that is issued for funding the general education and the general educational level of the country. In order to ascertain the common educational level of the countries, we have used the results of the international researches, such as PISA, TIMSS and PEARLS. Accordingly, the analysis of the finances, spent on secondary education by developed and developing countries, and the role of mentioned capital in determination of secondary education, were carried out within a research. The study revealed that

Family involvement in the education of the child is playing very important role in his/her academic achievement. Specifically basic investment in the education of a child made by parents is expressed by the proposal of additional educational services and Additional educational service is changeable according to the stages of education; there is significant influence of parental Child rearing patterns on student's achievement. Parental involvement types and strategies have a significant relationship with student's academic success. Finances issued by government have the predictive value for the education level of the country. The study results have implication for professionals working in educational field.

#### [The impact of admission criteria and English proficiency on medical students' academic performance in the pre-clinical phase](#)

Najwa Al-Mously (Faculty of Medicine, King Fahad medical City, King Saud bin Abdulaziz University for Health Sciences)

The correlation of medical schools preadmission criteria and subsequent student academic performance of undergraduate medical students have been investigated in several studies. This performance can also be affected by the use of English language as a medium of instruction for the non-native speaker students. In Saudi Arabia, medical students face learning difficulties due to the adoption of English language as a medium of education, although schooling is mostly in Arabic. Language barrier is considered one of the important challenges in our region. To assess medical students' performance during the pre-clinical phase based on their scores in preadmission tests and premedical English. Also, to evaluate if these factors can identify students that may be at risk of poor academic performance. Methods: This cross-sectional study was conducted at the Faculty of Medicine, King Fahad medical City (KFMC/KSAU-HS). Students' scores of preadmission tests (High school average, National Aptitude and Achievement test), final premedical English, and preclinical grade point average (GPA) were collected. Students included in the study were (n=110) second year, and (n=87) third year medical school. Those with a medical school GPA <3 were considered poor performers. T-test, Pearson correlation, and linear regression test were used for analyses. Results: An intermediate correlation was observed between High school scores and GPA for both cohorts ( $p < 0.05$ ). Similar but a stronger correlation was obtained with premedical English scores. National Achievement test showed significant correlation with GPA of the 2nd year cohort only. For Aptitude test, there was no significant correlation with GPA for both cohorts ( $p > 0.05$ ). A prominent influence of premedical English scores on GPA was indicated by the regression analyses. Poor performers' GPA was significantly correlated with English for both cohorts. Although two of three preadmission tests showed a correlation with academic performance of Saudi medical students, they failed to have a predictive impact. However, premedical English language scores presented as a significant predictor of academic performance. Therefore, we suggest that there is a need to introduce other valid and reliable tools for admission to medical schools such as English proficiency test and well structured mini-interviews.

#### [The Readiness of Islamic Education Teachers in Implementing Sex Education](#)

Siti Suhaila Ihwani (Technology University Malaysia); Adibah Muhtar (Technology University Malaysia); Norhafizah Musa (Technology University Malaysia)

Teacher readiness is an essential element in teaching and learning process. Sex education implementation depends on teacher readiness to teach the subject. In Malaysia, sex education is taught in various subjects namely Islamic Education, Moral Education, Science, Additional Science

and Biology. In Islamic Education, there are some topics related to sex education that are taught. Islamic Education teachers are responsible to increase student's understanding of the concept of sex education from the Islamic view. Therefore, Islamic Education teachers should know how to convey religious values within the topics taught. Internalization of a clear and complete set of religious values in the students could protect them spiritually, emotionally and intellectually from any destructive and corrupt elements. Islamic Education teachers have to ensure that all its teaching is more effective with respect to its implication and internalization especially its function for student's self protection in conduct. Most importantly, they should make a connection between Islamic religion/ethical theory and practice. Thus, the readiness of Islamic Education teachers in teaching sex education from the religious values must be given full attention. Are they ready to teach sex education in accordance to Islamic perspective? This is to ensure that students respect their religion, themselves, intellect, progeny and property which are in line with the goals of all religions and the aspirations of Man. This study focused on Islamic Education teachers from secondary school in Malaysia. The aim of the paper is to discuss the readiness of Islamic education teachers in teaching sex education in line with Islamic values.

#### [Education does not seem to improve health: Evidence from Indonesia](#)

Parinduri, Rasyad

I examine the effects of education on health in Indonesia using an exogenous variation in education induced by an extension of Indonesia's school term length in 1978-1979, a natural experiment that fits a regression discontinuity design. I find the longer school year increases educational attainment and wages, but I do not find evidence that education improves health. I explore some mechanisms through which education may affect health, but education does not seem to promote healthy lifestyles, increase the use of modern healthcare services, or improve access to health insurance; if anything, education improves only cognitive capacity.

#### [Addressing the Educational Needs of Students with Learning Disabilities in Science Classrooms](#)

SEYITHAN DEMIRDAG (UNIVERSITY OF OKLAHOMA)

The Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) are the federal laws made in the United States (US), and claim that schools are accountable for the success of students with special needs and school responsibilities must be demonstrated through Individualized Education Program (IEP), which outline specific instructional accommodations, modifications, and effective evaluations. Historically, students with learning disabilities (SLD) receive services either in a resource room, a self-contained special education, or inclusive settings where they receive special education services within the general education classroom. Even though federal laws shifted the focus on how to effectively educate SLD, it appears that these students continue to fall behind their non-disabled peers in regular education classrooms in many subjects including science. Teaching science to SLD in inclusive classrooms is a challenging task for science teachers as the numbers of SLD has grown in such classrooms. This paper summarizes the effects of collaboration among teachers, setting high learning goals, effective teaching strategies, and providing some basic modifications with SLD in a 6th grade inclusive science classroom in an urban school district in a Western State. The paper also guides science teachers to incorporate some example lessons in their lesson plans for meaningful learning.

### [Class Size: Teaching Quality and Students' level of Satisfaction with their Academic Performance](#)

Zamira Hyseni-Duraku (PHD Candidate University of Tirana, Lecturer University of Prishtina \)

The main goal of this study is to verify if a greater number of students within a University department is an influential factor on the quality of instructors' teaching and evaluating. One of the key analytic theses of this study, is to prove whether there is difference between the level of students' evaluations of their professors quality and forms of teaching, and the students' participation in small, medium or large student groups within their department in the Hasan Prishtina University undergraduate program. To identify the scope of this study, the quantitative research method has been used. The measuring instrument was designed in the form of a questionnaire that was conducted with the 1006 students who are currently pursuing their BA degree at Hasan Prishtina University. For the conduction of the research, students were selected from the 12 departments within the university. The results of the study reveal that there are differences between the student evaluations on the quality of instruction and evaluation. Students from smaller and medium groups within the department, declare to be more satisfied with their personal academic achievements and give higher evaluations of their instructors, considering the latter cooperative and supportive throughout the education process than did students of larger groups within the department, whose evaluations reflect dissatisfaction with academic evaluations received within their according pathways of study.

### [Saudi High School Teachers' Recipients, Agents or Partners in Implementation of Saudi Education Reforms? A Case Study Exploring Saudi High School Teachers' Perceptions.](#)

Alhasan Allamnakarah (Program of educational studies- King Abdulaziz university)

Within the context of the national education reform, the King Abdullah Education Development Project (Tatweer Project) of 2007 -2013 in the Kingdom of Saudi Arabia mandated the most important unprecedented leading comprehensive public educational development reform with four main components of (i) enhancing high school teachers' teaching methods and strategies; (ii) improving high school curriculum; (iii) developing high school activities; and (iv) improving high school facilities and infrastructure. The first two former components “the two intended outcomes of the project, are directly related to Saudi higher school teachers who carry out the teaching activities in Saudi classrooms all over the Kingdom of Saudi Arabia. This study, following Fullan (2006, 2010)'s theory of actions for whole system improvement in education, investigated the grassroots implementation level of Saudi high school education reforms, particularly Saudi high school teachers' perspectives on the Tatweer project's first two intended outcomes of enhancing high school teachers' teaching methods and strategies and improving high school curriculum. Using a quantitative research method, the study surveys 210 Maths and Science high school teachers in 7 Saudi educational departments where the Tatweer project has been targeting at. The study reveals that an effective education reform that enhances teachers' skills and improves curriculum need to be based on teachers' engagement by their being both change agents and active partners, rather than being passive recipients in the education reform. The study's findings provides both theoretical and practical insights for policy makers and decision makers on how improvements in implementations might be made for a more effective system wide and transformational education reform in Saudi Arabia. Going forward, the study highlights the need for revising the Tatweer's project aim as well as its implementation practice for the reform's Kingdom-wide success. The study's findings have significant implications for similar countries that are striving for more effective education reform/change.

### [Identifying learning levels of the ninth grade students via computer-based teaching techniques on the theme "the shape and effects of earth"](#)

Ali Ozel (Dumlupinar University) ; Emine Ozel (Dumlupinar University) ; Servet Ozunal (Dumlupinar University) ; Nurettin Bilgen (Pamukkale University)

This research aims to identify misunderstood concepts and measures the effects of the choice of method in minimizing misunderstanding in the section "The shape and movements of the earth" in the chapter "geographical location." This research has been conducted with the experimental design model. An achievement test is the means used in data collection in this study. The measurement tool developed has been applied to 48 students who are the first-year students, studying at a private high school in Kutahya. In order to solve the sub-problems of the research, a two-way analysis of variance (repeated measures) has been done; the values of frequency, percentage and mean have been used. By making a literal questionnaire study, it has been identified that if there is a meaningful diversity among the success levels and genders of students; parents education and their income position, whether she or he has a computer at home.

