



Veille de l'IREDU n°63

15 juin 2016

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Marie Duru-Bellat. [Ecole : viser l'excellence pour tous](#). Alternatives Economiques n° 358 - juin 2016
Adapter les contenus, favoriser la mixité sociale, aider davantage les élèves en difficulté, mieux former les maîtres..., l'école peut et doit mieux faire.

Dès l'entrée en cours préparatoire, l'avantage des enfants de milieu favorisé est net dans l'apprentissage de la lecture.

Car les capacités mobilisées, telle la reconnaissance des lettres, ont déjà fait l'objet d'apprentissages familiaux informels.

Ces inégalités découlent de la diversité des pratiques éducatives des familles, mais aussi des conditions matérielles de vie.

Ainsi le surpeuplement du logement affecte significativement les difficultés scolaires.

Pour contrer ces inégalités précoces, deux grandes directions doivent être suivies.

Blandine Laperche et Michel Marchesnay, Philippe Frémeaux. [L'innovation au service du progrès économique et social](#). Alternatives Economiques n° 358 - juin 2016

Aux côtés de l'ingéniosité et de la prise de risque, l'action publique et les attentes sociales sont indispensables à l'innovation.

Repéré sur : cafepedagogique.net

[Bien être des élèves : Les relations scolaires restent un problème](#). L'expresso du 2 juin 2016

Que sait-on du bien être perçu par les élèves à l'école ? Qu'est ce qui l'influence ? Quelles conséquences a-t-il ? Un rapport de recherche du Cren (Etude BE-Scol 2, Université de Nantes) apporte un nouvel éclairage sur ces questions. Original, il s'agit d'une étude longitudinale qui suit sur plusieurs années un millier d'élèves du primaire et du collège, ainsi que des enseignants et personnels de direction, sur plusieurs années. Agnès Florin, co auteure du rapport avec Philippe Guimard, Fabien Bacro, Séverine Ferrière et Tiphaine Gaudon ville, fait le point sur les apports de cette recherche.

[Oser le bien être au collège](#). L'expresso du 6 juin 2016

Comment procèdent les collèges qui mettent en place des programmes visant à améliorer le bien-être des élèves et des adultes ? Quels types d'actions sont mises en place ? Avec quels résultats ? Le petit livre de Christian Garcia et Caroline Veltcheff, publié avec le soutien de la Mgen, fait très concrètement le point sur des pratiques méconnues qui changent la vie de tous.

[Denis Meuret : L'urgence de construire l'Ecole fraternelle](#). L'expresso du 7 juin 2016



"Contre le nihilisme (du djihad) l'école peut développer chez les élèves ce qui permet justement de se penser comme l'auteur de sa vie". Dans la revue *Projet*, Denis Meuret, professeur émérite en science de l'éducation, signe un bel article sur l'éducation à la fraternité. Ce sujet nous avait paru s'imposer il y a un an quand le Café pédagogique avait organisé la 1ère Journée de la Fraternité à l'École. Denis Meuret nous donne l'occasion de revenir de façon très concrète sur cette urgence.

[Enseignement professionnel : Le Cnesco veut en finir avec les lycées ghettos.](#) L'expresso du 8 juin 2016

"Parce que demain notre pays ne construira pas sa cohésion nationale en pratiquant du séparatisme éducatif et social, parce que demain notre pays ne redynamisera pas son économie sans des ressources humaines qualifiées à tous les niveaux de responsabilité, notre enseignement professionnel et son petit frère l'apprentissage devront dans les années futures être au cœur des préoccupations de politiques enfin capables de penser une action publique qui embrasse, dans une vision holistique et complexe, l'éducation, la formation, le travail, l'économie et le social". Nathalie Mons clôt le 8 juin la Conférence de comparaisons internationales sur l'enseignement professionnel, organisée par le Cnesco et le Ciep, par un appel à une prise en compte réelle de l'enseignement professionnel par l'Etat. Le Cnesco demande à la fois des réformes urgentes et des changements sur le fond qui concernent aussi les entreprises.

[Enseignement professionnel : Une situation alarmante pour le Cnesco.](#) L'expresso du 8 juin 2016

Pénurie d'enseignants, concentration des difficultés scolaires et des inégalités sociales et de genre, inflation des diplômes, l'enseignement professionnel est bien l'oublié de l'Education nationale si l'on en croit le Conseil national d'évaluation du système scolaire. Le Cnesco publie le 8 juin le bilan alarmant de la conférence de comparaisons internationales qu'il a organisée avec le Ciep, le Céreq et le Lest, les 19 et 20 mai.

[Comment l'enseignement professionnel réinvente la relation aux parents.](#) L'expresso du 8 juin 2016

Pourquoi tisser des liens avec les parents dans l'enseignement professionnel ? Parce que l'impact est mesurable sur les résultats et sur le comportement des élèves. Mais aussi parce que ça embellit le métier. Comment faire ? Claire Botella, professeure d'EPS au lycée polyvalent Jules Fil à Carcassonne, a eu l'idée de proposer un parcours STEP - Santé aux élèves et à leurs parents en lien avec le baccalauréat professionnel Accompagnement, soins et services à la personne. Récit d'une réussite qui lui a valu un prix national Unss éthique, santé et bien-être.

[Lycée : De fortes inégalités académiques pour le devenir des élèves faibles.](#) L'expresso du 9 juin 2016

Que deviennent les élèves faibles après la 3ème ? Le lycée est-il capable de compléter les manques du collège ? Quelle sera leur orientation ? Une étude de la Depp éclaire ces questions. Elle montre qu'un élève faible sur deux obtiendra un bac. Mais que le parcours variera beaucoup selon les académies.

[Où en est la démocratisation dans le supérieur ?](#) L'expresso du 10 juin 2016

" En 2014, 72 % des jeunes âgés de 20 à 24 ans possèdent un baccalauréat (graphique 22.01). La démocratisation des études au cours du 20e siècle a permis à tous les milieux sociaux d'obtenir plus souvent un baccalauréat. En effet, à 20-24 ans, 60 % des enfants d'ouvriers ou d'employés ont le baccalauréat. C'est deux fois plus que ce qui était observé dans les anciennes générations", observe

L'état de l'enseignement supérieur. Cette publication ministérielle fait le point sur la recherche et l'enseignement supérieur mais aborde aussi des sujets qui intéressent le scolaire. " L'augmentation de l'obtention du baccalauréat s'observe également parmi les enfants dont les parents se situent en haut de l'échelle sociale, mais la progression a été moins forte (87 % contre 67 %).

[Nathalie Mons : Le bac un diplôme utile, mais...](#)L'expresso du 15 juin 2016

Alors que s'ouvre le 15 juin la nouvelle session du baccalauréat, le Cnesco (Conseil national d'évaluation du système scolaire) publie un important dossier sur cet examen. En échec le bac à la française ? Nathalie Mons, présidente du Cnesco juge au contraire que cet examen final a un impact positif sur les élèves parce qu'il est élargi à de nombreuses matières et qu'il s'agit bien d'un examen de qualité. Pour autant le système français est marqué par de fortes inégalités sociales.

[Bac : Impossible démocratisation...](#) L'expresso du 15 juin 2016

L'extraordinaire hausse du nombre de candidats et du taux de réussite permettent-ils une véritable démocratisation du bac ? Alors que vont commencer les épreuves du bac, regardons les chiffres. Avec 78% d'une génération reçue au bac en 2014, l'objectif des 80% semble presque atteint. Mais plus le bac se banalise, plus les différences se creusent entre ses séries. 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.

Repéré sur : Cereq.fr

Mélanie Vignale. [Mobilités interrégionales de jeunes diplômés du supérieur : qui forme pour qui ?](#)
Bref du Céreq, n°347, 2016

L'étude des mobilités interrégionales des jeunes diplômés du supérieur révèle des schémas de circulation différents selon le niveau de sortie. Pour les diplômés du supérieur long, l'Île-de-France occupe une place centrale en conservant la grande majorité des jeunes qu'elle forme, et en attirant aussi de nombreux jeunes formés ailleurs. Il n'en va pas de même pour les diplômés du supérieur court technologique et professionnel, pour lesquels les migrations sont moins fréquentes et moins polarisées

Mélanie Vignale. Mobilités [interrégionales de jeunes diplômés - Analyse par niveau de sortie](#).
Net.Doc, n° 160, 2016, 60 p.

Cette étude fournit une typologie des régions selon leurs soldes migratoires en cours d'études et en phase d'insertion, à partir des données de l'enquête Génération 2010. L'exercice a été appliqué aux migrations du supérieur court technologique et professionnel et aux migrations du supérieur long. Il en ressort quatre profils-type de régions : les (ou plutôt « la », car seule l'Île-de-France est dans ce cas pour le supérieur long) « doublement attractives », les « doublement déficitaires », celles « uniquement attractives pour l'insertion » et enfin celles « uniquement attractives pour la formation ».

Boulanger, D. (2015). [Mise en perspective de la théorie des représentations sociales originale dans le contexte de l'engagement parental déployé au cœur du programme Famille, école, communauté, réussir, ensemble.](#) Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

La thèse s'inscrit au cœur de la problématique des rapports de discontinuité culturelle entre parents et personnels enseignants en milieu défavorisé, problématique que prend pour cible le programme d'intervention québécois Famille, école, communauté, réussir ensemble (FECRE) constituant le contexte de la présente recherche. Les rapports de discontinuité culturelle sont caractérisés par une tendance de ces parents à fuir l'univers scolaire et des personnels enseignants à entretenir des croyances et attitudes négatives en regard de leur engagement. Pour comprendre les processus par lesquels, en contexte de discontinuité culturelle, les personnels enseignants, exposés au parent dans le cadre FECRE, rendent familier l'étranger que celui-ci constitue pour eux, nous posons la question de recherche suivante : quels sont les processus représentationnels mobilisés par les personnels enseignants en regard de l'engagement parental dans le contexte de FECRE? L'objectif général s'énonce comme suit : identifier les processus représentationnels mobilisés par les personnels enseignants, autour de l'engagement parental, dans le contexte de FECRE

Piers, L. (2015). [Fostering Resilience with Students with Learning Disabilities: An Ecological Approach.](#) Thèse de doctorat inédite, Université d'Ottawa, Ottawa, Ontario.

This qualitative study explored the educational journeys of five post-secondary students with learning disabilities from the perspectives of the students and their families. Guided by Ungar's (2012) ecological conceptualization of resilience and Bronfenbrenner's (2007) bio-ecological theory of development, this study sought to identify the challenges that these students faced and the capacities and resources within their environments that helped them along their journeys. Data collected through in-depth, semi-structured interviews with the students and their families and analyzed inductively revealed that while each student's educational journey was unique, most of the participants followed a similar path. Common themes that emerged in the participants' journeys included: early academic or socio-emotional challenges, early diagnosis and intervention, common family characteristics and parent support, development of self-awareness and self-advocacy in the students over time, goal setting and determination, the important yet complex role of peers, and the impact, both positive and negative, of teachers. The participants identified a number of interactions at both the microsystem and mesosystem levels that helped the students through their educational journeys. The ongoing interactions that occurred between the students and their parents, teachers, and peers at the microsystem level helped shape and develop the capacities they needed in order to negotiate for the supports and resources that sustained their well-being. These capacities included an awareness and understanding of their learning disabilities and themselves as learners, the self-advocacy skills they needed in order to seek out and negotiate for the supports and accommodations that would help them succeed, the ability to set lofty, yet attainable goals and the perseverance to work towards these goals in spite of setbacks and challenges, and the willingness to use the supports and resources that were available to them. The interactions that occurred among the students' environments at the mesosystem were important as well, as they helped ensure that the resources they needed would be provided for them. The mesosystem level interactions included open and honest communication between the home and school environments as well as a solid link between

the home and community environments so that the parents were able to seek out the appropriate supports in the community. These findings give voice to students with learning disabilities and their families and inform educators in how they can help other families navigate their way to the resources and supports within their environments that can sustain their wellbeing and support them through their educational journeys.

Shadd, D. (2015). [On Language, Education and Identity: Minority Language Education Within the Canadian Context](#). Thèse de doctorat inédite, Université d'Ottawa, Ottawa, Ontario.

“The destiny of a people is intricately bound to the way its children are educated” (RCAP 1996, v. 3: 404). Firm in this belief, the current study undertakes an examination of language and education policy in Canada, seeking to understand how these two factors together impact the formation of identity, not only for individual students in a classroom, but more broadly for the linguistic and cultural communities of which they are a part, as these struggle to establish a place for themselves within the country’s social sphere. Despite the rhetoric of multicultural equality which predominates in Canadian public discourse, the examination of a corpus of historical legislation, carried out within the framework of narrative theory and critical discourse analysis, plainly demonstrates a clear hierarchy of languages and cultures in Canada – established and enforced in law, rooted and reflected in social institutions, reinforced and replicated through formal systems of schooling. As a result, even as speakers of minority languages are taught as students that to achieve success in schooling, they must translate their speech, thinking, and ways of knowing into the language and manners of the majority, so as members of their communities do they learn that, in order to gain a place of full participation in society, they must also translate their ways of acting, of relating to others, and of being in the world. In short, they must translate themselves. Recognizing that students are in this manner transformed in the very movement between classroom and community; and that as these transformed students return to their communities, these are likewise impacted in terms of their sense of belonging in society; we seek to discern what new insights might be gained from the consideration of education in light of a translational paradigm, ultimately identifying three productive methods of entry into such critical reflection: through the variety of significant questions that are raised, through the consideration of specific theoretical concepts reassessed and applied anew, and finally through the reframing and retelling of narratives in translation.

Soung, S. (2016). [Les compétences informationnelles des étudiantes et étudiants de 2e et 3e cycles en éducation dans des universités québécoises francophones en matière de recherche d’information, d’évaluation et d’utilisation de la documentation scientifique](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

Aux cycles supérieurs, le processus de construction du mémoire et de la thèse doit correspondre aux exigences de la démarche scientifique (Green et Macauley, 2007; Green, 2010). Ainsi, les compétences à rechercher, évaluer puis utiliser l’information à bon escient sont fondamentales à la réussite universitaire (Coulon, 2005). La croissance exponentielle de l’information (Head, 2008) et l’augmentation du nombre de documents scientifiques, sous diverses formes et dans de multiples ressources disponibles, rendent la recherche complexe pour la population estudiantine universitaire. Dans cette optique, les compétences informationnelles jouent un rôle important, d’une part, dans les pratiques de recherche d’information et d’autre part, dans l’utilisation de l’information (sélection, évaluation, synthèse et diffusion de contenu). Il s’avère donc incontournable que l’étudiant soit

formé à ces compétences afin de mener à bien ses études. L'objectif principal de notre recherche vise à décrire les représentations sociales des étudiants de 2e et 3e cycles des facultés d'éducation d'universités québécoises francophones au regard de leurs compétences informationnelles dans la mise en œuvre d'une démarche de recherche scientifique, et à identifier leurs besoins de formation à cet égard. Pour répondre à cet objectif, nous avons réalisé une enquête par questionnaire (N=268) et une série d'entrevues semi-dirigées (N=54) auprès d'étudiants en recherche de 2e et de 3e cycles en éducation dans quatre universités québécoises francophones (Sherbrooke, Laval, Montréal et UQAM). Les résultats de notre étude indiquent que les besoins d'aide spécifiques à la recherche d'information aux cycles supérieurs les plus exprimés se situent par rapport à l'élaboration de la stratégie de recherche et à l'utilisation des banques de données en éducation, à l'exploitation des résultats, à l'évaluation de l'information et à l'exercice du jugement critique par rapport aux sources d'information. Notre étude a comme principale retombée sur le plan scientifique de contribuer à enrichir et à systématiser l'état de la connaissance en la matière. Elle présente un intérêt direct pour l'avancement de la connaissance en pédagogie universitaire à l'échelon national et international, entre autres, au Québec et ailleurs dans le monde, puisque le problème semble ne pas être localisé au Québec. Sur le plan social, elle permet de faire la lumière sur les représentations et les pratiques déclarées des étudiants aux cycles supérieurs des facultés d'éducation des universités québécoises francophones. Elle explore une dimension cruciale des habiletés requises pour assurer un haut niveau de qualité scientifique, notamment, dans le cadre des recherches réalisées aux 2e et 3e cycles.

