



Veille de l'IREDU n°82

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Christian Chavagneux. Les [auto-entrepreneurs restent très dépendants du salariat](#). Alternatives économiques, 23/05/2017

L'entrepreneur est l'une des figures fortes du nouveau président et du nouveau gouvernement. Dans l'imaginaire de l'exécutif, entrepreneur est équivalent à entreprenant, à une prise en main de sa vie, à la liberté et à l'autonomie. Les auto-entrepreneurs représentent ainsi une sorte de modèle de cet état d'esprit. Pourtant, en croisant [l'étude sur ces indépendants réalisée](#) par la sociologue de l'université Dauphine Sarah Abdelnour avec les [données récentes de l'Insee](#), on s'aperçoit que ces entrepreneurs restent en fait profondément dépendants des revenus et de la protection sociale apportés par le statut de salarié.

Repéré sur : cafepedagogique.net

[Quels débuts pour les enseignants ?](#) L'expresso du 19 mai 2017

La massification de l'enseignement a-t-elle fondamentalement modifié le métier enseignant et par suite l'entrée dans le métier ? Est-on en train de passer de la vocation à un métier comme un autre ? Comment éviter les démissions et encourager le maintien dans le métier ? Ces questions sont abordées dans le dernier numéro (74) de la Revue de Sèvres coordonné par Patrick Rayou et Jean-Pierre Véran, un IPR honoraire. Mais à la façon particulière de cette revue : c'est à dire à travers des études de cas dans une dizaine de pays aussi différents que la France, la Suisse, le Niger, la Mauritanie ou l'Argentine et la Chine. Si quelques traits communs se dégagent, la revue n'en tire pas de conclusion sur ce que cela signifie en terme de management des enseignants. Et c'est dommage.

[Pierre Merle : Pas de statu quo sur la mixité sociale à l'école](#). L'expresso du 22 mai 2017

"La mixité sociale des établissements (scolaires) ne peut pas être une option. Elle ne peut pas être réduite à des expérimentations limitées et souvent homéopathiques.... Le défi de l'école française est de favoriser l'émergence d'établissements non plus fondés sur des discriminations ethniques, sociales et scolaires mais sur l'ouverture sociale pour éviter que les ségrégations scolaire et urbaine se renforcent mutuellement. La tentation du statu quo risque d'être fatale". Dans Le Monde, Pierre Merle fait la démonstration de la nécessité d'accélérer la politique de lutte contre la discrimination dans les établissements scolaires. Un point laissé en suspens dans le programme présidentiel.

[Enseigner en lycée professionnel aujourd'hui](#). L'expresso du 24 mai 2017

Qu'est ce qui fait la singularité de l'enseignement professionnel aujourd'hui ? Alors que les lycées professionnels connaissent une véritable révolution, Aziz Jellab, inspecteur général mais aussi chercheur à l'université Lille 3, tente de faire un tableau contrasté d'une filière mal aimée.

Particularité de ce nouveau livre : la proximité du terrain. Le sociologue Aziz Jellab se fait aussi pédagogue.

[Enseignement professionnel : Des élèves divers construits par la ségrégation](#). L'expresso du 24 mai 2017

On savait que les élèves de lycée professionnel forment un public spécifique. Ce que montre l'étude réalisée par Prisca Kergoat, Valérie Capdevielle-Mougnibas, Amélie Courtinat-Camps, Julie Jarty et Benjamin Saccomanno, tous de l'université Toulouse Jean Jaurès, c'est que ce public est fracturé, notamment en fonction de l'expérience de la ségrégation qu'il connaît. Les auteurs ont étudié près d'un millier de lycéens professionnels des filières bâtiment et services à la personne à la fois à travers un riche questionnaire et des entretiens Ils ont aussi travaillé sur un questionnaire et des entretiens avec des enseignants.

[Que sait-on du redoublement ?](#) L'expresso du 31 mai 2017

Alors que JM Blanquer, le nouveau ministre de l'éducation nationale, agite la possibilité d'une abrogation du décret de 2014 limitant fortement le redoublement, on peut s'interroger sur les motifs de cette annonce. Le redoublement est-il efficace ? Quelles alternatives possède t-on ? Sur ce sujet là, JM Blanquer semble l'avoir oublié, on dispose d'une vaste littérature scientifique. Alors pourquoi relancer ce débat ?