### [A Comparison of the financial aid programs administered by JASSO and KOSAF and their implications for Taiwan](#)

Yueh-Chun Huang (Graduate Institute of Educational Administration and Policy Development, National Chiayi University)

Prior to the 1970s, the systems of higher education in most Asia countries had been elitist in nature, but in the past few decades many of these countries have been gradually shifting in the direction of mass higher education. However, in developing countries there is very little public funding for establishing universities and colleges. Thus, many of these new institutions of higher education were established with private funding; to some extent this is similar to the combination of public and private higher education of the American type. In both Japan and South Korea private universities are more numerous than public ones. In terms of the number of institutions of higher education in 2011, private universities accounted for 76.0 percent of the total in Japan, and 86.3 percent of the total in South Korea. In terms of student numbers in 2011, in Japan 73.4 percent were enrolled at private universities, and in South Korea the figure was 80.2 percent. Furthermore, in both countries the tuition at private universities is relatively higher than at public ones. According to a report published by the Organisation for Economic Co-operation and Development (OECD) in 2013, the average annual tuition for the 2011 school year for full-time students at private institutes was US\$8,039 in Japan and US\$9,383 in South Korea. High tuition and living costs are making government financial aid more important to university students, and leading many students to rely on loans to complete their higher education. In response to the need for an integrated financial support system for students in higher education, Japan has established the Japan Student Services Organization (JASSO) and South Korea has established the Korean Student Aid Foundation (KOSAF). The purpose of this study is to compare the financial aid programs administered by JASSO and KOSAF and offer suggestions for the government of Taiwan in establishing similar organizations in the future. The main methods employed in this study are comparative research and document analysis. The specific aspects of the financial aid programs compared in this study are their scholarship programs; student-loan systems; and financial aid for disadvantaged students. Relevant government policies are also examined. The findings are used to provide suggestions for Taiwan's future development in the area of student aid.



### [Perception of Educational Environment among Undergraduate Students in a Medical Education Center, Yala Hospital, Thailand](#)

Norman Mudor (Medical Education Center Yala Hospital) ; Adhhiyah Mudor (Sirindhorn College of Public Health, Yala)

The aim of this study was to investigate the perceived educational environment in medical education center, Yala hospital, Thailand and possible perceptual difference among difference determinant groups. A descriptive cross sectional quantitative study was conducted on fourth, fifth and sixth year medical students using Dundee Ready Education Environment (DREEM). DREEM items focus on five sub-domains related to learning, teachers, academic, atmosphere and social perception. The determinants are gender; religion, year of class, having fail and professional attitude. The results were analyzed and interpreted in relation to standard norm of DREEM and determinants. A 92.5% response rate was obtained. The results indicated that overall the DREEM score was positive ( $123.8/200=62\%$ ). The five sub-domains score were also positive, its range from 59.7% - 64.9%. Gender was significant with three domains: teachers, academic and atmosphere perception sub-domain. Professional attitude was significant with atmosphere perception sub-domain

### [Investigation the role of personality traits in learning mathematics and academic achievement in students of distance education system](#)

Hossein Daezadeh (Department of Education, Bandargaz Branch, Islamic Azad University, Bandargaz, Iran) ; Alireza Homayouni (Department of psychology, Bandargaz Branch, Islamic Azad University, Bandargaz, Iran) ; Babak Hosseinzadeh (Department of Education, Babol Branch, Islamic Azad University, Babol, Iran) ; Hossein Fakorihajiyar (Department of Education, Azadshahr Branch, Islamic Azad University, Azadshahr, Iran)

Introduction & Aim: The Big Five are the ingredients that make up each individual's personality. A person might have a dash of openness, a lot of conscientiousness, an average amount of extraversion, plenty of agreeableness and almost no neuroticism at all. Or someone could be disagreeable, neurotic, introverted, conscientious and hardly open at all. S, the purpose of the study was investigation the role of personality traits in learning mathematics and academic achievement in students of distance education system. Method: The statistical populations were 200 students from distance education students system of Mazandaran province that were randomly selected and responded to five - factor personality test (NEO - FFI). Total scores of general mathematics and average of the last semester and results were analyzed with descriptive statistics (mean, variance and standard deviation) and inferential statistics with Pearson correlation coefficient. Results: The results showed negative and significant correlation between Neuroticism with learning mathematics and academic achievement, and positive and significant correlation among Extroversion, Openness to new experiences, Agreeableness and Conscientiousness with learning mathematics and academic achievement. Conclusion: The findings showed that personality factors are good predictors of learning mathematics and academic achievement in students of distance education system. Personality factors can be associated with effective and satisfactory learning that influence on individual's perceptions about learning environment especially in students of distance education system.

### [Evaluation of the teacher training experience teaching in schools. Faculty of Education Loei Rajabhat University.](#)

Thirasak . Uppamaiathichai (Faculty of Education Loei Rajabhat University)

This research Aims to study Evaluation of the teacher training experience teaching in schools. Faculty of Education Loei Rajabhat University. Using survey research The population in this research area. Students may experience the teachers teaching in schools in year 5. University's Faculty of Education 268 people Tools used to gather data. questionnaire The statistics used in data analysis were percentage, mean, standard deviation. The results showed that the 1) Most of the population in the study were male, 78 were female, 29.1 percent were 190 persons or 70.9 percent. 2) the professional experiences of the teachers teaching in schools. Faculty of Education Loei Rajabhat University In general, there is much work all aspects mean 4.78, standard deviation 0.22 when considering each side. Found to be the most practical level. The desirable one. The second is the car for me to teach. And operational features of the previous teachers respectively.

#### [Investigating academic achievements and critical thinking dispositions of teacher candidates](#)

İbrahim Karagöl (Ege University) ; Sinan Bekmezci (Celal Bayar University)

The aim of this study is to examine the relationship between academic achievements and critical thinking dispositions of teacher candidates in Faculty of Education and to find out whether critical thinking dispositions and academic achievements scores of teacher candidates differ according to gender, field of the study, income level of parents, type of high school. The population consists of the teacher candidates at the Department of Primary School Teaching, Social Science Teaching, Turkish Teaching and Science Teaching at Ege University and Celal Bayar University, Faculty of Education. The study group is determined by convenience sampling method. Scores of teacher candidates obtained through "Critical Thinking Dispositions Inventory" developed by Akbulut (2002) and students' overall grade point average are used in the study. SPSS 17.00 program is used for analysis of the data. Research design is survey and correlational model.

#### [Is There "White Flight" into Private Schools? Evidence from the National Educational Longitudinal Survey](#)

Fairlie, Robert

Using a recently released confidential dataset from the National Center for Educational Statistics (NCES), we find some evidence of "white flight" from public schools into private schools partly in response to minority schoolchildren. We also examine whether "white flight" is from all minorities or only from certain minority groups, delineated by race or income. We find that white families are fleeing public schools with large concentrations of poor minority schoolchildren. In addition, the clearest flight appears to occur from poor black schoolchildren. The results for "white flight" from Asians and Hispanics are less clear.

#### [Strategies for improving students performance in financial accounting in nce business education programmes in colleges of education in south-east nigeria](#)

Clement Emeka Eze (Department of Business Education, Federal college of Education, Eha-Amufu)

A cursory look at the results of N.C.E Business Education students in Business Education courses in Nigeria over the years indicates that their performance in financial accounting courses is poor when compared with the students performance in other business courses. This study was therefore undertaken to determine the strategies to be adopted to improve students performance in financial accounting in N.C.E Business Education programmes in colleges of education in South East Nigeria. The study adopted survey research design. It answered two research questions. The population comprised all the 76 lecturers in Business Education programmes of the colleges of education in

South East Nigeria. Since the population is small, the entire population was used for the study. A 28 item four (4) point scale questionnaire was the major instrument used for data collection. Mean score was used for data analysis. The findings of the study revealed among others that non-possession of accounting as one of the prerequisite entry subjects, non-ownership of accounting textbooks and poor quality entrants militate against students performance in financial accounting while making pass in accounts in senior school certificate examination a prerequisite for admission, retraining of accounting lecturers, prompt marking of assignments/exercises, writing or recommending textbooks having graded exercises or short exercises among others are strategies for improving students performance in financial accounting in colleges of education. Based on the findings, it was recommended among others that graded financial accounting textbooks should be written or recommended and that a pass in Accounts in S.S.C.E. should be a compulsory requirement for admission into N.C.E. business education programme.