Maroy, C., Brassard, A., Mathou, C., Vaillancourt, S. & Voisin, A. (2016). [La mise en œuvre de la politique de gestion axée sur les résultats dans les commissions scolaires au Québec : médiations et mécanismes d'institutionnalisation d'une nouvelle gestion de la pédagogie](#). Montréal : Université de Montréal, Chaire de recherche du Canada en politiques éducatives (CRCPE).

La gestion axée sur les résultats (GAR) est une politique concernant l'ensemble de l'administration publique québécoise qui a été étendue au réseau scolaire public des écoles québécoises à la faveur des lois 124 et 88 (2002 et 2008). De nouveaux outils de planification, de contractualisation ou de reddition de compte sont censés mieux aligner les objectifs et le fonctionnement des établissements scolaires avec des objectifs politiques fixés contractuellement à des niveaux d'action supérieurs, celui des commissions scolaires (CS), et du ministère de l'éducation. Les buts de ce dernier sont notamment d'améliorer les taux de diplomation, les taux de réussite aux épreuves ministérielles, mais aussi de contribuer à réduire le décrochage scolaire en cours de scolarité obligatoire ou d'augmenter le nombre d'élèves en formation professionnelle. Ce rapport présente l'analyse empirique de la mise en œuvre de ces lois dans quatre CS, à partir d'une méthodologie d'étude de cas multiples, complétée en amont par une analyse de la genèse de la loi au sein du champ politique québécois. Selon les auteurs, la gestion axée sur les résultats fait l'objet d'un travail de médiation par les CS au sens où ces dernières, à la faveur de la GAR, tendent à renouveler les formes de leur gestion scolaire, à en étendre l'objet aux pratiques pédagogiques des enseignants et à en renouveler les outils. Une nouvelle gestion de la pédagogie tend ainsi à se mettre en place.

- Schleicher, A. (2016). *Teaching Excellence through Professional Learning and Policy Reform: Lessons from around the World*. Paris : Éditions OCDE. [Formation, Profession] [Lire...](#)

Repéré sur : Education.gouv.fr

Nicolas Miconnet. [Parmi les élèves qui étaient en difficulté scolaire en troisième, un sur deux a obtenu son baccalauréat](#). Note d'information, n°17, juin 2016

Un élève sur deux parmi ceux en difficulté scolaire en troisième a obtenu le baccalauréat cinq ans après son entrée en classe de troisième. Plus précisément, 32 % de ces élèves les plus faibles scolairement ont obtenu le baccalauréat professionnel, 11 % le baccalauréat technologique et 5 % le baccalauréat général. Selon les académies, l'accès au baccalauréat de ces élèves varie fortement (de 40 % à Caen à plus de 53 % en Île-de-France et 60 % en Corse), et surtout la répartition entre les différents baccalauréats diffère. Dans l'académie de Rennes, quatre lauréats sur cinq le sont dans la voie professionnelle alors qu'en Corse seul un bachelier sur deux est dans ce cas.

IGEN. [Rapport d'activité de l'Inspection générale de l'éducation nationale 2015 - Rapport IGEN](#). Mars 2016

Le premier rapport d'activité de l'inspection générale offre une présentation de ses membres, de son organisation, de son fonctionnement, de ses missions et réalisations pour l'année 2015. Une présentation historique complète le document.

Repéré sur : Esen.education.fr

Laure Coudret-Laut. [Le devenir professionnel des jeunes ayant effectué une mobilité internationale : Analyses issues de l'enquête Génération 2010 \(2/2\)](#). L' Observatoire Erasmus +, {notes}, n°2

Les jeunes diplômés qui ont réalisé pendant leurs études un séjour encadré à l'étranger (dans un cadre scolaire, de travail ou d'un stage) connaissent plus souvent "des trajectoires marquées par un accès durable à l'emploi", dans les 3 premières années de vie active qui ont suivi le diplôme. Cette mobilité a également un impact sur leur niveau de salaire.

[Effectifs d'étudiants dans les universités en 2015-2016](#). Note Flash n° 6, Mai 2016

Cette étude montre que l'augmentation du nombre d'étudiants inscrits à l'université est de +2,4 %, soit 35 500 inscriptions supplémentaires par rapport à l'année universitaire précédente. Les effectifs présentent des évolutions contrastées selon les groupes disciplinaires. Un fort dynamisme continue d'être observé en sciences ainsi qu'en arts, lettres, langues, sciences humaines et sociales. En revanche, les effectifs varient peu en droit et en économie-gestion par rapport à l'an passé.

Repéré sur : halshs.archives-ouvertes.fr

Carine Erard, Catherine Louveau. [Entre transgression et reproduction des normes de genre. Les effets paradoxaux du goût du sport sur l'orientation scolaire et professionnelle des Normaliennes en Sciences du sport et Éducation physique](#). Sciences sociales et sport, 2016, pp.83-113. .

Cette contribution s'attache aux effets paradoxaux de la possession de compétences et de capital sportifs sur les parcours des normaliennes en sciences du sport et éducation physique. Elle analyse



les stratégies d'orientation de ces jeunes femmes que le goût du sport, central conduit à opter pour des orientations scolaires, puis professionnelles, oscillant entre conformité et atypisme, le plus souvent en deçà de ce à quoi elles peuvent prétendre. Ces « oscillations » entre reproduction des normes de genre et détachement à l'égard des référentiels masculins de réussite expriment la tendance à la reproduction du monde social travaillée par P. Bourdieu (Bourdieu, 1994) ainsi que la possible activation de dispositions apparemment contradictoires selon les contextes et les moments d'un parcours (Lahire, 2004).

Géraldine Farges, Tremblay Diane-Gabrielle. [Genre et vieillissement dans le secteur de l'éducation au Québec : les "fins de carrière" des personnels de direction](#). Journée d'études "Actualités des études de genre", May 2016, Dijon, France. 2016



Nathanaël Friant. [Choix de l'école et ségrégations scolaires dans un espace local en Belgique francophone](#). Inégalités éducatives et espaces de vie, Sep 2015, Rennes, France. Inégalités éducatives et espaces de vie, 2016.

Les questions sur le choix de l'école et la formation de ségrégations scolaires sont primordiales dans un système éducatif tel que celui de la Belgique francophone, où les élèves et leurs parents sont libres de choisir l'école qu'ils préfèrent et où l'on observe d'importantes ségrégations, notamment socio-économiques entre écoles. Afin d'étudier cette question, un modèle du choix de l'école utilisant la simulation individus-centrée a été mis en place sous la forme d'un système multi-agents implémentant des règles de choix de l'école par les agents-élèves. Cet article constitue une extension, sur des données exhaustive d'un espace local en Belgique francophone, des analyses déjà réalisées sur des données partielles (Friant, 2012). Les résultats montrent que la distance domicile-école reste la variable la plus importante, mais qu'elle n'explique le choix de l'école qu'à hauteur de 20%, aucune des autres variables introduites ne permettant d'ajouter de l'explication au modèle. Par[...]

Catherine Loisy, Pierre Bénech, Raze Amandine. [Rapport du projet DevSup Septembre 2015 : DevSup : construction d'un dispositif d'accompagnement de l'approche-programme](#). [Rapport de recherche] IFE - ENS de Lyon. 2015.

Résumé : DevSup est une action financée par une convention établie entre l'ENS de Lyon et la DGESIP (Direction générale pour l'enseignement supérieur et l'insertion professionnelle) du MENESR (Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche). Nous remercions vivement la MIPNES (Mission de la pédagogie et du numérique pour l'enseignement supérieur) qui a soutenu ce projet depuis son lancement, notamment Claude Bertrand, Patricia Arnault, et Geneviève Lameul, nos interlocuteurs, avec qui une collaboration fructueuse s'est développée. Nous remercions également les enseignants et les services d'appui des universités qui ont accepté de participer à cette expérimentation. Les objectifs de DevSup sont d'une part de caractériser le développement professionnel des enseignants du supérieur du point de vue de leurs pratiques pédagogiques intégrant le numérique, d'autre part de concevoir un dispositif pour soutenir ce développement. Le dispositif DevSup comporte[...]

Catherine Loisy, Eric Sanchez, Diarra Diakhaté. [DevSup : évaluation de la mise en place d'un dispositif d'accompagnement à la mise en œuvre d'une approche-programme](#). [Rapport de recherche] IFE - ENS de Lyon. 2015.

Résumé : DevSup est un projet de recherche et développement qui vise d'une part à caractériser le développement professionnel des enseignants du supérieur du point de vue de leurs pratiques pédagogiques intégrant le numérique, d'autre part à concevoir un dispositif pour soutenir ce développement. Le déploiement de ce dispositif concerne l'ingénierie de formation et l'ingénierie pédagogique. Pour ce qui concerne la première, le projet promeut une approche-programme au sein de l'équipe pédagogique ; pour ce qui concerne la seconde, le projet cherche à contribuer au développement professionnel des enseignants, notamment en soutenant l'intégration du numérique et la mise en place d'une approche par compétences dans les enseignements. La méthodologie de recherche relève de la Design-Based Research, une approche collaborative et itérative conduite en conditions écologiques. Cette approche permet de combiner les visées pragmatiques et heuristiques. Le rapport 2012 sur la recherche DevSup (Bénech,[...])

Linda Gardelle, Emmanuel Cardona Gil. [Quels innovateurs veut-on former ? L'exemple de l'Europe et de quelques pays émergents](#). Colloque Ingenium. Création, créativité et innovation dans la formation et l'activité d'ingénieur, Dec 2015, Paris, France.

Résumé : Depuis son apparition dans l'Europe de la Renaissance comme figure sociale reconnue et promue (Denis Lemaitre, 2013), l'ingénieur est vu comme ce que l'on appelle « un innovateur ». Mais de quels innovateurs a-t-on besoin aujourd'hui dans différents pays d'Europe et ailleurs ? De celui qui dépose des brevets et multiplie les découvertes scientifiques, de celui qui crée de nouvelles façons de s'organiser et de faire usage des techniques, de celui qui fait des liens entre les avancées des sciences et les besoins de la société, ou d'une autre forme d'innovateur encore ? Pour répondre à cette question, nous nous proposons de présenter le projet Innov'ing2020 pour lequel nous avons réalisé un état des lieux des formations d'ingénieurs en Europe (France, Allemagne, Royaume-Uni, Hongrie, etc.) et dans quelques pays émergents d'Asie et du Maghreb. Dans ce cadre, nous nous sommes intéressés à ce que signifie former des innovateurs aujourd'hui dans des contextes socio-historiques différents, qui[...]

Jacques Kerneis. [Pratiques informationnelles générées des étudiant.e.s ?](#). 14ème Séminaire M@rsouin, May 2016, Douarnenez, France.

Résumé : Mots-clés : étudiant, genre, pratiques informationnelles, serendipité. Cette communication permet d'interroger les déclarations des étudiantes et des étudiants à propos de leurs pratiques informationnelles non formelles. Nous nous centrons, dans nos analyses, sur d'éventuelles différences liées au genre, dans la perspective d'une sociologie des usages. Le corpus est constitué en premier lieu par les réponses à un questionnaire en ligne 1 adressé à 400 étudiant.e.s de Licence 1 dans 3 UFR de l'Université de Bretagne Occidentale (Lettres et Sciences Humaines ; Sciences et Techniques ; Droit, Économie, Gestion et AES). Avant toute chose, il nous semble utile de présenter rapidement un éventail large des recherches qui traitent, plus largement, des pratiques culturelles du point de vue du genre. Nous définissons ensuite les pratiques informationnelles que nous cherchons à identifier plus précisément avant de présenter les résultats les plus marquants. Nous envisageons, pour finir, les[...]

Repéré sur : ife.ens-lyon.fr

CARTRON Françoise. [La mise en place des projets éducatifs de territoires - Une réforme dans le rythme : vers une nouvelle étape qualitative](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), Premier Ministre (France), 05/2016

Réalisé par Françoise Cartron, sénatrice de la Gironde, ce rapport revient sur la mise en place des projets éducatifs territoriaux (PEDT) dans le cadre de l'application des nouveaux rythmes scolaires dans les communes rurales. Les conclusions de la mission s'appuie sur un programme d'auditions d'environ 100 personnes, de visites dans 12 départements - et collecté des témoignages par la mise en place d'un blog et la diffusion d'un questionnaire en ligne. Les chiffres présentés correspondent aux réponses de: 1002 communes issues de 86 départements qui représentent 4,3 millions d'habitants et plus de 360 000 enfants scolarisés.

BOZEC Géraldine. [Éducation à la citoyenneté à l'école : politiques, pratiques scolaires et effets sur les élèves](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), Conseil national d'évaluation du système scolaire (France), 04/2016

Revue de la littérature à la fois française et internationale portant sur l'éducation à la citoyenneté, le rapport dresse d'abord un état des lieux de l'apprentissage de la citoyenneté à l'école française, à partir d'une analyse des politiques, des programmes et des pratiques scolaires. Il met ensuite en perspective le cas français en restituant ses spécificités et les points communs qu'il partage avec d'autres cas nationaux en matière d'éducation à la citoyenneté. Enfin, il présente un bilan des recherches visant à évaluer les effets de l'éducation à la citoyenneté sur les représentations, les attitudes et les pratiques des élèves. En conclusion, des orientations de recherche qui apparaissent, à l'issue de cet état des lieux, comme encore peu explorées et potentiellement fructueuses, sont identifiées.