#### [Comparative investigation of mathematics anxiety and learning mathematics between males and females students of distance education systems](#)

Alireza Homayouni (Department of psychology, Bandargaz Branch, Islamic Azad University, Bandargaz, Iran) ; Kolsom Gharib (Behzisty of Bandargaz, Golestan province) ; Faezeh Mazini (Young Researchers Club of Bandargaz Branch, Islamic Azad University, Bandargaz, Iran) ; Arsalan Khanmohammadi Otaghsara (Department of psychology, Ayatollah Amoli Branch, Islamic Azad University, Amol, Iran)

Introduction: Mathematics anxiety is an important and common phenomenon in students from elementary through university levels. This anxiety may negatively affect person's attitudes and amount of time spent in math related activities. Mathematics anxiety is defined as a feelings tension and apprehension surrounding the manipulation of numbers and the solving of mathematical problems in academic, private and social settings (Richardson & Suinn, 1972). The research aimed to investigate mathematics anxiety and learning mathematics in male and female students of distance education system. Method: Participants (N=118 men and 127 women) were randomly selected from distance education university and responded to Plake & Parker mathematics anxiety rating scale \_ revised (PPMARSR). PPMARSR assesses learning math anxiety and assessment math anxiety dimensions. Also Total scores of general mathematics were used to assess of learning mathematics. Results: Findings showed there are differences between male and female in math anxiety and learning mathematics. Males got more scores in assessment math anxiety than females, and also males got more scores in learning mathematics than females. Conclusion: Based on results, it is concluded that attention to gender differences is important in academic settings. Mathematics anxiety is an important and common phenomenon in students from elementary through university levels. Mathematics anxiety is more important factor in distance education system, because distance education system needs distance learning and usually without direct and face to face attendance of teacher. So, these systems should plan to increase positive attitudes towards mathematics, especially with attention to gender differences, in order to improve mathematics achievement and eliminate mathematics anxiety in educational settings.

#### [The positive contributions of moral values in educational activities: a case of Madrasa school in Albania](#)

Fatih Ufuk BaÅcÄ± (Beder University)

This study aims to identify how to focus on rehabilitating of the students with various lost moral values in education, and training activities. Regarding moral values, many debates have taken place

about how they are important and invaluable values that are disappeared in education system in recent years in Albania. Thus, a close look and detailed investigation were needed in the educational programs and practices to figure out those invaluable moral values which are urgently necessary for demonstrating humane manners in educational environments and also those are gained by individuals and the differences in understanding or mentality about values. In this study, a research was done in Madrasa school in Tirana where a model of education structure was used in school program. The participants were the teachers and the students of that school requested anonymity. The main point were that how we can make the other students learn those moral values and equip them with those the values according to the changing world. In this study, a combination of both qualitative and quantitative methods were used to get data through semi-structured interviews with respective students and teachers including directors. This present study demonstrates that except lessons, the extra-curricular activities were considered more important for the development of universal and moral values of the students. The limitation of the present study was that we did not have enough time to interview with each student and teaching staff. The present study reveals the curriculum designers have to put them in the curricula as they are universal values among new generations and also they are needed to teach according to the rapidly changing and must be proportional to any change in the world as well. So, the school administrations ought to organize and apply moral values teaching extra-curricular activities in order to give students a healthy and right mentality regarding universal values.

#### [Improving the Performance of English Language-Learners: A Teaching Innovation Project at University Level](#)

Javier Martín Arista (University of La Rioja) ; Melania Terrazas Gallego (University of La Rioja)

The aim of this paper is to assess the increase in the overall performance of English by University learners of EFL during the first three semesters. Students received instruction in a Spanish institution of Higher Education located in a medium-sized town in north-western Spain. The level of English of these students was A2 (Common European Framework of Reference for Languages, CEFR) when they started their University degree; subjects studied included Education, Humanities, Tourism and English Studies. The objective was to reach Level B1 (CEFR) within three semesters. The group comprised around 300 students, the vast majority of whom had recently finished secondary education, and were in their early twenties. Against a background consisting of students with differing training, interests and degrees of motivation, several teaching innovation projects were carried out by the Department of Foreign Languages at the University of La Rioja over the academic years 2009-2013. This report focuses on the project scheduled for 2010-2012 and specifically gauges students' academic achievement. The basis of the project was exposure to linguistic input, which was developed through autonomous learning rather than by classroom work. Autonomous learning placed more emphasis on oral skills, was guided and self-evaluated in a virtual classroom, and encompassed a wide selection of teaching materials, both written and oral. These were taken from a variety of English courses, grammars, and books engaging specific skills, as well as from online tools and resources. The results show an increase in the overall performance of the students of English enrolled in the subjects comprised by the project. The average overall performance by students in English Studies increased 7.34% between 2010 and 2012. Increases were also observed in other degrees involving English. For example, the average overall performance in Infant Education increased by 6.28%. The highest increase, at 11.87%, occurred in the Primary Education degree. These improvements can be attributed to the teaching innovation project because the other

variables involved did not undergo significant changes. In the current academic year, new initiatives have been adopted that, together with the ones discussed in this paper, are witnesses to a culture of constant teaching innovation.

### [The Role and Impact of Education on Workplace Challenges and Performance: a Romanian Perspective](#)

Serban-Oprescu Anca-Teodora (Bucharest University of Economic Studies) ; Stefania-Cristina Curea (Bucharest University of Economic Studies)

This paper was co-financed from the European Social Fund, through the Sectorial Operational Programme Human Resources Development 2007-2013, project number POSDRU/159/1.5/S/138907 "Excellence in scientific interdisciplinary research, doctoral and postdoctoral, in the economic, social and medical fields -EXCELIS", coordinator The Bucharest University of Economic Studies. This paper provides a review of theoretical studies linking university education and developed sense of adaptability and performance in a business oriented career. The study starts with a review of field literature connecting education to career development and work insertion, details the role of education on developing workplace abilities and aptitudes and contextualizes theory into an empirical study that uses exploratory interviews with business people and students from Romania in order to highlight how education interferes and impacts workplace requirements and performance standards in the present Romanian job market.

### [Circumstances of the Usage of Technological Tools in History Education in Elementary Level](#)

Emine Özel (Dumlupinar University)

Turkish history that expands over very broad lands and long periods of time is explained in the history topics in elementary grade six and seven in the social studies curriculum. To handle educational difficulties caused by this situation, educational technologies possessing many teaching strategies and concurrently addressing many sensory organs should be used. The aim of this research is to determine, aligned the views of students, grade six and seven social studies teachers' circumstances of the usage of educational technologies during the instruction of history topics in the scope of subject of social studies. For this purpose, 452 grade six and seven students attending the schools in Kutahya city center in the educational year of 2011-2012 were surveyed. In this research, it has been found that grade six and seven social studies teachers make no distinction between grade six and seven when using technological tools that, as compared to public schools, various technology is used more often in private schools, that the majority of the students find the use of technology in education beneficial, that an important portion of the teachers use technological tools occasionally in the teaching of history and that projectors, printers and photocopy machines are the most desired tools that students want to be used the most.

### [Learning to Take Risks? The Effect of Education on Risk-Taking in Financial Markets](#)

Black, Sandra E. (Department of Economics, University of Texas, Austin) ; Devereux, Paul J. (School of Economics and Geary Institute, University College Dublin) ; Lundborg, Petter (Department of Economics, Lund University) ; Majlesi, Kaveh (Department of Economics, Lund University)

We investigate whether acquiring more education when young has long-term effects on risk-taking behavior in financial markets and whether the effects spill over to spouses and children. There is substantial evidence that more educated people are more likely to invest in the stock market. However, little is known about whether this is a causal effect of education or whether it arises from

the correlation of education with unobserved characteristics. Using exogenous variation in education arising from a Swedish compulsory schooling reform in the 1950s and 1960s, and the wealth holdings of the population of Sweden in 2000, we estimate the effect of education on stock market participation and risky asset holdings. We find that an extra year of education increases stock market participation by about 2% for men but there is no evidence of any positive effect for women. More education also leads men to hold a greater proportion of their financial assets in stocks and other risky financial assets. We find no evidence of spillover effects from male schooling to the financial decisions of spouses or children.

#### [The role of adult education in improving the labour market position of people without a secondary-school-leaving certificate \(A-levels\)](#)

Katalin Abraham (University of Debrecen, Department of Sociology and Social Policy)

Access to education and training, and the quality of education, learning and knowledge have an effect on the competitiveness of a society and its economic growth. Therefore, creating the conditions for a knowledge-based economy and society are now commonly considered as goals to be achieved, the importance of investment into human capital is increasing, and lifelong learning as well as the development of competences required for the latter are becoming a priority. In this context, the need for and the role of adult education have also increased. Adult education can offer a way to correct the deficiencies of formal school education, it can complement insufficient knowledge, and it can provide retraining and further education. As a result, adult education contributes to the improvement of the individuals' labour market position and social status and has an influence on social and economic processes. People who lag behind as regards their qualifications, abilities and skills may get excluded from society. People with educational disadvantages are often incapable of entering the world of labour, which entails a higher risk of poverty, since income inequalities are still fundamentally determined by educational attainment and the labour market situation. Adult education can provide an opportunity for unqualified, under-qualified and/or unemployed people to obtain or supplement missing or obsolete qualifications, to improve their skills and thus to acquire the "forms of capital" necessary for their integration into the labour market and society. In the course of a study we would like to point out to what extent these people's participation in adult education can contribute to their (re)integration into the labour market in Hungary, and whether it is really a second chance for them.

#### [Incidence du travail domestique, des caractéristiques de l'école et du ménage sur les résultats scolaires des filles en Côte d'Ivoire](#)

Abou, Pokou Edouard

The objective of this paper is to highlight the effects of domestic work of girls, school environment and household characteristics on their school results. From a probit model, the analysis indicates that domestic work favours, meaningfully, the fact of repeating a school year for girls. Besides, the availability of basic services in schools significantly reduces school failure of girls in rural areas. This study recommends that the governments have to improve the school environment in order to promote girls' performance at school.

#### [Turkey's educational policy during ak party government: reform or failure? \(2002-2014\)](#)

Mithat Korumaz (Yıldırım Technical University) ; Esra Keskin (Fatih Sultan University)

All political events since 2002 when Justice and Development Party (AKP) with a liberal and moderate conservative policy came to power in Turkey have occurred at a dizzying speed and changed the course of the political, economic and social development of Turkey. Especially the adjustments in terms of education has made AKP one of the most prominent actors in the reform process. The fundamental educational reform areas of AKP that has been in power for 12 years without any interruption consist of providing equality of opportunity in education, redesigning of the curriculum, enhancing organizational capacity, internationalizing education and disseminating higher education. The main purpose of this research is to determine whether the educational policies of AKP that has been in power between the years 2002-2014 have succeeded in the fundamental reform areas or not. According to the results, it is concluded that the accomplishment of the goals related with education in the party programme of AKP has been expanded into 12 years. The fact that the goals of AKP and the developmental goals of the state are in accordance reinforces the attainability of these goals. As a result of the educational policies of AKP there has been a marked improvement in the field of the schooling and enrollment rate, the budget of Ministry of Education, decreasing gender differences in education. Furthermore the average of PISA 2013 has increased significantly in terms of various variables when compared to PISA 2003. Under the lights of assessments in education in 2013 progress report of EU, it has been determined that the increase in the numbers of universities in higher education and the schooling rate has not affected the quality of education given, there have been some problems as the adjustments of curriculum were not planned enough and despite the significant decrease of gender differences in education, the ratio is still far beyond the EU average. According to the results and findings of the research, it can be agreed that AKP can be regarded as successful since it pursued policies consistent with the goals of AKP. With regard to experience got through this long reform process, it can be said that it is necessary for the educational goals of AKP in 2023 to be based on a substantial philosophical ground and to be qualified enough to end the philosophical searches of Turkish educational system.

#### [Classroom practice in schools achieving high results at national tests in Norway](#)

Kitt Lyngsnes (Nord-Trøndelag University College, Department of Teacher Education.)

Standardised testing have become a common practice in most schools systems. In Norway, national tests are held in the 5th, 8th, and 9th grade in reading literacy, numeracy and English. Research point to the extensive focus on the tests, and how these testing regimes effect teaching and classroom activity (Berliner, 2011; Biesta, 2009). School achievement as in such standardised tests can often be explained by factors related to socioeconomic standards. Despite this, some schools in lower socioeconomic areas manage to achieve good results as well. The study presented in this paper, took its starting point in schools in lower socioeconomic areas where pupils, during the last three years, had achieved good results in the national tests. This might imply that these schools have succeeded in developing a classroom practice, which gives a good learning outcome for multiple pupils. The aim of the project was:â€”to describe and analyse classroom practice in schools wh ich, over time, have succeeded in achieving good results in national testsâ€”to identify conditions in such schools which are significant for the teachers' classroom practice and, thereby, in the learning outcome of the pupils. Taking the point of departure in Kemmis' (2009) theoretical concept â€”practice architecture', the project studied the practice itself, the understanding which is woven into the practice and the conditions for practice that exist in the school. The research strategy was case studies where each school constituted a case (Yin, 2009). Data collection methods were classroom observations and interviews with headmasters, teachers and pupils in seven schools in four provinces. The key results

of the study show that these schools do not “teach to test”. Test results are used to develop classroom practice through a collective oriented school culture characterized by collaboration, reflection and a strong and motivating leadership.

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### [Environmental education and sustainable development from a curricular perspective](#)

Mustafa ER (Turkish Air Force Academy) ; Ünal ARI (Turkish Air Force Academy)

Education is one of the most effective tools to shape the world and solve its problems. Furthermore the earth and its well-being is heavily dependent upon the education and the number of educated inhabitants who are well aware of the fact that the resources are limited and the environmental protection is essential for the future of the human race. Taking this fact into consideration, the focal point of this paper will be environmental education and sustainable development. Admitting the fact that curricula of educational institutions and educational approaches cannot be the only cure to the environmental problems, they can be used as invaluable tools to develop environmental awareness and help sustainable development. By the help of instructors and educational administrators, educational programs could be developed in such a way that they not only include traditional school subjects like mathematics, science, and reading but also involve courses and/or projects aiming at developing environmental competence of the learners. Designing the programs interdisciplinary approaches rather than traditional ones would be of great contribution to provide the society with citizens respecting the natural resources as social assets. In this respect teachers play an important role and teacher education programs are expected to raise environmental awareness of the prospective teachers. Under the light of those facts, this paper will analyze both some of the teacher education programs of Turkish universities and some of the educational practices in Turkish secondary schools' programs with a critical approach to set the elements pertaining to environmental education. Furthermore some of the environmental education practices in various countries will also be discussed to illustrate good examples. Recommendations on curricular issues to improve environmental education and sustainable development will also be provided.

### [Perceived Quality of the Higher Education Institution in Relation to Building a Strong Brand from the Alumni Perspective](#)

Petr Svoboda (Faculty of Management, University of Economics, Prague) ; Monika Harantova (Faculty of Management, University of Economics, Prague)

Building of good relationships between higher education institutions and their students or alumni is essential for their long-term success. After all, only satisfied students or alumni can bring the best promotion of the university via word of mouth marketing and other ways. The paper focuses on the quality of higher education institutions and its evaluation from the alumni perspective. The methodology for an alumni attitudes survey on the quality and level of education, image of the university and other similar aspects is proposed. The paper also suggests methods for evaluating alumni satisfaction and loyalty. The methodology should provide recommendations for higher



education institutions' managers. Using this methodology, universities can obtain responses to questions of how they should represent themselves to the public in the future, respectively how they should build their image and brand. Finally, the methodology also relates to building good relations with alumni and based on their recommendations, it aims to improve conditions for current students, which would lead to their greater success in the labour market.

#### [Assessing mathematics teachers' practices based on a Quality Teaching framework](#)

Khalid Alsharif (King Saud University)

The aim of this paper is to report on an ongoing study designed to use a Quality Teaching Framework (NSW, 2003) as a standard framework for teachers in order to examine the gap between mathematics teachers' practices in Saudi mathematics classrooms and the framework. QT framework identifies three key dimensions of quality teaching that: is prompting high levels of intellectual quality, is promoting a quality learning environment, and is valuing and significant to student's life. Interestingly, in the last decade in Saudi Arabia, there has been a surge in the amount of education research conducted in the field of teaching and learning mathematics. Notable areas of research focused on improving teachers' pedagogies. Hence, improving mathematics teaching practices in schools has become an important issue in Saudi Arabia. In this study, a questionnaire was developed based on the QT framework and designed to measure the use of the Quality Teaching framework across the three dimensions of the scheme. The survey has eighteen items covering the QT framework. Items were rated on a six point Likert-type scale ranging from Strongly Disagree to Strongly Agree. Altogether 200 males and females primary mathematics teachers in Riyadh participated in the survey. Additionally, semi-structured interviews with selected teachers have been conducted. This paper shows some results of the study and also provides some advice for improving teacher education programs in general.

#### [The road safety education programme: a journey into the school curriculum](#)

Martin Combrinck (North-West University) ; Jeannie Govender (KwaZulu-Natal Department of Transport)

Road safety is of paramount importance to all governments worldwide. This is also the case in South Africa where the fatality rates on South African roads are very high. Every 48 minutes, a person is killed on these roads. There are different approaches that one can take to address this problem. One such an approach is to include a road safety education programme in the school curriculum. The purpose of this study was to investigate the implementation of a road safety education programme in five primary schools in KwaZulu-Natal, South Africa. This was done by using a qualitative research methodology. The curriculum orientation for social adaptation and social reconstruction was used as a theoretical framework. Data was collected by means of a semi-structured questionnaire for teachers, classroom observations and questionnaires for learners. The findings suggested that the current approach to road safety education in schools can be improved through the adoption of a more concerted and coordinated approach. From the data it is evident that many schools do not see the importance of a road safety programme in the curriculum and schools implement such programmes at the discretion of the school management and if they can find space in their time table. Although this was a limited qualitative study it still has value for a wider audience because it provides us with valuable insights about the development and implementation of a road safety programme in a national school curriculum.