Simon Flandin, Cyrille Gaudin. [Conception continuée dans l'usage en vidéoformation des enseignants](#). Toulouse : Université Toulouse - Jean Jaurès (France), Institut français de l'Éducation (France), 05/2016

La littérature scientifique la plus récente sur le recours à la vidéo dans la formation des enseignants consiste en des études très majoritairement empiriques dans leurs fins, technocentrées et quantitatives dans leurs méthodes, et causalistes, c'est-à-dire centrées sur la recherche d'effets générés de façon systématique sur les savoirs et intentions pratiques des enseignants formés. Nous présentons ici un programme innovant à visée à la fois empirique et technologique en analyse de l'activité, qualitatif, centré sur l'expérience des formateurs et des enseignants formés, et sur les effets générés sur leur intervention réelle en classe. Les résultats de deux études de ce type sont discutés à l'aune d'une conception continuée dans l'usage des outils et dispositifs mobilisés.

Martin anne, Pennanen Matti. [Mobility and transition of pedagogical expertise in Finland](#). Finnish Institute for Educational Research (Finlande), 12/2015

Pourquoi tant de gens veulent-ils être des enseignants en Finlande? Restent-ils dans leur profession ou envisagent-ils de la quitter? Quelles sont les exigences de compétences attendues pour la profession d'enseignant?

Ce rapport étudie ces questions à la lumière des résultats d'un projet intitulé Mobility among pedagogical experts (La mobilité chez les experts pédagogiques).

Le projet a été financé par le Fonds social européen et réalisé (en 2012-2013) en collaboration avec l'Institut finlandais de recherche en éducation, de l'université de Jyväskylä; l'Office national finlandais de l'éducation; et du Collège de formation professionnelle des enseignants, de l'université des Sciences Appliquées de Jyväskylä. Les données ont été recueillies par des questionnaires en ligne pour les enseignants et des entrevues avec les ex-enseignants.

[Connecting mobility policies and practice: Observations and recommendations on national and institutional developments in Europe](#). European University Association (Transnational), Academic Cooperation Association (Transnational), 10/2014

The paper puts forward a series of observations and recommendations for enhancing the complementarity between higher education mobility policies (for both students and staff) at the institutional, national and European level. It does so by highlighting a number of issues that could be of wider relevance across different European countries and by raising a number of important questions on how institutional and national policies could both relate and at times diverge.

The publication is divided in three main sections, as follows:

- The first section of the paper outlines a series of observations on specific elements of practice in higher education institutions, for example relating to the implementation and monitoring of mobility strategies, the organisational structures in place for managing mobility, the integration of international staff and students, strategies for enhancing staff mobility, international work placements, and language policies.
- The second section looks to provide some guidance for national policy-makers, in particular education ministries, with regard to developing and implementing national mobility-related policies.
- The final section of the paper provides some suggestions on how current European mobility objectives (such as those outlined in the Bologna Process and at EU-level) could be enhanced in line with national and institutional interests.

The paper is based on the results of the EU-funded and EUA-led project 'Mobility Policy-Practice Connect' (MPPC), as well as a number of other mobility-related studies and projects that both ACA and EUA have carried in the past several years.

Secrétariat d'Etat à la formation, à la recherche et à l'innovation (SEFRI). [La formation professionnelle en Suisse - Faits et chiffres 2016](#). Confédération suisse (Suisse), 04 / 2016

Cette publication périodique fait le point sur la formation professionnelle suisse, orientée vers le marché du travail et intégrée au système éducatif. Il présente les évolutions récentes au niveau de l'enseignement secondaire et supérieur.

DUFOUR Marie. [Les pratiques d'affichage : points communs et variations selon les disciplines et les pédagogies](#). Thèse en Sciences de l'éducation, soutenue en 2016, sous la dir. de Yves REUTER (Université Charles de Gaulle-Lille 3)

« Cette recherche de thèse questionne la dimension matérielle des pratiques, et plus particulièrement celle concernant les outils d'enseignement et d'apprentissages que constituent les affiches. Mon objet de recherche se construit dans l'analyse du discours des enseignants et de celui des élèves. Je tente d'identifier leurs représentations et leurs conceptions de l'affiche, telles qu'ils disent la pratiquer, telles qu'ils s'y investissent selon les pédagogies qu'ils mettent en place. La caractérisation des pratiques d'affichage selon les disciplines scolaires contribue à des modélisations dans les espaces didactique et institutionnel, dans celui des manuels scolaires, des pratiques enseignantes et des pratiques des élèves. »

Repéré sur : Insee.fr

Damien Richet et Stéphane Thomas . [Les créateurs d'entreprises en 2014 : moins de chômeurs et des projets plus modestes qu'en 2010](#). Insee Première, N° 1600, juin 2016

Les entreprises créées au premier semestre 2014 (« cohorte 2014 »), hors régime de l'auto-entrepreneur, l'ont été le plus souvent par des salariés du secteur privé et des chômeurs. La proportion de femmes créatrices est stable par rapport aux générations précédentes de créateurs, au-dessous de 30 %. Un peu plus âgés et diplômés que ceux de la cohorte 2010, les créateurs du premier semestre 2014 ont plus souvent mené leur projet seuls. Le commerce, la construction et les activités spécialisées scientifiques et techniques sont toujours les secteurs les plus favorables à la création. Les projets de 2014 sont plus modestes que ceux de 2010. Ils nécessitent moins d'investissement financier au départ et bénéficient moins souvent d'aides publiques qu'en 2010. La clientèle de ces nouvelles entreprises reste toujours principalement locale et se compose le plus souvent de particuliers. Le démarrage des entreprises créées au premier semestre 2014 s'est accompagné une fois sur quatre de la création d'au moins un emploi salarié au cours de l'année 2014.

Simon Beck et Joëlle Vidalenc. Une [photographie du marché du travail en 2015](#) - Le chômage se stabilise, mais les chômeurs de longue durée restent nombreux. Insee Première, N° 1602 - juin 2016
En 2015, en France métropolitaine, 28,4 millions de personnes âgées de 15 à 64 ans, soit 71,5 % de cette tranche d'âge, sont actives, qu'elles aient un emploi ou soient au chômage.
Parmi elles, 25,5 millions ont un emploi. Les trois quarts de ces actifs occupés travaillent dans le secteur tertiaire et près de neuf sur dix sont salariés. Le contrat à durée indéterminée reste prédominant chez les salariés (85,6 %), même si les jeunes, entrés récemment sur le marché du travail, accèdent moins souvent à ce type de contrat (44,9 % pour les 15-24 ans). Le sous-emploi,

massivement féminin et affectant particulièrement les employés non qualifiés, concerne 6,6 % des actifs occupés.

Parmi ces actifs, on compte également 2,9 millions de chômeurs au sens du Bureau international du travail. Le taux de chômage, qui s'élève à 10,0 % des actifs en 2015 (10,4 % en incluant les départements d'outre-mer), est sensiblement le même qu'en 2014 (9,9 %). Depuis 2012, il est plus élevé chez les hommes que chez les femmes ; cet écart s'accroît en 2015. Plus fréquent chez les jeunes actifs, le chômage est plus durable chez leurs aînés : six chômeurs de 50 ans ou plus sur dix sont au chômage depuis au moins un an. En ajoutant aux chômeurs les inactifs souhaitant travailler, c'est-à-dire relevant du « halo » autour du chômage, en 2015, 4,3 millions de personnes sont sans emploi et souhaitent travailler.

Repéré sur : ladocumentationfrancaise.fr

BISSON-VAIVRE Claude. [Rapport du médiateur de l'éducation nationale et de l'enseignement supérieur - Année 2015 - Confiance et bienveillance](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Mai 2016. 222 p.

Comme chaque année, le « médiateur » (médiateur national, ses collaborateurs et l'ensemble des 49 médiateurs académiques) dresse un bilan annuel d'activité « dans lequel il formule les propositions qui lui paraissent de nature à améliorer le fonctionnement du service public de l'éducation nationale ». Le médiateur fait notamment le point sur les mesures prises en réponse aux recommandations du rapport 2014. Ce dernier met l'accent sur deux sujets majeurs : la souveraineté des jurys d'examens et la gestion des ressources humaines, sous l'angle de l'affectation et de la mobilité des enseignants et sous celui de la prévention des risques psycho-sociaux. Avec 11 500 en 2015, le nombre de saisines est stable pour la troisième année consécutive. C'est sur cette base que le médiateur formule de nouvelles recommandations.

Repéré sur : Nber.org

James J. Heckman, Chase O. Corbin. [Capabilities and Skills](#). NBER Working Paper No. 22339, June 2016

This paper discusses the relevance of recent research on the economics of human development to the work of the Human Development and Capability Association. The recent economics of human development brings insights about the dynamics of skill accumulation to an otherwise static literature on capabilities. Skills embodied in agents empower people. Enhanced skills enhance opportunities and hence promote capabilities. We address measurement problems common to both the economics of human development and the capability approach. The economics of human development analyzes the dynamics of preference formation, but is silent about which preferences should be used to evaluate alternative policies. This is both a strength and a limitation of the approach.

Mark Hoekstra, Pierre Mouganie, Yaojing Wang. [Peer Quality and the Academic Benefits to Attending Better Schools](#). NBER Working Paper No. 22337, June 2016

Despite strong demand for attending high schools with better peers, there is mixed evidence on whether doing so improves academic outcomes. We estimate the cognitive returns to high school

quality using administrative data on a high-stakes college entrance exam in China. To overcome selection bias, we use a regression discontinuity design that compares applicants barely above and below high school admission thresholds. Results indicate that while peer quality improves significantly across all sets of admission cutoffs, the only increase in performance occurs from attending Tier I high schools. Further evidence suggests that the returns to high school quality are driven by teacher quality, rather than peer quality or class size.

Repéré sur : OCDE.fr

[What are the benefits from early childhood education?](#). Education Indicators in Focus, n° 42, June 2016

Early childhood education and care programmes (ECEC) have become more accessible in recent years, with high enrolment rates in both early childhood educational development and preprimary education. The educational results of students at the age of 15 may be partially explained by attendance at pre-primary education, which sharply decreases the likelihood of low performance in the Programme for International Student Assessment (PISA). Pre-primary education can play a strong role in promoting equality at an early age, particularly by targeting disadvantaged groups such as first- and second-generation immigrants. Assuring and monitoring the quality of programmes is key to guaranteeing that early childhood education and care has a positive impact on both equity and performance in education.

Andreas Schleicher. [Teaching Excellence through Professional Learning and Policy Reform](#)

Lessons from around the World. Paris : OCDE, 2016. 96 p. ISBN: 9789264252059 (PDF) ; 9789264252042(print)

If the quality of an education system can never exceed the quality of its teachers, then countries need to do all they can to build a high-quality teaching force. Teaching Excellence through Professional Learning and Policy Reform: Lessons from around the World, the background report to the sixth International Summit on the Teaching Profession, describes the knowledge, skills and character qualities common to the most effective teachers. It examines the education policies and practices that help teachers to acquire these tools, including through induction and mentoring programmes, ongoing professional development activities, student assessments, and collaboration with colleagues. The publication also discusses the importance of involving all stakeholders – especially teachers – in the process of education reform.

Repéré sur : ove-national.education.fr

Nicolas Charles. [Les étudiants français à la vitesse TGV : L'individualisation des parcours d'études à l'aune des cas anglais et suédois](#). OVE Infos, n°31, mai 2016

« À 18 ans, j'étais fatigué de l'école ». C'est toujours par ces mots que les étudiants suédois justifient le long temps de réflexion pris avant de commencer leurs études supérieures. Symbole d'une forme d'expérience étudiante favorable à l'épanouissement personnel, cette affirmation souligne aussi par contraste le caractère insolite de la poursuite quasi systématique des études directement après l'obtention du baccalauréat en France. Les étudiants français ne sont guère amenés à construire par eux-mêmes leur propre parcours. D'ailleurs, ils se représentent leur trajectoire d'études puis de vie

au travail comme le passage dans un long tunnel sans retour en arrière possible. En sont-ils pour autant responsables ? Ne peut-on pas y voir le résultat d'une organisation singulière de notre système d'enseignement supérieur ?

Les résultats présentés ici par Nicolas Charles sur les parcours d'études suggèrent quelques pistes de réponse à ces questions. Elles sont développées plus précisément au travers d'éclairages sur le système de financement, les procédures de sélection et l'insertion professionnelle dans sa thèse qui a reçu le deuxième prix du concours national de l'OVE en 2014 et qui a été publiée en septembre 2015 à La documentation Française dans la collection « Études & recherche »

[Rythmes d'études et satisfaction de l'emploi du temps : de nouveaux résultats détaillés sont disponibles](#)

Une nouvelle fiche de résultats détaillés issus de l'enquête Conditions de vie des étudiants 2013 est disponible sur le site de l'OVE. Celle-ci concerne les rythmes d'études et la satisfaction de l'emploi du temps

Repéré sur : Repec.org ©2013 by Joao Carlos Correia Leitao

[Cross-Generational Differences in Educational Outcomes in the Second Great Wave of Immigration](#)

Umut Özek ; David N. Figlio

We make use of a new data source – matched birth records and longitudinal student records in Florida – to study the degree to which student outcomes differ across successive immigrant generations. Specifically, we investigate whether first, second, and third generation Asian and Hispanic immigrants in Florida perform differently on reading and mathematics tests, and whether they are differentially likely to get into serious trouble in school, to be truant from school, to graduate from high school, or to be ready for college upon high school graduation. We find evidence suggesting that early-arriving first generation immigrants perform better than do second generation immigrants, and second generation immigrants perform better than third generation immigrants. Among first generation immigrants, the earlier the arrival, the better the students tend to perform. These patterns of findings hold for both Asian and Hispanic students, and suggest a general pattern of successively reduced achievement – beyond a transitional period for recent immigrants – in the generations following the generation that immigrated to the United States.

[Parents, Schools and Human Capital Differences across Countries](#)

Marta De Philippis (London School of Economics) ; Federico Rossi (Bank of Italy)

Results from international standardized tests show large and persistent differences across countries in students' performances. East Asian countries like China, Korea, Japan and Singapore consistently position themselves at the top of international rankings, while the performance in several Latin American, Middle Eastern and Southern European countries has often been disappointing. This paper investigates the sources of these gaps. Understanding them is important since recent research gives a central role to human capital quality, as measured by standardized tests, for explaining cross-country differences in economic performance. While the debate has mostly focused on cross-country differences in school quality, we argue that culture and parental inputs are important as well. We compare the school performance of second generation immigrants from different nationalities but educated in the same school, and find that those coming from high-scoring countries in the PISA

test do better than their peers. The gap is larger among students whose parents have recently immigrated and have little education, suggesting that the importance of country-specific cultural traits declines as parents integrate in their host countries. We also document that parents from high-scoring countries spend more time with their children, who in turn study for more hours than their peers. We use our estimates to decompose how much of the cross-country variation in PISA scores is accounted by different sources. We find that parental inputs explain an important share the outperformance of East Asian countries with respect to other regions, in particular Southern European (at least 40%) and Middle Eastern (at least 38%) countries, while they play a more limited role for Latin American countries and the United States. Our results suggest that importing features of the East Asian schooling system might not be enough to reach similar level of schooling performance. ! Human capital investment has an important cultural component, which might be hard to affect through policy.