[Why do children differ in mathematical competencies? The experience of a standardized test in the primary school of Canton Ticino, Switzerland.](#)

Giovanna Zanolla (University of Applied Sciences and Arts of Southern Switzerland)

Standardized tests are, as it is well known, a highly controversial and widely debated topic. On the one side they are considered a relatively objective tool for measuring student achievement that consumes little class time and produces useful information on which teachers, school administrators and policy makers can rely in order to assess and improve their classes or schools (Crescentini and Zanolla, 2013). On the other side, according to some authors, they only reveal students' knowledge during the very short timeframe in which the tests are administered (Boaler, 2003), the results are influenced by factors such as anxiety or time pressure (Buck, Ritter, Jenson & Rose, 2010) and reflect the inequities that already exist within schools and end up advantaging the students from higher socioeconomic statuses (Vigdor and Clotfelter 2003; Alon, 2010). Despite all the criticism, a recent project aimed at producing and administering a standardized test to evaluate mathematical competencies in the fourth class of primary school in Ticino, an Italian-speaking region of Switzerland, has brought some interesting findings about the pupils' weaknesses and strengths and the overall school system. The paper is aimed at presenting this test, which has involved almost 3,000 pupils, and at examining the main determinants of the results obtained by the pupils. The analysis of the impact of environmental, school, class, teacher, individual and household factors reveals that children's scores differ considerably in relation to the district where the school is located (in Ticino there are 9 districts, each of which is a geographical area with its own inspector who is responsible for the quality of teaching), the family socioeconomic status, the nationality and the age of the pupil and the Math's grade given by the teacher. While factors such as the school's size, the urban/rural location of the community, the attendance of a multi-class, the teacher's and the pupil's gender exert a significant effect only on a part of the competencies that have been considered, class size, seems to be overall irrelevant.

[Rethinking Reform and Re-growing Democracy: A Call for Renewed Research and Real Accountability](#)

Bruce Marlowe (Roger Williams University) ; Alan Canestrari (Roger Williams University) ; Annie Winfield (Roger Williams University) ; Marilyn Page (Penn State University)

Over the past 3 decades, a neo-conservative educational reform agenda has come to dominate public education. Since the publication of the polemic, *A Nation at Risk* by the National Commission on Excellence in Education (1983), educational reform in the US has been guided by private and corporate interests and seized by opportunistic and culturally conservative politicians and policymakers. As Sahlberg (2011) has pointed out, this "at-risk" agenda is now a global phenomenon, characterized by a discourse of crisis and fear. This model of reform is grounded, primarily, in standardized testing as the sole measure of the academic worth of children, teachers, and schools. Fueled by the media, the current reform agenda reinforces the notions of bad kids, bad teachers and bad schools by seizing every opportunity to publish declining scores, the ranks of low performing schools and under-qualified teachers. Such results provide numbers, but given what we know about teaching and learning, these numbers actually short-circuit deeper understanding of student learning and high-quality teaching. Consistent with this test-score emphasis, teachers are being reinvented as technicians, instead of decision-makers, and even more ominous, students are being reinvented as test-takers instead of thinkers. The purposes of this panel discussion are to examine and critique the current wave of reform, and to propose alternative models of accountability (and renewed research) as they relate to educational equity, diversity, and democracy.

Our viewpoint places the highest value on good teachers and good teaching, instead of on test scores. An alternative discourse and model of accountability must hinge upon restoring a social reconstructivist point of view. That viewpoint sees schools as mechanisms to improve society, and not as an apparatus to transmit an uncritical acceptance of the past, the thrust of today's neo-essentialist point of view. To that end, the panelists will each engage the participants on a different aspect of this fundamental question: How can concerned educators break into the current discourse about accountability in order to offer a more optimistic, accurate, inclusive, and democratic model for our schools and children?

#### [Raising World-Class Students in Malaysia](#)

Rosma Osman (Sultan Idris Education University) ; Wong Kung Teck Wong (Sultan Idris Education University) ; Goh Swee Choo Goh (Sultan Idris Education University)

The Malaysia Education Blueprint was designed in order to act as a catalyst to a comprehensive transformation of the country's education system to produce a generation of holistic pupils and educators. It is also meant to bridge gaps in the academic achievements of urban and rural pupils, as well as iron out disparities caused by socio-economic and gender factors. Input from stakeholders were sought in benchmarking for excellence. The Blueprint was designed to propel education to the next level, based on three objectives namely understanding the performance and challenges faced by the school system, establishing vision and aspirations for the education system and students and outlining a comprehensive transformation programme for the system. To achieve this, the 11-step shift was drawn up that will need to occur to deliver the step change in outcomes envisioned by all Malaysians, with each shift to address at least one of the five system outcomes of access, quality, equity, unity and efficiency. This paper will discuss the 11-step shifts that should enable the entire education system see significant transformation by the end of its 13-year course (2013-2025).

#### [Creativity and Collaboration in the Online Classroom](#)

Joy Kutaka-Kennedy (National University)

Online and collaborative learning have been identified as driving trends in higher education today (Johnson, Adams, Becker, Estrada, & Freeman, 2014). Over 6.7 million students have taken at least one online class, more than 32% of all higher education students (Allen & Seaman, 2011). However, many students report dissatisfaction with content, process, and lack of engagement, especially when online learning is a static, instructor-led discussion (Adams, Defleur, & Heald, 2007). Fredericks (2004) posited that student engagement facilitates success and retention. He identified behavioral engagement with academic and social activities, emotional engagement with positive and negative reactions to people and activities, and cognitive engagement with reflective and integrative thinking. Creative and collaborative assignments by nature can engage students on behavioral, emotional and cognitive levels; their increased engagement leads to improved learning outcomes. Done appropriately, online education can be an engaging, creative venue for teaching and learning with the proper tools and supports. Contrary to popular misconception and fears, online learning can be creative, dynamic student experience. This session will present one assignment that actively engages student creativity resulting in a practical classroom tool for special education teachers. Students are required to create a Parent Newsletter to provide information about the teacher, his/her classroom procedures, and resources for families. They then share and critique each other's work in small, online groups with clear documentation of everyone's participation and responses. Using peers' feedback, students can refine their newsletters and submit it for final grading; an additional benefit is

they have ideas and templates to write future newsletters for their own classroom. Students report that they use these newsletters in their own classrooms. Going beyond their role as content experts, online instructors can promote creativity and collaboration through a judicious mix of lectures, video clips, assigned readings, and discussions. Assessment of creative and collaborative assignments can also pose challenges, as aesthetic quality is often very individualized. How does one compare works from Mozart to Rodin to Chagall? Although creative and artistic endeavors cannot be evaluated with the same kind of metrics that multiple choice tests can employ, rubrics with general descriptors of gradations of quality can be useful. Furthermore, providing examples of weak, acceptable, and exemplary products can also provide guidance on grading criteria. The rewards of creative and collaborative assignments far outweigh the challenges of assessment and evaluation.

#### [The investigation of burnout and job dissatisfaction levels of special education teachers](#)

Erkan Efilti (Necmettin Erbakan University)

The aim of this study is to find out the burnout and job satisfaction levels of teachers working in the field of special education and compare them in terms of some variables. Following sub-purposes were examined in order to achieve these purposes. Is there a relationship between the burnout levels and job satisfaction of special education teachers? Is there a relationship between their burnout levels and their job satisfaction in terms of variables of professional working years, age and department? Data were obtained from a total of 79 primary school teachers for the mentally handicapped, including 40 women, 39 men, working in primary schools and rehabilitation centers in the province of Konya. A significant relationship between the job satisfaction and burnout levels of teachers was identified from this study. In this study, a significant difference was found between job satisfaction and burnout levels of teachers according to their age and working year levels.

#### [Testing The Relationship Between Total Quality Management Practices and Performance - An Applied Study at Girne American University](#)

Olgun Çiçek (Girne American University) ; Hakar Mohammed (Girne American University)

Universities and institutions of higher education have not had transaction of competing for market share. However more recently, the trend is changing and to survive both private and public institutions must not only attract and retain a sizable number of students and staff but also provide qualitative educational services. In order to survive in the market, Total Quality Management practices already being applied in the corporate world is gradually finding its way into higher education management. This empirical research examines the relationship between total quality management (TQM) practices and performance at Girne American University (GAU). Five determinates of TQM practices were identified which includes Leadership, Strategic quality planning, Customer focus, Training, and Employee Involvement. The quantitative data were obtained through a survey of 118 students at GAU. This study supports the hypotheses that there is a different in outcomes when TQM is adopted at university. In addition, there is a positive relationship between TQM practices and university performance level.

#### [Assessing the Impact of Existing Curriculum of Life Competencies and Civic Education in Lower Secondary \(6-9\) Grades on Social Cohesion in Sri Lanka](#)

Lakshman Wedikkarage (Faculty of Education) ; Nilantha Pushpakumara (University of Colombo) ; Nilantha Pushpakumara (University of Colombo)

It is widely accepted that proper research must precede education reforms. This requirement is imperative because it has the ability to avoid any detrimental outcome which is produced as a result of introducing reforms that may not be favorable for certain ethnic groups. A closer look at the curriculum of the subject Life Competencies and Civic Education in the recent past indicates that it has not contributed adequately to social cohesion and national harmony in the Sri Lankan context. Against such a background, it is necessary to investigate the impact of the curriculum of Life Competencies and Civic Education in enhancing social cohesion. Therefore, the current research has been undertaken with a view to ascertaining to what extent the contents of the above subject inculcates feelings of togetherness and harmony in the minds of young children in grades 6-9 in Sri Lankan schools. Thus, the objectives of the research is to evaluate the textbooks in relation to the objectives of introducing this subject and identify necessary changes that should be introduced to the curriculum in order to reinforce social cohesion among the young minds of Sri Lanka. The research methodology includes content analysis, interviews and observation. Initial findings show that curriculum developers and textbook writers of Life Competencies and Civic Education lack understanding of social cohesion.