[Analysis of Learning Difficulties among Preservice Students towards Science Education](#)

NAHLA KHATIB (ARAB OPEN UNIVERSITY)

This study investigated several learning difficulties that affected the classroom learning experience of preservice students who are studying general science and methods of teaching science at Faculty of Educational Studies at the Arab Open University (AOU) in Amman, Jordan .This study was carried to find answers for the following questions:1. What are the main areas of learning difficulties among Preservice Students towards Science Education?2. What are the main aspects of reducing obstacles towards success in Science Education?To achieve this goal the researcher prepared a questionnaire which included 30 items to point out the learning difficulties among preservice students towards science education. The questionnaire was distributed among students enrolled in the general science courses 1&2 and methods of teaching science courses .After collecting the filled questionnaire a descriptive statistical analysis were carried for the items of the questionnaire ,af ter analyzing the data statistically our findings showed that student controlled factors , factors related to the nature of science, factors related to the role of instructor as well as course controlled factors affected students success toward science education. Suggestions are made on ways to minimize the problems based on understandings of attitudes and motivation as well as the understandings of how learning takes place..The study was concluded with a number of recommendations.

[Inequality and Education Choice](#)

Tetsuo Ono (Graduate School of Economics, Osaka University) ; Yuki Uchida (Graduate School of Economics, Osaka University)

This study presents a two-class, overlapping-generations model with human capital accumulation and the choice to opt out of public education. The model demonstrates the mutual interaction between inequality and education choice and shows that the interaction leads to two, locally stable steady-state equilibria. The existence of multiple stable equilibria implies a negative correlation between inequality and enrollment in public education, which is consistent with evidence from OECD countries. This study also presents a welfare analysis using data from OECD countries and shows that introducing a compulsory public education system leaves the first generation worse off, though improves welfare for future generations of the lower-class individuals. The results also suggest that the two equilibria are not Pareto-ranked.

[Social Promotion in Primary School: Immediate and Cumulated Effects on Attainment](#)

Leighton, Margaret ; Souza, Priscila ; Straub, Stéphane

Does social promotion perpetuate shortfalls in student achievement, or can low-achieving students catch up with their peers when they are pushed ahead? Using data from Brazilian primary schools, this paper presents evidence of substantial catch up among socially promoted students. After documenting sorting across schools in response to the policy, in particular away from gated promotion private schools, we show that social promotion cycles has no significant effect on municipality enrolment figures or on the percentage of students.

[Analysis of Agricultural Students in Sub-Saharan Africa Venturing into Self-employed Agribusinesses: Empirical Evidence from the University of Ghana](#)

Ofori, Eric ; Osei-Asare, Yaw

Agribusinesses are an essential part of Sub-Saharan African (SSA) economies. Skilled human resource is however required for the creation and sustainable growth of these agribusinesses. This study uses data collected from final year agricultural students of the University of Ghana to analyze the likelihood of agricultural students venturing into self-employed agribusinesses. We also look into the factors that influence this likelihood as well as the forms of agribusinesses that students are likely to venture into. We find that, there is 84 percent probability that an agricultural student would venture into an agribusiness. The probability that an agricultural student would venture into an agribusiness is higher for male students. Also, the probability that a student would venture into an agribusiness is higher for students who perceive agribusinesses to be prestigious and profitable. We find that students are more likely to venture into forms of agribusinesses related to subjects in which they receive the highest levels of training. This study is important for informing educational policy decisions as well as ways to incentivize more agricultural students to venture into sustainable agribusinesses.

[Making better use of skills and migration in Poland](#)

Nicola Brandt

To continue catching up with living standards in other OECD countries Poland needs to invest in higher skills. Crucial elements include: i) making sure that all children have access to high-quality early childhood education; ii) strengthening the basic skills of vocational education students and the relevance of their studies through stronger links with firms; and iii) improving the quality of universities by linking university teachers' pay and career progress with their teaching and research performance. The Polish government has taken action in many of these areas. More needs to be done to put immigrants' skills to better use. Polish return migrants frequently complain about difficulties in using their skills acquired abroad, while many immigrants of foreign origin work in professions that do not match their qualifications. Ongoing reforms to improve recognition of foreign credentials and new possibilities to validate work experience through formal qualifications will be helpful. Mieux utiliser les compétences et les migrations en Pologne Pour continuer de combler son retard par rapport aux autres pays de l'OCDE en termes de niveau de vie, la Pologne doit investir dans des compétences de plus haut niveau. Les éléments cruciaux d'une telle stratégie incluent : i) garantir à tous les enfants l'accès à un enseignement de qualité dès le plus jeune âge ; ii) améliorer les compétences de base des élèves des filières professionnelles, de même que la pertinence de leur formation en créant des liens plus étroits avec les entreprises ; et iii) garantir un enseignement universitaire de meilleure qualité en liant la rémunération et la carrière des enseignants du supérieur avec leurs performances en matière d'enseignement et de recherche. Le gouvernement polonais a

déjà pris des mesures dans ce sens. Il faut faire plus pour mettre pleinement à profit les compétences des immigrés: les émigrés polonais ! de retour en Pologne se plaignent souvent d'avoir du mal à utiliser leurs compétences acquises à l'étranger, tandis que les immigrés d'origine étrangère occupent fréquemment des emplois qui ne correspondent pas à leurs qualifications. Les réformes en cours pour améliorer la reconnaissance des diplômes étrangers et les nouvelles possibilités de validation des acquis de l'expérience professionnelle devraient se montrer utiles à cet égard.

["Teaching to Teach" Literacy](#)

Machin, Stephen (University College London) ; McNally, Sandra (London School of Economics) ; Viarengo, Martina (Graduate Institute of International and Development Studies, Geneva)

Significant numbers of people have very low levels of literacy in many OECD countries and, because of this, face significant labour market penalties. Despite this, it remains unclear what teaching strategies are most useful for actually rectifying literacy deficiencies. The subject remains hugely controversial amongst educationalists and has seldom been studied by economists. Research evidence from part of Scotland prompted a national change in the policy guidance given to schools in England in the mid-2000s about how children are taught to read. We conceptualise this as a shock to the education production function that affects the technology of teaching. In particular, there was phasing in of intensive support to some schools across Local Authorities: teachers were trained to use a new phonics approach. We use this staggered introduction of intensive support to estimate the effect of the new 'teaching technology' on children's educational attainment. We find there to be effects of the teaching technology ('synthetic phonics') at age 5 and 7. However, by the age of 11, other children have caught up and there are no average effects. There are long-term effects only for those children with a higher initial propensity to struggle with reading.

[Are low performers missing learning opportunities?](#)

OECD

In almost every country and economy that participated in PISA 2012, low performers showed less perseverance than better-performing students. For instance, about 32% of low performers said they give up on solving problems easily compared to only 13% of better-performing students who so reported. Low performers perceive their efforts in after-school learning activities to be unproductive. Despite similar self-reported efforts invested in studying for mathematics quizzes, 81% of top performers in mathematics agreed that they were prepared for mathematics exams compared to only 56% of low performers. Low performers who did mathematics as an extracurricular activity were much more interested in mathematics than those who did not.

[Learning Path Adaptivity in Support of Flipped Learning: A Knowledge-based Approach](#)

YU-LIANG CHI (Chung Yuan Christian University) ; Tsang-Yao Chen (Chung Yuan Christian University)

Flipped learning inverts the two learning spaces of traditional education: the classroom group learning space and the homework individual learning space. In flipped learning, learners are exposed to direct instruction for basic knowledge acquisition before coming to the classroom for active learning with the teacher and peers. In recent years, flipped learning has received vast attention from educational practitioners and researchers. However, this study argues that existing e-learning systems mainly serve for learning management and content delivery purposes and lack support for flipped learning. As an innovative educational approach, flipped learning needs more pedagogical elements such as integrated instructional design and adaptive content delivery to achieve effective

direct instruction. This study aims to create a learning adaptivity design to effectively support learning in the flipped individual learning space where the teacher is absent. Since teaching involves various pedagogical and content knowledge sources, we propose a conceptual model of teaching as the function of the knowledge triad of curriculum guidance (G), teaching activity (A), and learning object (O). To realize such conceptualization, ontological problem-solving approach is used for knowledge-based system (KBS) development to integrate the relevant knowledge sources. The knowledge model is created using the Protégé platform to develop the OWL-based domain ontology, task ontology, and the SWRL-based semantic rules to enable inference among the GAO triad for learning adaptivity. The case experiment results show that the KBS prototype is able to adaptively guide student learning in the flipped individual learning space with the knowledge sources considered.

[Education, HIV Status and Risky Sexual Behavior: How Much Does the Stage of the HIV Epidemic Matter ?](#)

Iloro, Daniela; Santaaulalia-Llopis, Raül

We study the relationship between education and HIV status using nationally representative data from 39 Demographic and Health Surveys (DHS) in Sub-Saharan Africa. First, we construct an innovative algorithm that systematically defines aggregate stages of the HIV epidemic in a comparable manner across time and across space. Second, we exploit the variation in the aggregate HIV stages in the DHS data, and find that the education gradient in HIV shows a U-shaped (positive-zero-positive) pattern over the course of the epidemic. Further, educational disparities in the number of extramarital partners are largely consistent with the evolution of the education gradient in HIV. We propose a simple theoretical model of risky sex choices that accounts for these stylized facts.

[Charter High Schools' Effects on Long-Term Attainment and Earnings \(Journal Article\)](#)

Tim R. Sass ; Ron W. Zimmer ; Brian P. Gill ; Kevin T. Booker

Since their inception in 1992, the number of charter schools has grown to more than 6,800 nationally, serving nearly three million students.

[Mapping public support for further European unification: a multilevel analysis](#)

Kristel Jacquier (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique, EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics)

Using individual-level data from the European Social Survey, a multilevel analysis involving 21 countries was conducted to identify contextual preference formation. We show that individual predictors such as education work differently in different institutional contexts. Contrary to previous finding in the literature we find that the higher the percentage of tertiary education, the smaller the education gap in public support for the EU.

[Progress and the Lack of Progress in Addressing Infant Health and Infant Health Inequalities in Ireland during the 20th Century](#)

Mark E. McGovern

There is a growing literature which documents the importance of early life environment for outcomes across the life cycle. Research, including studies based on Irish data, demonstrates that those who experience better childhood conditions go on to be wealthier and healthier adults.

Therefore, inequalities at birth and in childhood shape inequality in wellbeing in later life, and the historical evolution of the mortality and morbidity of children born in Ireland is important for understanding the current status of the Irish population. In this paper, I describe these patterns by reviewing the existing literature on infant health in Ireland over the course of the 20th century. Up to the 1950s, infant mortality in Ireland (both North and South) was substantially higher than in other developed countries, with a large penalty for those born in urban areas. The subsequent reduction in this penalty, and the sustained decline in infant death rates, occurred later than would be expected from the experience in other contexts. Using records from the Rotunda Lying-in Hospital in Dublin, I discuss sources of disparities in stillbirth in the early 1900s. Despite impressive improvements in death rates since that time, a comparison with those born at the end of the century reveals that Irish children continue to be born unequal. Evidence from studies which track people across the life course, for example research on the returns to birthweight, suggests that the economic cost of this early life inequality is substantial.

[Mapping public support for further European unification: a multilevel analysis](#)

Kristel Jacquier (Centre d'Economie de la Sorbonne - Paris School of Economics)

Using individual-level data from the European Social Survey, a multilevel analysis involving 21 countries was conducted to identify contextual preference formation. We show that individual predictors such as education work differently in different institutional contexts. Contrary to previous findings in the literature we find that the higher the percentage of tertiary education, the smaller the education gap in public support for the EU

[Risk Attitudes in Medical Decisions for Others: An Experimental Approach](#)

Alejandro Arrieta (Florida International University) ; Ariadna García-Prado (Universidad Pública de Navarra) ; Paula González (Universidad Pablo de Olavide) ; Jose Luis Pinto-Prades (Universidad de Navarra)

The aim of this paper is to investigate how risk attitudes in medical decisions for others vary across health contexts. A lab experiment was designed to elicit the risk attitudes of 257 students by assigning them the role of a physician who must decide between treatments for patients. An interval regression model was used to estimate individual coefficients of relative risk aversion, and an estimation model was used to test for the effect of type of medical decision and experiment design characteristics on elicited risk aversion. We find that: (i) risk preferences for decisions involving life expectancy are different from those involving quality of life, but risk aversion prevails in all types of medical decisions; (ii) students enrolled in health-related degrees show a higher degree of risk aversion; and (iii) real rewards for third parties (patients) make subjects less risk-averse. The results underline the importance of accounting for doctors' attitudes towards risk in medical decision-making.

[Imperfect Substitution between Immigrant and Native Farm Workers in the United States](#)

Wei, Xuan ; Guan, Zhengfei ; Onel, Gulcan ; Roka, Fritz

The preponderance of employing unauthorized foreign-born immigrant workers in the farm labor force has made immigration policy a major issue for agriculture sector. The focal points of the policy discussions include two sides of the same coin: to what extent farm growers experience labor shortages and to what extent the immigrant farm workers affect the economic opportunities of native farm workers who are mostly less-educated. In this paper we propose a three-layer nested

CES framework to model the labor demand in agricultural sector and empirically investigate the substitutability among heterogeneous farm worker groups defined by different age and education levels as well as immigration status. Using wages and employment information aggregated at different education-age-year cells from the National Agricultural Worker Survey (NAWS) data over the period of 1989 and 2012, we find little evidence that inflows of immigrants are associated with significant impact on native farm workers across different age and education groups. Within a specific age-education cell, the point estimate of the elasticity of substitution between immigrant and native farm workers is around 2. Our findings has important policy implication for the need to streamline the H-2A guest worker program which was intended by legislators to decrease the size of unauthorized immigrant workers meanwhile alleviate the potential labor shortage issues.

[The Role of Calorie Content, Menu Items, and Health Beliefs on the School Lunch Perceived Health Rating](#)

Pham, Matthew ; Roe, Brian

[Including excluded groups: The slow racial transformation of the South African university system](#)

Barnard, Helena ; Cowan, Robin A. ; Kirman, Alan P. ; Müller, Moritz

This paper looks at the inclusion of excluded groups, notably the racial transformation of the South African university system. Both demand-side factors - are qualified black people hired as faculty? - and supply-side factors - are there enough qualified black people who can be hired as faculty? | need to be aligned. Prior evidence suggests that demand and supply both have both a psychological and a structural dimension. Affirmative action-type regulations address the structural dimension of demand, but homophily (a "love for the own") can nonetheless limit the hiring of faculty in white-dominated hiring committees. On the supply side, the weak education system limits the structural supply of quality black potential academics. But the limited hiring of black academics and resulting limited role models mean that few black people even consider an academic career. This paper presents a model of hiring (either randomly or on a homophilic basis), calibrated with data from the South African university system from the end of Apartheid. Our evidence suggests that even a relatively small reduction of homophily increases the rate at which the excluded group enters the workforce, and also that the effects of homophily and feedback from previous hires are of a similar magnitude. Nonetheless, the conclusions from the model suggest that the relatively long duration of a research career and slow growth of the national university system will result in a slow process of racial transformation.