#### [Effective Use of Lesson Plans to Enhance Education in U.S. and Turkish Kindergarten thru 12th Grade Public School System: A Comparative Study](#)

Volkan Cicek (Zirve University) ; Assoc. Prof. Dr. Hidayet Tok (Zirve University)

In this study, first lesson plans as they are practiced in U.S. educational system are reviewed followed by the Turkish case, and then areas where the two overlap and differ are explained afterwards. Therefore, first daily, overall yearly, and substitute teacher lesson plans are reviewed as they are implemented in the U.S. system. Commonly implemented lesson plan practices include the concept or objectives to be taught, time block, procedures to be used, required materials, questions, independent practice, and evaluation. Ways of writing and implementing lesson plans are reviewed taking into account effective use of class time and classroom management by having positive expectations for student by administering routines about beginning and ending the class and about possible transitions and interruptions that might occur during the class, e.g. taking attendance, addressing the students who missed the work, dealing with students who are tardy, etc by taking into account extracurricular academic activities such as daily starter or warm-up or bell-work extra credit work such as puzzles, brain teasers, reading assignments, e.g. within Accelerated Reader (A/R) program, etc. for students who finish class assignments early. More effective use of lesson plans via incorporation of C-Scope program into Kindergarten thru 12th grade United States public schools's academic program is examined. C-Scope is a curriculum support system that is fully aligned to the state mandated curricula designed to provide a common language, process and structure for curriculum development. In Turkish case, There are mainly two types of plans. One of them is unit -based yearly plan and the other one is lesson plan. Unit-based yearly plans are designed by Branch Teachers' Council at beginning of academic year and it is delivered to school administration. Lesson plan is a plan of subject matter that can be studied in a class period or in a few classes period . The teacher is responsible for planning it. Guidebooks prepared by Ministry of Education can be also used instead of lesson plans.

#### [Fostering Creativity, Collaboration, and Accountability in the Online Classroom](#)

Joy Kutaka-Kennedy (National University)

Online learning is expanding at an exponential rate, with more than one third of all higher education students taking at least one course online (Allen & Seaman, 2011). However, dropout rates for online courses are 10-20% higher than for traditional, face-to-face courses (Carr, 2000). Many students report dissatisfaction with content, process, and lack of engagement. Besides lectures, video clips, assigned readings, and discussions, what can online instructors do to encourage creativity and collaboration in an virtual learning platform? How can instructors design and assess assignments that meet course learning objectives while also supporting creative and collaborative endeavors on students' parts? Online educators need to implement best practices; the static, instructor led discussions are not particularly supportive of student engagement (Adams, 2007). Done appropriately, online education can be an engaging, creative, collaborative venue for teaching and learning with the proper tools and supports. Contrary to popular misconception and fears, online learning can be an effective conduit of creative, dynamic student engagement. This session will present one assignments with multiple dimensions that actively engage student creativity and collaboration resulting in practical classroom tools for special education teachers. Students are required to create a Parent Newsletter to provide information about the teacher, his/her classroom procedures, and resources for families. They then share and critique each other's work in small, online groups with clear documentation of everyone's participation and responses. Using peers' feedback, students can refine their newsletters and submit it for final grading; an additional benefit is they have ideas to write future newsletters for their own classroom. Students report that they use these newsletters in their own classrooms.

#### [The role of Informative Technology of Communication as a stimulating factor to students](#)

Fatmir Agaj (PhD candidate in European University of Tirana, Albania) ; Ernesa Hasani (Student in Faculty of Philology, University of Prishtina)

This paper encompasses the role of Informative Technology of Communication in the classroom as stimulating factor to students' interest and increase of their interest for an active participation in learning for more attractive and more qualitative learning. This research was accessed by reason that the informative technology of communication can affect quite a lot in raising the quality of teaching, because in the learning process they have a very important place in enriching the learning experience and just for that they need to be implemented in schools. The purpose of this paper is the reflection of the real situation of the application of Informative Technology of Communication in the school to see and confirm their role and importance in the learning process. To confirm this problem, we have done research questions: How much impact the Informative Technology of Communication to stimulate students' during the learning process in school? This problem, we have proven through the work methodology, such as through quantitative methods and surveys with teachers, of which we could understand that these media reports, have a significant impact on increasing the interest and stimulation of students for contemporary learning. From the survey results, we have concluded that in these schools the work is done very well in the implementation of Informative Technology of Communication, because all teachers are aware of their importance and the positive effects they bring to students. The results from this study show the truth that Informative Technology of Communication affects quite well in raising the quality of teaching and encouraging or stimulating the students to work more effectively in the classroom. We have accesses to this problem to prove the impact and importance of Informative Technology of Communication in the learning process about stimulating the students in raising the quality of teaching, to bring back to the class vitality, willpower to students and the quality to school.

## [The Effect of Game Method on Student Achievements](#)

Ömer Beyhan (Necmettin Erbakan University Ahmet Keleşoğlu Education Faculty)

Game is the most natural learning tool. Game platform is the place where the child may test what he/she saw and heard, and reinforced what he/she learned. Child makes clear his/her senses by playing games, he/she improves the psychomotor skills by games. Game platform is the experiment room of a child. Such a room that, child attempts several trials there independently. He/she does, breaks, and applies different possibilities freely. In his/her small world, he/she makes the rules and changes them by himself/herself (Yörükoğlu, 1979). In this context, the effect of game method on the achievement while teaching geometry subjects of fifth class Mathematics course was analyzed. In this study, an experimental method, including pre-test and post-test control groups, was used in order to reveal student achievement of classes with and without being exposed to game method. While determining experimental and control groups, two classes out of four fifth classes were selected randomly. And 5-A class was selected as experimental group and 5-B class was selected as control group randomly. Forty one fifth grade students from two classes of Konya Hasan Ali Yücel Elementary School participated to this study during 2010-2011 Spring terms. In order to analyze the data of this study, we preferred to use frequency, percentage distribution, standard deviation and t-test as statistical techniques. The data derived from the measurements was arranged by SPSS program on the computer. When we compared the significant difference between experimental and control groups, we observed that the students in the experimental group achieved pretty much than control group students. The experimental method applied in this study generated a remarkable difference in favor of the experimental group.

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- Factors of Successful Self-Employment Through Vocational Rehabilitation for Individuals With Disabilities  
Scott H. Yamamoto and Charlotte Y. Alverson
- In Pursuit of Success: The Differential Moderating Effects of Political Skill on the Relationships Among Career-Related Psychological Needs and Ingratiation  
Hataya Sibunruang, Alessandra Capezio, and Simon Lloyd D. Restubog

[Journal of Curriculum Studies, Volume 47, Issue 3, June 2015](#)

- Taylorism and the logic of learning outcomes  
Aaron Stoller
- The problems of 'competence' and alternatives from the Scandinavian perspective of Bildung  
Ilmi Willbergh
- Prioritizing social and moral learning amid conservative curriculum trends: spaces of possibility  
Amanda Keddie
- Developing mathematical thinking in the primary classroom: liberating students and teachers as learners of mathematics  
Brian Hudson, Sheila Henderson & Alison Hudson
- Between curriculum complexity and stereotypes: exploring stereotypes of teachers and education in media as a question of structural violence  
Silvia Edling
- The building blocks of digital media literacy: socio-material participation and the production of media knowledge  
Michael Dezuanni

[Journal of Education and Work, Volume 28, Issue 3, June 2015](#)

- Is graduate employability the 'whole-of-higher-education-issue'?  
Thi Tuyet Tran
- Training in the public sector in a period of austerity: the case of the UK  
Nick Jewson, Alan Felstead & Francis Green
- The hidden benefits of part-time higher education study to working practices: is there a case for making them more visible?  
Claire Callender & Brenda Little



- Programme recruitment and evaluation: the effect of an employability enhancement programme on the general self-efficacy levels of unemployed graduates  
R. Hazenberg, F. Seddon & S. Denny
- Professions at the helm or left behind? Trends in the occupations of American College graduates since the Second World War in the United States  
Matissa Hollister

[Journal of Education for Students Placed at Risk \(JESPAR\), Volume 20, Issue 1-2, 2015](#)

Special Issue: Schools, Districts, and Partners Collaborating for Improvement

- Research Collaboratives With School Districts: The Potential for Partnerships to Facilitate Enhanced Learning by Students and Enlighten Research Stakeholders  
Mary E. Yakimowski
- Research and Practice Partnerships for Professional Development in Early Childhood: Lessons From ExCELL-e  
Annemarie H. Hindman, Emily K. Snell, Barbara A. Wasik, Kandia N. Lewis, Carol Scheffner Hammer & Charlene Iannone-Campbell
- Exemplifying a Continuum of Collaborative Engagement: Raising Literacy Achievement of At-Risk Students in New Zealand  
Judy M. Parr & Helen S. Timperley
- Research–Practice Partnerships to Support the Development of High Quality Mathematics Instruction for All Students  
Brooks A. Rosenquist, Erin C. Henrick & Thomas M. Smith
- The Formation of Communities of Practice in a Network of Schools Serving Culturally and Linguistically Diverse Students  
Martin Scanlan & Margarita Zisselsberger
- Design-Based Research Within the Constraints of Practice: AlgebraByExample  
Julie L. Booth, Laura A. Cooper, M. Suzanne Donovan, Alexandra Huyghe, Kenneth R. Koedinger & E. Juliana Paré-Blagoev
- Empowering Parents in the College-Planning Process: An Action-Inquiry Case Study  
Ronald E. Hallett & Jacalyn Griffen
- University–District Partnership Research to Understand College Readiness Among Baltimore City Students  
Rachel E. Durham, Jennifer Bell-Ellwanger, Faith Connolly, Kimberly Howard Robinson, Linda S. Olson & Tracy Rone

- Using Research to Improve College Readiness: A Research Partnership Between the Los Angeles Unified School District and the Los Angeles Education Research Institute  
Meredith Phillips, Kyo Yamashiro, Adina Farrukh, Cynthia Lim, Katherine Hayes, Nicole Wagner, Jeffrey White & Hansheng Chen
- School District and University Leadership Development Collaborations: How Do Three Partnerships Line Up With Best Practices?  
Zollie Stevenson Jr. & Pamela R. Shetley
- Conceptualizing Research–Practice Partnerships as Joint Work at Boundaries  
William R. Penuel, Anna-Ruth Allen, Cynthia E. Coburn & Caitlin Farrell

[Journal of Education Policy, Volume 30, Issue 3, May 2015](#)

Special Issue: Governing by Numbers

- Education, governance and the tyranny of numbers  
Stephen J. Ball
- The ‘datafication’ of early years pedagogy: ‘if the teaching is good, the data should be good and if there’s bad teaching, there is bad data’  
Guy Roberts-Holmes
- Elastic numbers: national examinations data as a technology of government  
Nelli Piattoeva
- A logic of enumeration: the nature and effects of national literacy and numeracy testing in Australia  
Ian Hardy
- Performativity and pedagogising knowledge: globalising educational policy formation, dissemination and enactment  
Parlo Singh
- International rankings and the contest for university hegemony  
Imanol Ordorika & Marion Lloyd
- Evaluation policy in education: the effects of international standards and performativity on Brazil’s postgraduate programmes of excellence  
Regina Célia Linhares Hostins
- State school inspection policy in Norway and Sweden (2002–2012): a reconfiguration of governing modes?  
Jeffrey Brooks Hall & Kirsten Sivesind

[Journal of Public Economics, Volume 123, March 2015](#)

- School governance, teacher incentives, and pupil–teacher ratios: Experimental evidence from Kenyan primary schools  
Esther Duflo, Pascaline Dupas, Michael Kremer

[Management in Education, April 2015; Vol. 29, No. 2](#)

- Leading in middle management in higher education  
Coral Pepper and Wendy Giles
- Predictors of study success from a teacher’s perspective of the quality of the built environment  
Herman Kok, Mark Mobach, and Onno Omta
- Maximising leadership capacity and school improvement through re-alignment of children’s services  
Christine Tarpey and Val Poultney
- Leading an effective improvement and development programme for children’s centres  
Gill Weston and Mary Tyler
- An exploration of the notion of the ‘good enough school’  
Chris James and Izhar Oplatka
- Secondary school art: A case for increased senior management support  
Margaret Etherington

[Mentoring & Tutoring: Partnership in Learning, Volume 23, Issue 1, February 2015](#)

- People Strategy in Human Resources: Lessons for Mentoring in Higher Education  
Vicki L. Baker
- Productive Tensions in a Cross-Cultural Peer Mentoring Women’s Network: A Social Capital Perspective  
Talia Esnard, Deirdre Cobb-Roberts, Vonzell Agosto, Zorka Karanxha, Makini Beck, Ke Wu & Ann Unterreiner
- Giving Students a Voice: Perceptions of the Pedagogical Advisory Role in a Teacher training Program  
Heidi Flavian & Efrat Kass
- Development and Construct Validation of the Mentor Behavior Scale  
Pascale Brodeur, Simon Larose, George Tarabulsy, Bei Feng & Nadine Forget-Dubois

- Reducing Intellectual Poverty of Outsiders within Academic Spaces through Informal Peer Mentorship  
Joyanne De Four-Babb, Jerine Pegg & Makini Beck

[Oxford Review of Education, Volume 41, Issue 2, April 2015](#)

- Teacher education in the United Kingdom post devolution: convergences and divergences  
Gary Beauchamp, Linda Clarke, Moira Hulme & Jean Murray
- The role of research in the policy and practice of quality teacher education: an international review  
Maria Teresa Tatto
- The contribution of educational research to teachers' professional learning: philosophical understandings  
Christopher Winch, Alis Oancea & Janet Orchard
- A review of 'research-informed clinical practice' in Initial Teacher Education  
Katharine Burn & Trevor Mutton
- The contribution of research to teachers' professional learning and development  
Philippa Cordingley
- Teacher quality and school improvement: what is the role of research?  
Monica Elena Mincu
- Teachers' experiences of engagement with and in educational research: what can be learned from teachers' views?  
David Leat, Anna Reid & Rachel Lofthouse

[Scandinavian Journal of Educational Research, Volume 59, Issue 3, June 2015](#)

- School-context videos in Janus-faced online publicity: Learner-Generated Digital Video Production Going Online  
Laura Palmgren-Neuvonen, Maarit Jaakkola & Riitta-Liisa Korkeamäki
- Learning Outcomes as a Key Concept in Policy Documents throughout Policy Changes  
Tine Sophie Prøitz
- Student Participation and Parental Involvement in Relation to Academic Achievement  
Anna Niia, Lena Almqvist, Elinor Brunberg & Mats Granlund
- Assessing Reasons for School Non-attendance  
Trude Havik, Edvin Bru & Sigrun K. Ertesvåg

- Scientific Reasoning, School Achievement and Gender: a Multilevel Study of between and within School Effects in Finland  
Helena Thuneberg, Jarkko Hautamäki & Risto Hotulainen
- Social Support and Socioeconomic Status Predict Secondary Students' Grades and Educational Plans Indifferently Across Immigrant Group and Gender  
Robin Ulriksen, Åse Sagatun, Henrik Daae Zachrisson, Trine Waaktaar & Arne Ola Lervåg

[Sociology, April 2015; Vol. 49, No. 2](#)

- The Hidden Internationalism of Elite English Schools  
Rachel Brooks and Johanna Waters
- Ethnic Minority Students' Career Expectations in Prospective Professions: Navigating between Ambitions and Discrimination  
Bente Abrahamsen and Ida Drange
- Thinking Past Educational Disadvantage, and Theories of Reproduction  
Robert Hattam and John Smyth
- Higher Education Cutbacks and the Reshaping of Epistemic Hierarchies: An Ethnography of the Case of Feminist Scholarship  
Maria do Mar Pereira
- Neoliberalisation and 'Lad Cultures' in Higher Education  
Alison Phipps and Isabel Young
- Multispecies Scholarship and Encounters: Changing Assumptions at the Human-Animal Nexus  
Rhoda Wilkie
- On Ambivalence and Hope in the Restless Search for Community: How to Work with the Idea of Community in the Global Age  
Martin Mulligan
- Bourdieu, Social Capital and Online Interaction  
Chris Julien
- No Crisis but Methodological Separatism: A Comparative Study of Finnish and Danish Publication Trends between 1990 and 2009  
Jani Erola, David Reimer, Pekka Räsänen, and Kristoffer Kropp

[Sociology of Education, April 2015; Vol. 88, No. 2](#)

- The Paradox of Success at a No-Excuses School  
Joanne W. Golann

- Kindergarten Black–White Test Score Gaps: Re-examining the Roles of Socioeconomic Status and School Quality with New Data  
David M. Quinn
- Theorizing Teacher Agency and Reform: How Institutionalized Instructional Practices Change and Persist  
E. N. Bridwell-Mitchell
- Divergent Urban-rural Trends in College Attendance: State Policy Bias and Structural Exclusion in China  
Tony Tam and Jin Jiang

[Studies in Higher Education, Volume 40, Issue 4, May 2015](#)

- Experiences of academic staff in using threshold concepts within a reformed curriculum  
Sylvia Rodger, Merrill Turpin & Mia O'Brien
- Knowledge construction in online learning communities: a case study of a doctoral course  
Kwok-Wing Lai
- Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability  
Senia Kalfa & Lucy Taksa
- Psychometric evaluation of the Student Authorship Questionnaire: a confirmatory factor analysis approach  
Joan Ballantine, Xin Guo & Patricia Larres
- Representations of a high-quality system of undergraduate education in English higher education policy documents  
Paul Ashwin, Andrea Abbas & Monica McLean
- Knowledge acquisition or participation in communities of practice? Academics' metaphors of teaching and learning at the university  
Elisabeth Wegner & Matthias Nückles
- The contribution of academics' engagement in research to undergraduate education  
Ademir Hajdarpasic, Angela Brew & Stefan Popenici
- Fostering interdisciplinary research in universities: a case study of leadership, alignment and support  
Tony Townsend, John Pisapia & Jamila Razzaq
- Essaying purposes and specialisations of institutional types in knowledge production