[Academic, Demographic and Spatial Factors in the Classroom Affecting Student Performance in Principles of Agricultural Economics Courses](#)

Bergtold, Jason S. ; Yeager, Elizabeth A. ; Griffin, Terry W.

This study examines academic, demographic, and anisotropic spatial factors in the classroom affecting student performance in principles of economics courses at a major Land Grant institution in the Midwest. Factors were identified that impact performance on exams, overall performance in the course, and anisotropic spatial relationships in the classroom were explored to determine if students' peers and seating choice affect their performance. Results indicated that being female, currently enrolled hours for the semester, haven taken algebra, being an agricultural economics major, class status, seating location, GPA, and homework scores all affected student performance as some point in time during the sample period.

[Creating Academic Economics in Brazil: the Ford Foundation and the Beginnings of Anpec](#)

CARLOS EDUARDO SUPRINYAK ; RAMÓN GARCÍA FERNÁNDEZ

[Academic Ranking Scales in Economics: Prediction and Imputation](#)

Alona Zharova ; Andrija Mihoci ; Wolfgang Karl Härdle ;

Publications are a vital element of any scientist's career. It is not only the number of media outlets but also the quality of published research that enters decisions on jobs, salary, tenure, etc. Academic ranking scales in economics and other disciplines are, therefore, widely used in classification, judgment and scientific depth of individual research. These ranking systems are competing, allow for different disciplinary gravity and sometimes give orthogonal results. Here a statistical analysis of the interconnection between Handelsblatt (HB), Research Papers in Economics (RePEc, here RP) and Google Scholar (GS) systems is presented. Quantile regression allows us to successfully predict missing ranking data and to obtain a so-called HB Common Score and to carry out a cross-rankings analysis. Based on the merged ranking data from different data providers, we discuss the ranking systems dependence, analyze the age effect and study the relationship between the research expertise areas and the ranking performance.

[Gender, institutions and educational achievement: a cross-country comparison](#)

Helena Marques (Universitat de les Illes Balears) ; Oscar Marcenaro-Gutiérrez (Universitat de Málaga) ; Luis Alejandro López-Agudo (Universitat de Málaga)

An issue in the literature on educational production functions is the contribution of variables related to students' lifestyles towards explaining the gender gap in terms of educational achievement. We intend to shed further light on this issue by means of empirical evidence based on international data from 22 countries. In order to carry out this research, we analyze the effect of a set of variables from different international surveys that allow the study of the potential country-level factors which could influence this gap. Our results show that it is essential to foster entrepreneurship attitudes among tertiary education students. On the contrary, until high school education years it could be counterproductive. It is also relevant to enhance girls' self-confidence in business management abilities, as they show a higher average risk-aversion than boys and they are also more affected by a range of gender stereotypes.

[Does Learning Beget Learning Throughout Adulthood? Evidence from Employees' Training Participation](#)

Kramer, Anica (RWI) ; Tamm, Marcus (RWI)

Individuals with more years of education generally acquire more training later on in life. Such a relationship may be due to skills learned in early periods increasing returns to educational investments in later periods. This paper addresses the question whether the complementarity between education and training is causal. The identification is based on exogenous variation in years of education due to a reform of the schooling system and the buildup of universities. Results confirm that education has a significant impact on training participation during working life.

[The Effect of a Compressed High School Curriculum on University Performance](#)

Dörsam, Michael ; Lauber, Verena

A recent education reform in Germany reduced the duration of academic high school education by one year but left the curriculum, and total class time unchanged. We use a unique data set of university students to investigate the effects of this reduction in years of schooling on academic achievements at the tertiary level. By exploiting variation in the implementation of the reform across school types over time, we isolate the reform effect from cohort, state, and school type effects. Our results suggest that the reform lowers the opportunity costs of schooling and facilitates an earlier labor market entry as we find no detrimental effects while students are one year younger on average.

[Understanding student performance beyond traditional factors: Evidence from PISA](#)

Rolando Avendaño ; Felipe Barrera-Osorio ; Sebastián Nieto Parra ; Flora Vever

This paper studies the linkages between schools' inputs and students' performance in Latin America. We exploit the richness of PISA 2012 questionnaires at the student and school level to study the association between a different set of inputs and students' performance in mathematics. First, this research shows that students' characteristics and their environment (i.e. sex, age and economic, social and cultural status of students and schools) explain close to 30% of the variation in education performance in Latin America, a higher percentage than in OECD and other economies which participated in PISA 2012. Second, after controlling for students' characteristics and their environment, our results show that in Latin America, some non-traditional school inputs, such as the feedback provided by the principal to the teacher, weekly instructional time or the attitude and motivation of teachers, are associated with student performance, whereas more traditional inputs (e.g. school infrastructure, share of certified teachers and teacher qualifications) are not always related to better learning outcomes. These findings suggest that some pedagogical initiatives, which are also more cost-effective, could improve students' performance in the region. Cet article étudie les liens entre les politiques en matière d'éducation et la performance des étudiants en Amérique latine. Nous exploitons la richesse de la base de données de PISA 2012 générée à partir des questionnaires soumis aux étudiants et aux écoles visant à analyser l'association entre certaines variables liées aux politiques éducatives avec la performance des élèves en mathématiques. Tout d'abord, cette recherche montre que les caractéristiques des élèves et leur environnement (sexe, âge et situation économique, sociale et culturelle des élèves et des écoles) expliquent près de 30% de la variation de la performance des étudiants en Amérique latine, un pourcentage plus élevé que dans les pays de l'OCDE et d'autres économies participant à PISA 2012. Deuxièmement, après avoir contrôlé les caractéristiques des étudiants et leur environnement, nos résultats montrent qu'en Amérique latine certaines politiques « non traditionnelles » pratiquées par certaines écoles, telles que les évaluations des enseignants réalisées par le principal, le temps d'enseignement hebdomadaire ou l'attitude et la motivation des enseignants, ont une influence sur la performance des élèves, alors que certaines politiques traditionnelles, telles que les infrastructures scolaires, la part des enseignants certifiés, les qualifications des enseignants n'en ont pas. Ces résultats suggèrent que des initiatives pédagogiques présentant un bon rapport en termes de coûts et d'efficacité peuvent être mises en oeuvre en Amérique latine pour améliorer la performance des élèves dans la région.

[The causal effects of an intensified curriculum on cognitive skills: Evidence from a natural experiment](#)

Andrietti, Vincenzo

This paper exploits a unique universal educational policy - implemented in most German states between 2001 and 2008 - that compressed the academic-track high school curriculum into a (one

year) shorter time span, thereby increasing time of instruction and share of curriculum taught per grade. Using 2000-2012 PISA data and a quasi-experimental approach, I estimate the impacts of this intensified curriculum on cognitive skills. I find robust evidence that the reform improved, on average, the reading, mathematical, and scientific literacy skills acquired by academic-track ninth graders upon treatment. However, I also provide evidence that the reform widened the gap in student performance with respect to parental migration background and student ability. Finally, although the reform did not affect, on average, high school grade retention, I find that the latter increased for students with parental migration background. Taken together, these findings suggest that moving to a compressed high-school curriculum did not compromise and benefited, on average, students' cognitive skills. However, they also raise equity concerns that policy-makers should be aware of.

[The effect of locally hired teachers on school outcomes \(the Dose response function estimation evidence from Kenya\)](#)

Ayako Wakano (Graduate School of Economics, Osaka University)

Do locally hired teachers benefit pupils' school achievements more than governmentally employed teachers? In Republic of Kenya (below referred as Kenya), there are two types of teachers in public primary schools. One is those employed by the government and the other is those hired by the local school community, named gPTA teachers. Though locally hired teachers are in general less qualified in terms of educational background and paid substantially lower than that of governmentally employed teachers, past randomized experiment results show that the marginal product in terms of test score is positive and significant when pupils are taught by PTA teachers (Duflo et al. 2012, and Bold et al., 2013). By using a nationally representative rich data set, with the Generalized propensity score matching method, the present study examines the effect of PTA teacher ratio (ratio of PTA teachers out of total number of teachers) on education outcome. The question of this study is if PTA teachers have superior performance, proved by the Randomized Controlled trial in Kenya, should higher PTA teacher ratio in one school bring better educational outputs? With the nationally representative dataset containing rich educational school inputs as well as individual pupils' background and household information, this paper estimates the dose response function of school average outcomes. Provided that government teachers' allocation and school selection by the parents can be an endogenous to pupils' school outcomes, this paper utilizes the generalized propensity score method by Hirano and Imbens (2004) which enable us to estimate the function of the continuous treatment effect, PTA teacher ratio. The result consistently shows that the PTA teacher ratio affects school outcomes nonlinearly.

[LATE for the Meeting: Gender, Peer Advising, and College Success](#)

Ellis, Jimmy R. (American University) ; Gershenson, Seth (American University)

Many male and first-generation college goers struggle in their first year of postsecondary education. Mentoring programs have been touted as a potential solution to help such students acclimate to college life, yet causal evidence on the impact of such programs, and the factors that influence participation in them, is scant. This study leverages a natural experiment in which peer advisors (PA) were quasi-randomly assigned to first-year university students to show that: (i) male students were significantly more likely to voluntarily meet their assigned PA when the PA was also male and (ii) these compliers were significantly more likely to persist into the second year of postsecondary schooling. We find no effect of being assigned to a same-sex PA on female students' use of the PA

program, nor do we find any evidence that the PA program affected subsequent academic performance (GPAs).

[The Founding of an Urban Charter School: Three Years of Academic Growth and Key School Characteristics](#)

Cleo Jacobs Johnson ; Ava Madoff ; Scott Richman ; Matthew Johnson ; Claudia Gentile

After years of operating programs focused on improving education in Kansas City, Kauffman Foundation leaders decided to establish charter school. The path they followed and the lessons they learned may be of interest to those working to found and/or improve charter schools.

[Job Performance: Structural Modelling the Relationship of Emotional Intelligence and Transformational Leadership](#)

Nurul Hudani Md. Nawi (University Malaysia Sabah) ; Redzuan Ma'rof (Universiti Putra Malaysia) ; Balan Rathakrishnan (Universiti Malaysia Sabah) ; Rajiv Gandhi (National Institute of Youth Development)

This study aims to investigate the effects of emotional intelligence and the impact of transformational leadership behaviour towards job performance. Sample of the study was comprised of 306 (Male =132; Female =174) public school personnel as leaders in their respective environments, such as principal, senior administrative assistant, senior assistant student affairs (HEM), senior assistant curriculum, the heads of the four departments set by the Ministry of Education i.e. Heads of Humanities and Religion, Science and Math, English, and Engineering & vocational as well as members of general committee from High Performance Schools (SBT) in Malaysia. Emotional Competence Inventory (ECI), Transformational Leadership Behaviour (Multi-factor leadership questionnaire) (MLQ) and job performance were used to measure EI, transformational leadership and job performance accordingly. The structural equation modelling (SEM, a multivariate technique, via Analysis of Moment Structure (AMOS) computer software version 20.0 was utilised to empirically test and estimate the hypothesised relationship between constructs. Results revealed that emotional intelligence is positively related to transformational leadership behaviour, and transformational leadership behaviour has a significant and positive relationship with job performance. Among the two predictors, transformational leadership was found to have a greater direct impact on job performance and exist direct impact of emotional intelligence was found in this empirical analysis on job performance. On a practical note, the assessment of psychological constructs in school setting e.g.; EQ and leadership behaviour could possibly assist in enhancing the work performances in delivering huge benefits to the society especially in the educational contexts. Finding of the present research can help to improve overall organizational behaviour and productivity resulting in optimum service delivery to the stakeholders within educational system in Malaysia.

[Features of Development of Regional Research and Innovation Systems \(On the Example of Russia and Kazakhstan\)](#)

Kleeva, Lyudmila Petrovna (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Kleev, Ivan Vladimirovitch (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Nikitova, Anna (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Krotov, Alexander Yurievitch (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

We investigate the impact of regional research and educational facilities for the development of Russia and Kazakhstan. Revealed their negative impact on the development of depressed regions, and this applies not only underdeveloped complexes Kostroma (Russian Federation) and Kyzylorlinskoy (Republic of Kazakhstan) regions, but also a well-developed scientific and educational complex in Irkutsk region. Research has shown that this paradox is due to the fact that the development of science and education in the region is associated not only with all the elements of regional research and innovation system (including research and development, education, innovation infrastructure, real production and regional governments), but and with the elements of research and development and education of a higher level: the national economy, and even megaeconomiki. Because communication within the spheres of science and education are professional, they're pretty close. Therefore, in the case where there is no effective system of functioning of the regional research and innovation system as a whole, the achievements of science and education sector (skilled workers) as a result of professional contacts within the framework of science and education leave the region, reducing its capacity, and are used in other regions and countries. The findings make it possible to generate proposals for a regional research and innovation policy.

[Gainfully Employed? Assessing the Employment and Earnings of For-Profit College Students Using Administrative Data](#)

Stephanie Riegg Cellini ; Nicholas Turner

We draw on population-level administrative data from the U.S. Department of Education and the Internal Revenue Service to quantify the impact of for-profit college attendance on the employment and earnings of over 1.4 million students. We characterize both the within-student earnings effects and joint distributions of earnings effects and increases in student debt. Our descriptive analysis of degree-seeking students suggests that on average associate's and bachelor's degree students experience a decline in earnings after attendance, relative to their own earnings in years prior to attendance. Master's degree students and students who complete their degrees appear to experience better outcomes, with positive earnings effects. Our difference-in-difference analysis of certificate students suggests that despite the much higher costs of attendance, earnings effects are smaller in the for-profit sector relative to the effects for comparable students in public community colleges—a result that holds for all but one of the top ten fields of study. In absolute terms, we find no evidence of improved earnings post-enrollment for students in any of the top ten for-profit fields and we can rule out that average effects are driven by a few low-performing institutions.

[Height and Cognition at Work: Labor Market Productivity in a Low Income Setting](#)

Daniel LaFave ; Duncan Thomas

Taller workers earn more, particularly in lower income settings. It has been argued that adult height is a marker of strength which is rewarded in the labor market, a proxy for cognitive performance or other dimensions of human capital such as school quality, a proxy for health status or a proxy for family background characteristics. As a result, the argument goes, height is rewarded in the labor market because it is an informative signal of worker quality to an employer. It has also been argued that the height premium in the labor market is driven by occupational and sectoral choice. This paper evaluates the relative importance of these mechanisms that potentially underly the link between adult stature and labor market productivity. Drawing on twelve waves of longitudinal survey data collected in rural Central Java, Indonesia, we establish that height predicts hourly earnings after controlling education, multiple indicators of cognitive performance and physical health status, measures of family background, and sectoral and occupational choice. The height premium is large

and significant in both the wage and self-employed sectors indicating height is not only a signal of worker quality. Since adult stature is largely determined in the first few years of life, we conclude that exposures during this critical period have an enduring impact on labor market productivity.

[College Students on the Job Market and the Screening of Prospective Employers: Evidence from a Randomized Experiment in China](#)

Zhang, Jian ; Li, Tao ; Wang, Haigang

In this paper, relying on an experiment, we find that among all the student characteristics, only gender plays a significant role in determining the probability obtaining an onsite interview. Other things being equal, male students are much more likely to be invited for a job interview. In addition, the other characteristics of a female applicant, for example, excellence in academic performance, student leadership and strong English skill, cannot mitigate the female disadvantage.

[An Update of the Returns to Education in Kenya: Accounting both endogeneity and sample selection biases](#)

Kentaro Shimada (Graduate School of International Cooperation Studies, Kobe University) ; Zeba Khan (Faculty of Social Science, Chinese University of Hong Kong) ; Suguru Mizunoya (Faculty of Social Science (Global Studies), Chinese University of Hong Kong) ; Ayako Wakano (Graduate School of Economics, Osaka University)

The study is latest to estimate returns to education after the introduction of free primary education in 2003 in Kenya, simultaneously addressing two sources of biases due to endogeneity of schooling and earnings, and sample selection. Using the 2005-2006 Kenya Integrated Household and Budget Survey, the paper finds that (a) returns to additional year of schooling are 14.9% for males and 13.5% for females with a continuous education variable, but the returns to females are consistently higher than males when returns are estimated by level of education, (b) returns to education increases for higher levels of education i.e., the classical pattern of diminishing return to schooling does not hold true for both males and females in Kenya, and (c) the use of joint IV-Heckman method adjust the endogeneity and sample selection biases introduced by OLS and IV.

[Pi Day Equation for Politicians: Big Data Helps You Make Better Decisions](#)

Paul Decker

Pi Day has become a joyous national symbol of the importance of math, science and education. But as much fun as it is, Pi Day also offers an opportunity for serious reflection upon the power of numbers and data and why they must be embraced by more policymakers in making decisions that affect us today and in the future.

[THE WAYS OF EXPERIENCING LEISURE: LEISURE MEANINGS OF UNDERGRADUATE STUDENTS](#)

Muge Akyildiz Munusturlar (Anadolu University)

The aim of the study is to present the results of a study examining the different ways of experiencing the leisure meanings of the undergraduate students studying in a state University in Turkey. Leisure Meanings Inventory (LMI) was used to collect data which was developed by Schulz and Watkins (2007). The first part was comprised of 23 statements related to meanings of leisure. These meanings of leisure included four dimensions which were passing time, exercising choice, escaping pressure, and achieving fulfillment. In the second part of the questionnaire, students were asked to indicate their demographic characteristics (age, gender, education level). A total of 300 questionnaires were

distributed, 265 of which were completely answered, resulting in a return rate of 88 percent. According to the results, the sample profile indicates the gender of respondents is dominated by females (52%) and 40% were aged between 21-22 years old. The results of the study revealed that 34% of the participants were freshmen; 22% of them were sophomore and about 21% of the participants were junior, and about 22% of the participants were senior. It was also revealed that the most experienced meaning of leisure was escaping pressure (Mean=4.00; SD=0.91). Passing time (Mean: 3.98; SD=1.01) had the second highest mean scores whereas achieving fulfillment (Mean: 3.89; SD=0.91) and exercising choice (Mean: 3.81; SD=1.01) had the lowest mean scores in regard to experienced meaning of leisure by the undergraduate students. Overall, when all meanings of leisure are evaluated together, escaping pressure and stresses of daily life come to the fore as the most experienced way of leisure.

[Knowledge shocks diffusion and the resilience of regional inequality](#)

Lopez-Cermeño, Alexandra

This paper provides a simplified method of exploring the geographical limits of a knowledge shock over the long run. Using a geographically decomposable distance weighed sum of world GDPs by county, differences in differences regression analysis shows that a new university will not only have a positive impact on the local economy, but also on the GDP of nearby counties. Furthermore, challenging the conventional wisdom that knowledge spillovers affect the local economy, this study provides evidence that the effect expands to the whole national though its strength dilutes with distance. Consistent with the education literature, this investigation provides evidence that the shock will make the relative GDP of foreign competitors worse-off. Results are persistent in the long run, although the effect of time is also decreasing. Results are robust to potential endogeneity related to the self-selection of prosperous allocations for new academic institutions.

[What determines fruit and vegetables intake of primary school children?- An analysis of personal and social determinants](#)

Haß, Julia ; Hartmann, Hartmann

Background: High prevalence of childhood obesity is a major concern in developed as well as in developing countries. An increase of fruit and vegetable (F&V) intake is seen as one of numerous strategies to prevent and reduce the risk for adiposity. The purpose of this study was to investigate the relevance of different personal and social determinants for explaining children's F&V intake. Method: Data were collected by means of a self-administered, written questionnaire among 48 primary school classes at 12 schools (3th and 4th graders) during August and September 2012. Hierarchical linear regression models were developed to assess the impact of different personal and social determinants on children F&V intake. Results: Regression models focusing on personal and social determinants, respectively, revealed that the most promising personal determinants were 'knowing different types of F&V' 'liking different types of F&V' as well as 'preferences towards F&V'. Looking only at social determinants showed that 'parental modeling' and 'peer influence' had a significant positive, the factor 'reminding encouragement to eat F&V' a significant negative influence on children's F&V intake. In combination, personal and social determinants yielded an improvement of model fit, whereby the following four determinates proved to be significant: 'knowing different types of F&V', 'parental modeling', 'reminding encouragement' and 'preferences towards F&V'. Conclusion: The results show that personal as well as social determinants are associated with children's F&V intake, whereby both groups of determinants seem to be of equal importance.

Therefore, interventions aimed to improve children's F&V intake should strengthen children's preferences towards F&V, impart knowledge about the variety of F&V and encourage parents in acting as role models instead of putting pressure on their children.

[Using a quasi-experiment to identify the effects of education spending on school quality](#)

Marcelo Araújo Castro

[Exports diversification and knowledge sharing from south-south and south-north economic cooperation: evidence from the Central and West Africa](#)

Ndambendia, Houdou

In this paper, we address the issue of knowledge sharing from FDI inflows and imports from the north and south on exports diversification of selected African economies. Applying Generalized Method of Moments (GMM) and Random-Effects Probit with control of endogeneity, we find that FDI inflows and imports from the north and the south affect differently horizontal and vertical exports diversification. Indeed, FDI inflows have the strongest effect on vertical diversification whereas imports impact strongly horizontal export diversification. Moreover, imports from the south have the strongest impact on horizontal exports diversification whereas only FDI from the north significantly affect exports diversification irrespective of its nature. In addition, we find no evidence of knowledge sharing through education, meaning that lack of education significantly reduces the marginal effects of FDI inflows and imports on exports diversification. However, taking knowledge separately, we find that higher education is required to vertically diversify an economy. As policy recommendation, further human capital investment and set up of incentive mechanisms to attract FDI are needed to truly diversify economies of selected countries.

[Reshaped for Higher Order Learning: Student Outcomes in the Redesign of an Undergraduate Macroeconomics Course](#)

Josephson, Anna ; DeBoer, Lawrence ; Nelson, David ; Zissimopoulos, Angelika

We consider the impact on student learning outcomes of a re-design of an undergraduate macroeconomics course. Changes were made to move from lower- to higher-order taxonomic dimensions, with emphasis on application and analysis. We use 13 questions which appeared on final exams before and after the re-design to evaluate changes in student learning outcomes. The analysis shows that after the re-design students improved performance on questions classified as higher-order, while performance suffered on questions classified as lower-order. These results suggest that the re-design was a shift of teaching and learning resources, not an overall improvement that impacted equally all taxonomic dimensions. The course before the re-design may have used its resources well, but in pursuit of improving application and analysis over memorization and understanding.

[Effectiveness of Food Subsidies in Raising Healthy Food Consumption: Public Distribution of Pulses in India](#)

Chakrabarti, Suman ; Avinash, Kishore ; Devesh, Roy

Abstract There is an increasing demand to add pulses to the basket of subsidized goods in the public distribution system (PDS) of India—the world's largest food-based social safety-net program. Would subsidizing pulses through PDS lead to a significant increase in its consumption? We study the case of subsidy on pulses in select Indian states and its impact on consumption and ultimately nutrition (in

terms of protein intake) by exploiting an exogenous variation in prices to answer this question. Between 2004–2005 and 2009/2010, four Indian states introduced subsidized pulses through the country's food-based social safety-net program, the Public Distribution System (PDS), while other states did not. We exploit exogenous price variations to examine whether the price subsidy on pulses achieves its goal of increasing pulse consumption, and by extension protein intake, among India's poor. Using several rounds of consumption expenditure survey data and difference-in-difference estimation, we find that the change in consumption of pulses due to the PDS subsidy, though statistically significant, is of a small order, and not large enough to meet the goal of enhancing the nutrition of beneficiaries.

[The Value of Private Schools: Evidence from Pakistan](#)

Carneiro, Pedro (University College London) ; Das, Jishnu (World Bank) ; Reis, Hugo (Banco de Portugal)

Using unique data from Pakistan we estimate a model of demand for differentiated products in 112 rural education markets with significant choice among public and private schools. Our model accounts for the endogeneity of school fees and the characteristics of students attending the school. As expected, central determinants of school choice are the distance to school, school fees, and the characteristics of peers. Families are willing to pay on average between 75% and 115% of the average annual private school fee for a 500 meter reduction in distance. In contrast, price elasticities are low: -0.5 for girls and -0.2 for boys. Both distance and price elasticities are consistent with other estimates in the literature, but at odds with a belief among policy makers that school fees deter enrollment and participation in private schooling. Using the estimates from the demand model we show that the existence of a low fee private school market is of great value for households in our sample, reaching about 25% to 100% of monthly per capita income for those choosing private schools. A voucher policy that reduces the fees of private schools to \$0 (from an average annual fee of \$13) increases private school enrollment by 7.5 percentage points for girls and 4.2 percentage points for boys. Our demand estimates and policy simulations, which account for key challenges specific to the schooling market, help situate ongoing debate around private schools within a larger framework of consumer choice and welfare.

[Recruiting and Supporting Low-Income, High-Achieving Students at Flagship Universities](#)

Rodney J. Andrews ; Scott A. Imberman ; Michael F. Lovenheim

We study two interventions in Texas that were designed to overcome multiple hurdles faced by low-income, high-ability college students. The Longhorn Opportunity Scholars (LOS) and Century Scholars (CS) programs recruited at specified low-income high schools, provided additional financial aid, and enhanced support services once enrolled in college if students attended University of Texas - Austin or Texas A&M - College Station, respectively. These flagship institutions are widely regarded as the top public universities in Texas. Using administrative data that links K-12, postsecondary, and earnings records for Texas public college students, we find via difference-in-differences estimates that the LOS program had a large, positive effect on high-achievers: attendance at UT-Austin increased by 2.2 percentage points (81%), and the likelihood of graduating from UT-Austin increased by 1.7 percentage points (87%). Twelve or more years post-high school, earnings of those exposed to LOS rose by 4.0%. These results entirely come from women, who saw enrollment at UT-Austin increase by 4.0 percentage points, graduation from UT-Austin increase by 2.6 percentage points and earnings increase by 6.1%. We find no evidence that the CS program affected any postsecondary or

labor market outcomes. These results indicate that targeted recruitment combined with adequate supports and financial aid can substantially increase enrollment of low-income students in higher quality colleges and improve labor market outcomes. However, the differences in the LOS and CS program effects highlight the importance of understanding how to design these programs to maximize their impact on students.

[The Effect of Nutrition and Physical Education on Student Achievement: Evidence from Traverse City Area Public Schools](#)

Taylor, Gerard ; Weatherspoon, Dave ; Scott, Marci ; Jones, Sarah

The Physical Education and Nutrition Education Working Together (PE-Nut) program was evaluated to determine the impact nutrition and physical education has on students' academic performance. Administrative data was collected from 8 Traverse City Michigan Area Public Schools (TCAPS), four schools that administered PE-Nut (treatment) and four schools that did not administer PE-Nut (control). Regression analysis was utilized to identify the treatment effect of PE-Nut on students' academic performance. Overweight and obese students that participated in PE-Nut were 12% and 9% more likely to be proficient in reading. For math and writing, overweight and obese students that participated in PE-Nut were 22% and 13% more likely to be proficient at math, and 14% and 13% more likely to be proficient in writing. Implications from these results are nutrition and physical education programs can have a positive spillover effect on students' academic performance.

[Family Disadvantage and the Gender Gap in Behavioral and Educational Outcomes](#)

David Autor ; David Figlio ; Krzysztof Karbownik ; Jeffrey Roth ; Melanie Wasserman

Using birth certificates matched to schooling records for Florida children born 1992 - 2002, we assess whether family disadvantage disproportionately impedes the pre-market development of boys. We find that, relative to their sisters, boys born to disadvantaged families have higher rates of disciplinary problems, lower achievement scores, and fewer high-school completions. Evidence supports that this is a causal effect of the post-natal environment; family disadvantage is unrelated to the gender gap in neonatal health. We conclude that the gender gap among black children is larger than among white children in substantial part because black children are raised in more disadvantaged families.

[Does the Provision of Information on their Skills Affect Students' Enrollment Choices?](#)

Hestermann, Nina ; Pistolesi, Nicolas

This study assesses the impact of a French educational policy reform aimed at improving the match between students and their chosen field of study at university. As part of this reform, upon applying for entry to an undergraduate degree course, students are informed about their likelihood of succeeding given their observed skills. To examine the effect of the feedback they receive on students' choices, we compare students applying to different departments within the same university, some implementing the policy, providing candidates with feedback, whereas others do not. We find among those receiving a negative feedback that the proportion of students who decide to register for the degree course in question is reduced by about 7 percentage points but marginally significant at 10 percent level. Effects are heterogeneous according to students' origin and the type of high school they attended.

[Human Capital, Inequality and Growth](#)

Torben M Andersen, Department of Economics and Business Economics Aarhus University, CEPR, CESifo and IZA

Income inequality is increasing in most countries at the same time as traditional redistribution policies are under pressure, not least due to strained public finances. What are the underlying causes, and what is the scope to turn the trend? This is discussed from the perspective of the link between inequality and growth running via education and human capital formation. It is argued that imperfections arising from both capital market imperfections and social barriers imply that inequality may be a barrier to education, which in turn makes inequality persistent and reduces growth. In discussing redistribution it is thus important to distinguish between the traditional passive means of redistribution via taxes and transfers to repair on the distribution of market incomes, and active means which affect the distribution of market incomes. The latter may both lead to more income equality and efficiency improvements reflected in higher incomes or income growth! . Policy options to improve educational outcomes and their distribution are discussed.