Isaac Ntshoe

- Understanding Catalan university dropout from a cross-national approach  
David Rodríguez-Gómez, Mònica Feixas, Joaquín Gairín & José Luís Muñoz
- The development and validation of an instrument to measure conditions for social engagement of students in higher education  
Oscar van den Wijngaard, Simon Beusaert, Mien Segers & Wim Gijssels
- Australian undergraduate students on the move: experiencing outbound mobility  
Gloria Dall'Alba & Ravinder Sidhu

[Teaching and Teacher Education, Volume 48 , May 2015](#)

- Reducing reality shock: The effects of classroom management skills training on beginning teachers  
Theresa Dicke, Jill Elling, Annett Schmeck, Detlev Leutner
- The power of improvisational teaching  
M. Elizabeth Graue, Kristin Lyn Whyte, Anne Elizabeth Karabon
- Fostering teacher learning in VET colleges: Do leadership and teamwork matter?  
Arnoud Oude Groote Beverborg, Peter J.C. Slegers, Klaas van Veen
- Understanding teachers' responses to enactments of sexual and gender stigma at school  
Kate L. Collier, Henny M.W. Bos, Theo G.M. Sandfort
- Should teachers be colorblind? How multicultural and egalitarian beliefs differentially relate to aspects of teachers' professional competence for teaching in diverse classrooms  
Axinja Hachfeld, Adam Hahn, Sascha Schroeder, Yvonne Anders, Mareike Kunter
- Teachers' coping styles and factors inhibiting teachers' preferred classroom management practice  
Merav Salkovsky, Shlomo Romi, Ramon (Rom) Lewis
- Post-modern reality shock: Beginning teachers as sojourners in communities of practice  
Jose Miguel Correa, Asuncion Martinez-Arbelaz, Estibaliz Aberasturi-Apraiz
- Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis  
Jessica Aspfors, Goran Fransson
- The globalization of Teach for America: An analysis of the institutional discourses of Teach for America and Teach for India within local contexts  
Megan Blumenreich, Amita Gupta

- Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development  
Anne H. Cash, Sonia Q. Cabell, Bridget K. Hamre, Jamie DeCoster, Robert C. Pianta
- Chinese and Canadian teachers implement a hybrid Sino-Canadian curriculum: A multiliteracies perspective  
Zheng Zhang
- 'Making do': Teachers' coping strategies for dealing with textbook shortages in urban Zambia  
Jeongmin Lee, Stephanie Simmons Zuilkowski

[Teaching Education, Volume 26, Issue 2, June 2015](#)

- Using the art of trompe l'oeil to research induction and mentoring  
Jane Kirkby, Julianne Moss & Sally Godinho
- Bureaucratic constructions of sexual diversity: 'sensitive', 'controversial' and silencing  
Jacqueline Ullman & Tania Ferfolja
- Whiteness and social studies teacher education: tensions in the pedagogical task  
Ryan M. Crowley & William Smith
- Participatory action research as pedagogy: investigating social and ecological justice learning within a teacher education program  
Vince Anderson, Marcia McKenzie, Scott Allan, Teresa Hill, Sheelah McLean, Jean Kayira, Michelle Knorr, Joshua Stone, Jeremy Murphy & Kim Butcher
- Centrality of enactive experiences, framing, and motivation to student teachers' emerging professional identity  
Fanni Liu Coward, Doug Hamman, Leah Johnson, Matthew Lambert, John Indiatsi & Li Zhou
- Critical moments in negotiating authority: grading, accountability, and teacher education  
Nathan D. Brubaker

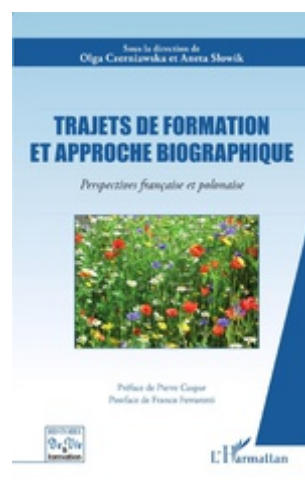
[Youth & Society, May 2015; Vol. 47, No. 3](#)

- College-Going Benefits of High School Sports Participation: Race and Gender Differences Over Three Decades  
Dara Shifrer, Jennifer Pearson, Chandra Muller, and Lindsey Wilkinson
- Experiences of Military Youth During a Family Member's Deployment: Changes, Challenges, and Opportunities  
Leanne K. Knobloch, Kimberly B. Pusateri, Aaron T. Ebata, and Patricia C. McGlaughlin



- Romantic Relationship Dynamics of Urban African American Adolescents: Patterns of Monogamy, Commitment, and Trust  
Senna L. Towner, M. Margaret Dolcini, and Gary W. Harper
- Social Relationships and Delinquency: Revisiting Parent and Peer Influence During Adolescence  
Jonathan R. Brauer and Stacy De Coster
- Cell Phone Decision Making: Adolescents' Perceptions of How and Why They Make the Choice to Text or Call  
Bethany L. Blair, Anne C. Fletcher, and Erin R. Gaskin
- School Motivation in Secondary Schools: A Survey of LGB and Heterosexual Students in Flanders  
Saskia Aerts, Mieke Van Houtte, Alexis Dewaele, Nele Cox, and John Vincke

### 3. Livres intéressants



Olga Czerniawska, Aneta Slowik (dir.). **Trajets de formation et approche biographique : Perspectives française et polonaise**. Paris : L'harmattan, 2015. 284 p. - ISBN : 978-2-343-04851-2

Comment construire son trajet de formation dans le brouillard et le brouillage des temporalités actuelles ? Deux chercheuses polonaises, de deux générations différentes, Olga Czerniawska et Aneta Slowik, explorent les apports de l'approche biographique pour répondre à cette question selon deux perspectives : la francophone et la polonaise. Exploration croisée, mobilisant trois auteurs français, un québécois, deux suisses, un brésilien et neuf polonais.



Michael Tomasello. Géraldine Grimaud et Camilla Jones (trad.). **Pourquoi nous coopérons**. Rennes : Presses Universitaires de Rennes, 2015. 86 p. (Paideia) - ISBN : 978-2-7535-3609-8 - 10 €

Grâce à l'observation de jeunes enfants, Tomasello montre que les enfants sont naturellement – et uniquement – coopérateurs. Il identifie les processus psychologiques qui ont permis les premières formes humaines de coopération, jusqu'à nos formes uniques d'organisation culturelle, de l'évolution de la tolérance et de la confiance à la création de structures collectives (normes, institutions). Les chercheurs Carol Dweck, Joan Silk, Brian Skyrms et Elizabeth Spelke réagissent ensuite aux apports de Tomasello et en discutent les implications.



SCALLON Gérard. **Des savoirs aux compétences : exploration en évaluation des apprentissages**. Bruxelles : De Boeck, février 2015. 144 p. (pédagogies en développement) - ISBN-13 9782804187859. - 32 €

L'évaluation des apprentissages n'est pas seulement objet de discours, mais aussi objet de pratique. Aux savoir-faire depuis longtemps maîtrisés sont venus s'ajouter des pratiques inédites, hésitantes voire incertaines. La méthodologie de l'évaluation doit s'accorder à des programmes de formation dont les orientations vont des savoirs aux compétences, en passant par les notions de savoir-être et de savoir-agir.

La reconnaissance de certaines compétences impose des procédés de collecte d'informations et des manières de juger fondées sur des approches qualitatives plutôt que quantitatives. Mais, en amont

de cette reconnaissance, il nous faut aborder la progression des apprentissages qui touche autant la formation que l'évaluation – et qui est au cœur du présent ouvrage.

D'autres défis se posent à l'évaluation, notamment la prise en compte du « savoir-agir » maintes fois évoqué dans les définitions de la compétence. Ce sont les écrits touchant le domaine de la formation professionnelle qui nous fournissent le plus d'enseignements à cet égard. Ces défis – et de nombreux autres – expliquent que l'évaluation et ses multiples facettes soient devenues un sujet d'exploration. Ce livre vise à présenter l'évaluation des apprentissages de base et des compétences comme objet d'étude, de pratique et de réflexion, tant pour les responsables du système éducatif que pour les personnes qui s'adressent à des individus en formation.



Blais, J.-G., Gilles, J.-L. & Tristan-Lopez, A. (2015). ***Bienvenue au 21e siècle : évaluation des apprentissages et technologies de l'information et de la communication***. Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Oxford, Wien : Peter Lang. 308 p. ISBN 978-3-0343-1613-2 br.

Chaque jour, chaque semaine, chaque année, des données reliées à l'évaluation des apprentissages sont récoltées par des enseignants, des écoles et des ministères. Traditionnellement, ces données ont été récoltées avec un support dit papier-crayon, mais cette technologie est en voie d'être supplantée par la technologie informatique et le support écran-clavier. Il s'agit d'un constat inéluctable et ce nouveau support ouvre la porte à une exploitation des données qu'il était difficile d'imaginer il y a dix ans à peine, avec un potentiel de transformation radicale du processus d'évaluation des apprentissages et des apprentissages eux-mêmes. Dans la lignée de leurs ouvrages précédents sur le même thème, les auteurs exposent ici différentes facettes propres à l'évaluation des apprentissages à l'aide des technologies de l'information et de la communication. Ce thème est abordé en quatre parties : la complexité de nouvelles approches pour récolter des données pour l'évaluation, les dispositifs numériques en ligne, les outils pour l'analyse de séquences filmées et enfin la modélisation de données pour l'évaluation.