[The Impact of Emergency Food Aid on Children's Schooling and Work Decisions](#)

Broussard, Nzinga ; Poppe, Robert ; Tekleselassie, Tsegay

In this paper, we empirically test the effect that food aid had on children's educational attainment and work decisions following the 2002 drought. Difference-in-differences and inverse-propensity score weighting regression results suggest that participation in Ethiopia's food-for-work program following the 2002 drought decreased the number of years of schooling for younger children and increased the likelihood that older children were not enrolled in school because of work responsibilities. Participation in Ethiopia's free distribution program following the 2002 drought increased the number of years of schooling for younger boys. This paper contributes to our understanding of determinants of schooling decisions and child labor. It provides valuable lessons on how unconditional transfers can impact schooling decisions and child labor.

[The impact of governance and institutions on education and poverty alleviation: a panel study of SAARC economies](#)

Siddique, Hafiz Muhammad Abubakar ; Shehzadi, Iram ; Shaheen, Asma ; Manzoor, 4Muhammad Rizwan

The present study examines the impacts of governance and institutions on education and poverty alleviation in South Asia. Poverty, illiteracy and poor quality education are the major problems of developing world. As depraved education and poverty are the main problems of developing nations. Good governance provides a platform for inquiring the long menu of institutional changes and proper initiatives which are currently considered as essential for development. Institutions affect both poverty and education directly and indirectly through number of channels which in turn affect government policies for making decisions regarding poverty reduction and quality education. However, poor governance and weak institutional structure also remained the pressing issue of developing economies. This study endeavors to identify the relationship between these two areas and try to dig out the impacts of governance and institutions on education and poverty in the south Asian economies through econometric techniques.

[Integrated Information and Communication Technology Strategies for Competitive Higher Education in Asia and the Pacific](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB)

Early adoption of information and communication technology (ICT) can allow developing countries in Asia and the Pacific to move from labor-intensive, natural resources-based to knowledge-based economies. Higher education institutions must adopt an institution-wide, holistic ICT strategy, not a project-based approach, to avoid redundancies, obsolescence, and large maintenance costs. A coordinated top-down plus bottom-up intervention is best, with three areas requiring attention: infrastructure, application software, and staff development. ICT investments in higher education institutions in support of teaching, research, and community engagement are essential for developing and retaining competitive advantage in the knowledge economy.

[What Shakespeare Says About Sending Our Children Off to College](#)

Jeffrey R. Wilson

Four hundred years after his death, the Bard of Avon provides advice to students embarking on the journey through college.

[Decomposing the Gender Wealth Gap in Ecuador](#)

Anglade, Boaz ; Useche, Pilar ; Deere, Carmen D.

This paper analyzes the extent of the gender wealth gap in Ecuador as well as its sources. Among unpartnered heads of household, we find a significant wealth gap favoring men across the distribution, particularly at the lower tail. Among partnered heads, throughout the distribution, the gap is less pronounced. Regression decomposition analyses show that differences in returns to investment in education, as well as differences in age, educational attainment, receipt of inheritance, and ownership of formal savings accounts for an important portion of the gender wealth gap at the median and upper quantiles among unpartnered heads. The notable gender wealth gap among the poorest sole heads is largely explained by gender differences in the returns to characteristics, mainly women's lower returns for residing in the highlands as opposed to the coastal region, and their lower returns to parenthood. As for partnered heads, the gap across the distribution is mainly driven by gender differences in age, educational attainment, receipt of inheritance, and ownership of formal savings accounts.

[Skills Requirements for the 30 Most-Frequently Advertised Occupations in the United States: An analysis based on online vacancy data](#)

Beblavý, Miroslav ; Fabo, Brian ; Lenaerts, Karolien

Using a sample of approximately 2 million job advertisements published online, this paper assesses which educational, skills and other requirements US employers demand the most. The analysis is focused on the 30 most-frequently advertised occupations in the United States, of different levels of complexity, and finds that employers are quite demanding in their job advertisements, even when these concern low- or medium-skilled occupations. Although vacancies for more complex occupations are generally more demanding than those for less complex ones, there is a lot of variation across the 30 occupations. Formal education is the most important criterion for employers in the United States; it is required in 67% of the vacancies examined. Specialised training and licenses, in contrast, appear to be less important. Of the cognitive and non-cognitive skills, service skills in particular are high in demand (called for in 49% of the vacancies). Other non-cognitive skills,

both of a social and personal nature, are frequently included as well. Experience is the third key criterion that employers use to screen job applicants, appearing in 38% of the vacancies.

[Who Wins? Evaluating the Impact of UK Public Sector Pension Scheme Reforms](#)

Danzer, Alexander M. (Catholic University of Eichstätt-Ingolstadt) ; Dolton, Peter (University of Sussex) ; Rosazza Bondibene, Chiara (National Institute of Economic and Social Research (NIESR))
Radical changes have been implemented to pension schemes across the UK public sector from April 2015. This paper simulates how these changes will affect the lifetime pension and how the negotiated pension changes compare across six public sector schemes by level of education. Specifically, we simulate the occupation specific Defined Benefit (DB) pension wealth accumulated for a representative employee over the lifecycle by factoring in the recent changes to pension conditions. We find that less educated workers with low or moderate earnings in the NHS, Local Government and Civil Service schemes are the winners having secured an increase in the value of their pension of between 10-20%. Graduate workers with faster wage growth in the Civil Service, Teachers and Local Government schemes lose between 3% and 5%. This is in sharp contrast with the Police and Fire forces who have lost around 40% irrespective of their education.

[Time Preference, Nutrition Education, and the Body Mass Index](#)

Yang, Yanliang ; Davis, George C. ; Han, Dae Hee

[Student loans, fertility, and economic growth](#)

Miyazaki, Koichi

The cost of attaining higher education is growing in some developed countries. More young people borrow larger amounts than before to finance their higher education. Several media reports indicate that student loans might affect young people's decision making regarding important life events such as marriage, childbirth, purchasing a house, and so on. Specifically, this paper focuses on how the burden of student loans affects young people's decision making with regard to the number of children to have, and studies the fertility rate, gross domestic product (GDP) growth rate, and growth rate of GDP per capita using a three-period overlapping generations model. A young agent needs to borrow to accumulate his/her human capital, although for some reason, s/he faces the borrowing constraint. In the next period, the agent repays his/her debt as well as determines the number of children to have. Under this setting, this paper analyzes how the tightness of the borrowing constraint affects the growth rates of the population, GDP, and GDP per capita. The paper finds that when rearing children is time-consuming, the population growth rate decreases as the borrowing constraints are relaxed. Moreover, the paper shows a case in which the GDP growth rate decreases as the borrowing constraints are relaxed, whereas the growth rate of GDP per capita still increases. In addition, I show that if the cost of rearing children is mainly monetary, then the population growth rate is not necessarily decreasing as the borrowing constraints are relaxed. The paper also calibrates the model using U.S. data.

[Inequalities in Adolescent Health and Life Satisfaction: Evidence from the Health Behaviour in School-aged Children study](#)

Yekaterina Chzhen ; Zlata Bruckauf ; Kwok Ng ; Daria Pavlova ; Torbjorn Torsheim ; Margarida Gaspar de Matos ; UNICEF Innocenti Research Centre

International studies of inequalities in adolescent health tend to focus on the socio-economic gradient in average outcomes rather than their dispersion within countries. Although understanding the extent to which differences in health are related to socio-economic disadvantage is important, focusing exclusively on socio-economic status risks neglecting differences in the distribution of health outcomes within and between countries. To fill this research gap, this study analyses variation in the extent of inequality in the lower half of the distribution in five indicators of adolescent health and well-being – health symptoms, physical activity, healthy eating, unhealthy eating, and life satisfaction – across EU and/or OECD countries that took part in the latest cycle of the Health Behaviour in School-aged Children study.

[Sociocultural Background and Choice of STEM Majors at University](#)

Grossmann, Volker ; Osikominu, Aderonke ; Osterfeld, Marius

This paper examines the role of the sociocultural background of students for choosing STEM majors at university. We combine survey data on university graduates in Switzerland with municipality level information from the census, referenda and elections. We characterize a student's home environment with respect to political attitudes and religious background. Our empirical estimates are based on a generalized Roy model for the choice of study field. Identification exploits individual differences in the cost of studying a STEM field. Students from conservative backgrounds are more likely to study a STEM field, with a stronger response of men compared with women.

[PUBLIC RESPONSE to the SYRIAN STUDENTS' RIGHT to HIGHER EDUCATION at TURKISH UNIVERSITIES](#)

Hakan Ergin (Bogazici University)

Turkey has been going through a difficult exam these days. Since the Syrian crisis started in 2011, she has welcomed the Syrian migrants with her 'open door' policy. Hosting more than two millions of Syrian migrants now, Turkey has been in a continuous effort to show her hospitality to her guests. In this sense, she provided the Syrian migrants in Turkey with the right to higher education at universities in Turkey without an entrance exam and a tuition fee. This policy enabled more than five thousand Syrian migrants to start higher education in Turkey. However, this issue has become a controversial one in Turkey. As getting into a university in Turkey is very competitive among the Turkish citizens, some find this policy unfair. On the other hand, some others support it thinking that this policy is a 'brotherly' one for their neighbors. Revealing the Turkish people's perceptions towards this policy can let us find out whether this 'governmental hospitable ! policy' is valid in the eye of general public. Within this context, this qualitative study aims to explore the perceptions of the Turkish people towards the Syrian migrants' right to higher education in Turkey. The data of the study were collected from the reviews made by the Turkish citizens for the news about the Syrian migrants' right to higher education in Turkey on online newspapers. These reviews were analyzed by conventional content analysis technique. The findings reveal that the reviewers are in favour of or against this policy for several reasons.

[Including excluded groups: The slow racial transformation of the South African university system](#)

Barnard, Helena (GIBS, University of Pretoria, South Africa) ; Cowan, Robin (UNU-MERIT, Maastricht University, BETA, Universite de Strasbourg, France, and CREST and STIAS Stellenbosch University) ; Kirman, Alan (Aix Marseille University, Ecole des Hautes Etudes en Sciences Sociales) ; Müller, Moritz (BETA! , Univers ite de Strasbourg, France)

This paper looks at the inclusion of excluded groups, notably the racial transformation of the South African university system. Both demand-side factors - are qualified black people hired as faculty? - and supply-side factors - are there enough qualified black people who can be hired as faculty? - need to be aligned. Prior evidence suggests that demand and supply both have both a psychological and a structural dimension. Affirmative action-type regulations address the structural dimension of demand, but homophily (a "love for the own") can nonetheless limit the hiring of faculty in white-dominated hiring committees. On the supply side, the weak education system limits the structural supply of quality black potential academics. But the limited hiring of black academics and resulting limited role models mean that few black people even consider an academic career. This paper presents a model of hiring (either randomly or on a homophilic basis), calibrated with data from the South African university system from the end of Apartheid. Our evidence suggests that even a relatively small reduction of homophily increases the rate at which the excluded group enters the workforce, and also that the effects of homophily and feedback from previous hires are of a similar magnitude. Nonetheless, the conclusions from the model suggest that the relatively long duration of a research career and slow growth of the national university system will result in a slow process of racial transformation.

[The Mixture as Before? Student Responses to the Changing Content of School Meals in India](#)

Afridi, Farzana (Indian Statistical Institute) ; Barooah, Bidisha (International Initiative for Impact Evaluation (3ie)) ; Somanathan, Rohini (Delhi School of Economics)

We study how attendance rates of primary school children respond to cost neutral changes in the design of India's school meal program. Municipal schools in the capital region of Delhi switched from packaged food to on-site cooked meals in 2003, with insignificant changes in the budget available per meal. We use the staggered implementation of this transition and child-level panel data to find that cooked meals resulted in a 3-4 percentage point rise in average monthly attendance with the largest effects observed for early grades. The impact on girls was especially large, but since they attend morning shift schools while boys attend the afternoon shifts, these gender effects may simply reflect benefits from better timed meals. We also find attendance gains concentrated in schools that served diverse menus. Our results suggest that even within constrained budgets, better designed school transfer programs can improve student level outcomes.

[Open Educational Resources Enhancing: Education Provision and Practice](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB)

Open educational resources made their appearance in early 2002 as a promising tool for enhancing the quality of and access to education and were perceived to have the potential to reduce costs by reusing learning materials. This brief draws on a study that reviewed the uptake of OERs and related activities in six institutions in Hong Kong, China; India; Malaysia; Pakistan; and Thailand.

[DISTRIBUIÇÃO ESPACIAL DOS EFEITOS DE AGLOMERAÇÃO SOBRE OS RETORNOS À EDUCAÇÃO NO BRASIL](#)

DIANA LÚCIA GONZAGA DA SILVA ; GERVÁSIO FERREIRA DOS SANTOS ; RICARDO DA SILVA FREGUGLIA

Repéré sur : Unesco.org

Rapport mondial de suivi sur l'éducation. [Aid to education stagnates, jeopardising global targets](#). Policy Paper, n°25, may 2016

Un nouveau document d'orientation publié fin avril et coïncidant avec la Semaine mondiale d'action organisée par la Campagne mondiale pour l'éducation fait apparaître que l'aide allouée à l'éducation devra s'accroître considérablement pour que le monde puisse réaliser le nouvel objectif pour l'éducation contenu dans l'Agenda pour le développement durable.

Les pays donateurs ont les moyens de réduire ce déficit. Mais selon les données les plus récentes qui datent de 2014, l'aide à l'éducation stagne depuis plusieurs années à un niveau bien inférieur à ce qui est nécessaire.

L'aide humanitaire à l'éducation demeure caractérisée par de faibles niveaux. En 2015, sur le montant total de 10,6 milliards de dollars des États-Unis alloués à l'aide humanitaire, le secteur de l'éducation n'a reçu que 198 millions de dollars, soit moins de 1,9 % du financement total.

Rapport mondial de suivi sur l'éducation ; HCR. [No more excuses: Provide education to all forcibly displaced people](#). Policy Paper, n°26, may 2016

Le document demande aux pays et à leurs partenaires humanitaires et de développement de s'assurer de toute urgence que les personnes déplacées de force soient incluses dans les plans nationaux de l'éducation et de collecter des données améliorées pour suivre le statut et la progression de leur éducation.

Il publie de nouvelles données selon lesquelles 50 % seulement des enfants réfugiés sont scolarisés dans l'enseignement primaire et que 25 % des adolescents réfugiés fréquentent l'enseignement secondaire.

Repéré sur : worldbank.org

Paulo Bastos, Joana Silva and Rafael Proença. [Exports and Job Training](#). Policy Research Working Papers, may 2016

This paper examines whether export participation matters for job training. The paper draws on longitudinal worker-firm data for Brazilian manufacturing, linked with detailed records on training activity from the main provider. The analysis uses industry-specific exchange rate movements to generate exogenous variation in export status at the firm-level. The findings indicate that export participation tends to increase the share of workers who receive technical upgrading. The results also reveal that technical upgrading has positive returns to trainees within exporting firms. These findings support the hypothesis that exporting requires skill upgrading, and suggest that this is partially achieved by training firms' existing workforce.

2. Sommaires de revues en éducation

Revue francophones :

[Les Cahiers d'Éducation et devenir, n° 2016-27, juin 2016](#)

Thème : Le pouvoir d'agir - faire réussir les élèves (Actes du XXXIe colloque d'Éducation et devenir, Lyon, 13-15 mars 2015)

- Empowerment ou la possibilité de la démocratie
Antoine Bevort

- Développement du pouvoir d'agir pour la formation et l'emploi des 16-25 ans dans la Région du Nord-Pas-de-Calais
Pascale Gonthier

- Lieux du pouvoir d'agir dans le 1er degré
Catherine Hurtig-Delattre

- Les dynamiques de changement : de la théorie à la pratique
Monica Gather Thurler

- Les valeurs partagées
Youcef Noua

- Le leadership
Youcef Naoua

- La mesure de responsabilisation : une approche de conceptions variées du local
Maryan Lemoine

- Pouvoir d'agir et innovation
Cathy Marret

- Le pouvoir d'agir collectif au sein des établissements scolaires au service des apprentissages et de la réussite scolaire
Laetitia Progin

- Une école de la réussite pour tous en construction avec les conseillers de la section éducation du CESE
Marie-Aleth Grard

- L'histoire du pouvoir d'agir dans notre système éducatif n'est pas l'histoire d'un jardin à la française
Jean-Paul Delahaye

[Carrefours de l'éducation, n° 41 - 2016/1](#)

La réforme en éducation au XXe siècle en France

- « Liberté et laïcité » bis repetita...
Christine Berzin
- Réformes, rapports et commissions
Antoine Prost
- La réforme pédagogique des lycées en 1902
Evelyne Héry
- L'amalgame : une réforme inaboutie
Jean-Yves Seguy
- La commission Cathala et le modèle anglais, Londres 1942-1943
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- La création du CAPES : révolution ou innovation contrariée (1950-1952) ?
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- Réformer l'Enseignement supérieur français. L'action du recteur d'académie (1896-1968)
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- Face aux réformes, les réticences influentes de « ceux qui aiment l'École » : analyse sociohistorique
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- Expansion et transformation de l'enseignement spécial : le tournant des années 1960
Lydie Heurdier
- La réforme de la voie professionnelle : une politique scolaire ?
Fabienne Maillard
- Le « socle commun »
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- Les gauches et les réformes éducatives : quel(s) regard(s) des sciences sociales sur un couple complexe ?
Ismail Ferhat
- La réforme en éducation, vue par des acteurs
Dominique Raulin, Bernard Toulemonde

Espaces scolaires et éducatifs

- Espaces scolaires et éducatifs : les liaisons nouvelles entre l'école et le champ éducatif
Benjamin Moignard, Thomas Sauvadet
- Les acteurs locaux aux prises avec l'injonction paradoxale de la mixité sociale à l'école
Choukri Ben Ayed
- La place des « indésirables ». Pratiques et effets de l'exclusion dans les établissements de secteurs populaires
Étienne Douat
- « Le collège c'est une prison, ici c'est le cachot ». Un apprentissage de la déviance scolaire sous surveillance
Juliette Garnier
- La réforme des rythmes à l'école : une appropriation socialement différenciée des activités culturelles
Julien Netter
- Construire l'école du bien-être dans un quartier pauvre. Une expérience d'accompagnement sociologique
Geneviève Zoïa, Laurent Visier
- Territoires, offre de formation et expérience du décrochage scolaire : une étude de cas
Lucy Bell, Pierre-Yves Bernard
- Devenir élève au Brésil en contexte ségrégué. Un défi impossible ?
Marcelo Baumann Burgos
- Occuper et prendre place : une lecture des rapports de pouvoir dans la cour de récréation,
Muriel Monnard

[Revue internationale d'éducation, N° 71, avril 2016](#)

Formation professionnelle et employabilité

- Les défis de l'employabilité durable : La formation professionnelle initiale dans le monde
Christian Forestier
- Formation professionnelle et employabilité dans les pays de l'OCDE : promesses et défis
Eric Charbonnier, Stéphanie Jamet
- Formation professionnelle et technique au Québec : un besoin de réforme
Laurence Solar-Pelletier

- L'engagement des entreprises dans le dispositif de formation professionnelle en Allemagne
Isabelle Le Mouillour, Marte Geiben
- Améliorer l'apprentissage et l'alternance entre l'école et le monde du travail: Le cas de l'Italie
Marta Rapallini
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- Comment mieux prendre en compte les besoins économiques ? Enseignement supérieur et
formation professionnelle en Colombie,
Paula Escobar, Juliana López
- Un besoin mondial d'enseignement supérieur professionnel court: L'exemple du Maroc,
Zayer El Majid
- Construire un système de formation professionnelle: L'expérience ivoirienne,
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- Les mutations de l'enseignement professionnel supérieur en Chine,
Guo Yang, Yang Lin
- La formation professionnelle et continue au service de l'employabilité à Singapour et aux
Philippines,
Catherine Ramos, S. Gopinathan

Revue anglophones :

[American Economic Review, Vol. 106, Issue 6, June 2016](#)

- Measuring and Understanding Behavior, Welfare, and Poverty
Angus Deaton
- Do Schools Matter for High Math Achievement? Evidence from the American Mathematics
Competitions
Glenn Ellison and Ashley Swanson
- Too-Systemic-to-Fail: What Option Markets Imply about Sector-Wide Government
Guarantees
Bryan Kelly, Hanno Lustig and Stijn Van Nieuwerburgh

- Agricultural Productivity and Structural Transformation: Evidence from Brazil
Paula Bustos, Bruno Caprettini and Jacopo Ponticelli
- The Demand for Energy-Using Assets among the World's Rising Middle Classes
Paul J. Gertler, Orié Shelef, Catherine D. Wolfram and Alan Fuchs
- Domestic Value Added in Exports: Theory and Firm Evidence from China
Hiau Looi Kee and Heiwai Tang
- Attention Discrimination: Theory and Field Experiments with Monitoring Information Acquisition
Vojtěch Bartoš, Michal Bauer, Julie Chytilová and Filip Matějka
- Measuring Discounting without Measuring Utility
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Xiao Cheng, Li-ying Wu

A framework for facilitating video-mediated reflection: Supporting preservice teachers as they create 'warranted assertabilities' about literacy teaching and learning

Andrea Gelfuso

Evidence for no-one: Standards, accreditation, and transformed teaching work

Debra Talbot

Positioning in identifying narratives of/about pre-service mathematics teachers in field practice

Reidar Mosvold, Raymond Bjuland

Past perceptions and future expectations: Sensed dis/continuity at the start of teacher education

M. van Rijswijk, Sanne F. Akkerman, Harmen Schaap, Jan van Tartwijk

Conceptualising a pedagogical cultural identity through the narrative construction of early career Aboriginal teachers' professional identities

Cathie Burgess

Cut to the core practices: Toward visceral disruptions of binaries in PRACTICE-based teacher education

Elizabeth Dutro, Ashley Cartun

Extending experiential learning in teacher professional development

Carina Girvan, Claire Conneely, Brendan Tangney

Teacher leadership development and principal facilitation: Novice teachers' perspectives

Annie Y.N. Cheng, Elson Szeto

Teacher assessment literacy in practice: A reconceptualization

Yueting Xu, Gavin T.L. Brown

Can professional development of teachers reduce disparity in student achievement?

Kane Meissel, Judy M. Parr, Helen S. Timperley

The influence of preschool teachers' content knowledge and mathematical ability beliefs on their sensitivity to mathematics in children's play.

Elisa Oppermann, Yvonne Anders, Axinja Hachfeld

3. Livres intéressants



FERNAGU-OUDET Solveig, BATAL Christian (dir.). **Révolution du management des ressources humaines : des compétences aux capacités**. Lille : Presses universitaires du Septentrion, mai 2016. 432 p. (Métiers et pratiques de formation)- 33€

Cet ouvrage se positionne à contre-courant de l'ensemble des discours qui portent sur les compétences. Il interroge les critiques, les doutes et les désillusions dont elles font l'objet pour s'ouvrir au modèle des capacités, plus à même, aujourd'hui, de répondre aux problématiques de management des hommes, des organisations et de la formation.

Il ne s'agit ni de dire ce que sont les compétences, ni de valoriser de bonnes pratiques de gestion des compétences, mais de faire le point sur ce que les compétences ont apporté et sur ce qu'elles n'ont pas résolu, d'en dessiner les limites, afin de comprendre pourquoi ce concept inachevé, sur lequel

s'appuient pourtant de nombreuses pratiques de gestion et de management, ne répond plus aujourd'hui aux exigences d'un monde du travail en pleine mutation. Au-delà du bilan des approches par les compétences, cet ouvrage dessine le contour d'une nouvelle approche de « design social » utile au management des ressources humaines, qui viendra compléter, voire se substituer progressivement à celui des compétences : le modèle des capabilités.



POTVIN Pierre. **L'alliance entre le savoir issu de la recherche et le savoir d'expérience.** Beliveau éditeur, avril 2016. 280 pages, 22,23 € ou 34,95\$

Un regard sur le transfert de connaissances : Le lecteur y trouvera une présentation accessible de connaissances complexes qui aborde le lien étroit entre la recherche et la pratique par l'entremise du transfert de connaissances. L'auteur y fait des réflexions tirées de son expérience en recherche et en intervention, et réalise des applications pratiques en éducation et en psychoéducation.

Cet ouvrage est une synthèse intégratrice issue de l'expérience professionnelle de l'auteur, enrichie par plus de quarante années de travaux de recherche en éducation et en psychoéducation. Une occasion pour lui de faire un legs aux étudiants et aux professionnels de l'éducation et de la psychoéducation.



NAGELS Marc, CARRE Philippe (dir.). **Apprendre par soi-même aujourd'hui : les nouvelles modalités de l'autoformation dans la société digitale.** Éditions des archives contemporaines, avril 2016. 184 p.

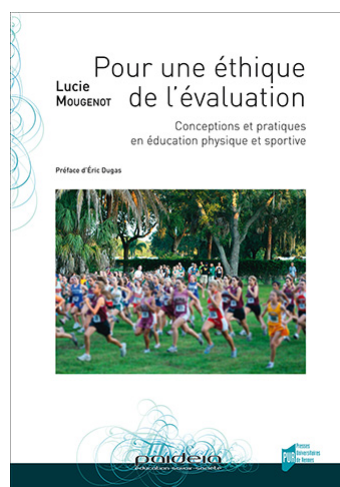
L'étude qualitative « Apprendre par soi-même aujourd'hui » vise à renouveler les connaissances sur les pratiques d'autoformation, mais aussi à les réinterroger à la lumière de l'usage des ressources numériques. L'autoformation est ici analysée sous trois angles spécifiques : l'environnement, avec

l'influence du milieu familial et professionnel ; les ressources et le rapport aux ressources numériques ou sociales mobilisées par l'autoformation ; l'approche cognitive qui met l'accent sur l'organisation cognitive de l'activité d'autoformation et les ressources individuelles d'auto-efficacité. Les résultats présentés renforcent la perspective de l'apprenant devenu particulièrement capable de diriger ses apprentissages, opportuniste dans la gestion des ressources et combinant au service de ses buts les apports des dispositifs formels et informels dans leurs formes les plus récentes.



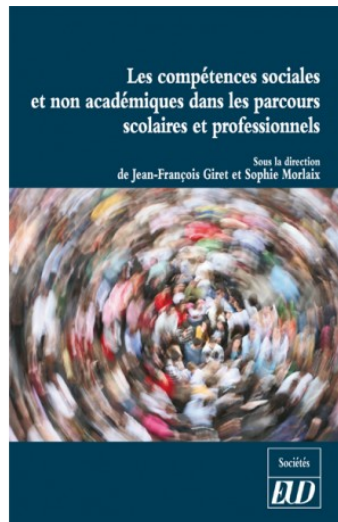
TARDIF Éric, DOUDIN Pierre-André (dir.). **Neurosciences et cognition : perspectives pour les sciences de l'éducation**. Bruxelles : De Boeck, février 2016. 426 p.(Pédagogies en développement) - 38€

Cet ouvrage fait le point sur les débats actuels entre la pertinence d'une collaboration entre les neurosciences cognitives et les sciences de l'éducation en ce qui concerne notamment le langage, la mémoire, l'attention, le raisonnement, l'apprentissage et les troubles qui lui sont reliés. Les auteurs parmi les plus prestigieux (Canadiens, Américains, Français, Suisses) donnent un aperçu général des résultats de recherches récentes et font le point sur de nouvelles avancées en neurosciences cognitives en lien avec les sciences de l'éducation. Bien que prometteuse, cette collaboration entre neurosciences, sciences cognitives et sciences de l'éducation comporte plusieurs obstacles (attentes irréalistes ; interprétations abusives de résultats de recherche ; fausses croyances qui ont profondément pénétré le milieu des enseignants et des formateurs d'enseignants dans différents pays). L'ouvrage rend attentif à de telles dérives.



MOUGENOT Lucie. **Pour une éthique de l'évaluation : conceptions et pratiques en éducation physique et sportive**. Rennes : Presses universitaires de Rennes, mai 2016. 238 p. (Paideia), 20€

Particulièrement en milieu scolaire, une évaluation éthique essaie de tenir compte de la singularité des situations, tout en cherchant à atténuer les effets violents et discriminants inhérents à l'évaluation elle-même. Cet ouvrage interroge les connaissances disponibles issues de la recherche en éducation et s'appuie sur les résultats d'une étude menée en éducation physique et sportive, afin d'appréhender les effets de différentes modalités d'évaluation sur le développement des compétences des élèves.



GIRET Jean-François, MORLAIX Sophie (dir.). **Les compétences sociales et non académiques dans les parcours scolaires et professionnels**. Dijon : Éditions universitaires de Dijon, 2016. 158 p. 16€

L'approche par « compétences » fait l'objet de nombreux débats dans le système éducatif français. C'est sans doute la préoccupation centrale des politiques actuelles d'éducation et de formation. Si les compétences académiques et professionnelles commencent à être bien référencées, de nombreuses questions se posent en termes de compétences sociales et non académiques qui semblent pourtant déterminantes dans la réussite scolaire et professionnelle. Comment les mesure-t-on ? L'école peut-elle et doit-elle les enseigner ? Peuvent-elles faciliter l'apprentissage d'autres compétences ? Comment influencent-elles les trajectoires professionnelles des jeunes à la sortie du système éducatif ? À partir de différents terrains de recherche dans les écoles, à l'université, sur le marché du travail, cet ouvrage se propose d'apporter des éléments de réponse à ces questions.