<http://www.cafepedagogique.net/lexpresso/Pages/2017/05/31052017Article636318135577270612.aspx>

[Comment lutter contre le décrochage enseignant ?](#) L'expresso du 31 mai 2017

Si l'on parle beaucoup du décrochage des élèves on parle peu de celui des enseignants, pourtant les deux sont liés, relève Thierry Karsenti dans une étude qu'il vient de publier sur la prévention des démissions enseignantes au Québec. L'étude avance des préconisations pour lutter contre ce phénomène en mettant l'accent sur l'accompagnement des jeunes enseignants.

Repéré sur : cedefop.europa.eu

[VET toolkit for tackling early leaving: A valuable source of support for policy-makers and VET providers](#). Cedefop, may 2017, 6 p.

The Europe-wide VET toolkit for tackling early leaving was developed by Cedefop in 2017. Based on evidence of success, It provides practical guidance, tips, good practices and tools drawn from VET aiming at helping young people to attain at least an upper secondary qualification.

[Sharing knowledge about vocational education and training](#). Cedefop, may 2017.

ReferNet collects information on, and monitors developments in, national VET policies and systems. This information is used for different purposes and products such as the VET in Europe reports and the Thematic perspectives on early leaving, apprenticeship innovation etc.

Repéré sur : Esen.education.fr

[Les élèves favorisés et défavorisés utilisent-ils Internet différemment ?](#) Pisa à la loupe, n°64, mai 2017

Organisation pour la coopération et le développement économiques (OCDE), Pisa à la loupe n° 64
Cette étude montre que les élèves défavorisés des pays à revenu faible ou intermédiaire ont moins de possibilités d'accès à Internet que leurs pairs favorisés. S'il est important de combler cet écart, l'expérience des pays à revenu élevé montre néanmoins que, même lorsque tous les élèves ont facilement accès à Internet, des inégalités persistent dans la capacité d'apprendre à utiliser les outils numériques. Pour avancer sur le chemin de l'égalité des chances à l'ère du numérique, il s'avère bien plus efficace de garantir que chaque enfant atteigne au moins un niveau de compétences de base en compréhension de l'écrit que de généraliser ou de financer l'accès à des outils et services de dernier cri.

Repéré sur : halshs.archives-ouvertes.fr

Manuel Bächtold. [How should energy be defined throughout schooling?](#) Research in Science Education, Springer Verlag, 2017.

The question of how to teach energy has been renewed by recent studies focusing on the learning and teaching progressions for this concept. In this context, one question has been, for the most part, overlooked: how should energy be defined throughout schooling. This paper addresses this question in three steps. We first identify and discuss two main approaches in physics concerning the definition of energy, one claiming there is no satisfactory definition and taking conservation as a fundamental property, the other based on Rankine's definition of energy as the capacity of a system to produce changes. We then present a study concerning how energy is actually defined throughout schooling in the case of France by analyzing the national programs, physics textbooks, and the answers of teachers to a questionnaire. This study brings to light a consistency problem in the way energy is defined across school years: in primary school, an adapted version of Rankine's definition is introduced and[...]

Clémence Perronnet. [Genre, classe, « race » et sciences : analyse intersectionnelle de la construction de rapports aux sciences différenciés chez des élèves de CM1-5e](#). Penser l'intersectionnalité dans les recherches en éducation, May 2017, Bonneuil-sur-Marne, France. .

Résumé : La question du rapport aux sciences des élèves se pose prioritairement en termes de genre dans les rapports et politiques publiques : ce sont les écarts d'orientation filles -garçons et les stéréotypes sexués sur les métiers qui sont les plus visibles et les plus étudiés (Détrez et Piluso, 2014). Cette intervention propose de replacer l'analyse sociologique au prisme du genre dans une perspective intersectionnelle prenant aussi en compte les rapports sociaux consubstantiels de classe et de « race » (Kergoat, 2000), en interrogeant leur articulation dans la construction d'inégalités en sciences à partir de l'étude de cas d'une cohorte d'élèves scolarisés en réseau d'éducation prioritaire. En effet, si la science dans les médias ou les manuels est bien une affaire d'hommes , elle y est aussi

présentée comme l’apanage des hommes blancs, hétérosexuels de classes favorisées, sur un fond de sous-représentation des groupes minoritaires. Comprendre les différences et[...]

Philippe Wanlin, Lara Laflotte. [Connaissances des enseignants sur le\(ur\)s élèves et leur utilisation pour donner cours](#). [Rapport de recherche] 150316, Université de Genève, Suisse. 2017. Résumé : Rapport théorique du projet de recherche FNS 150316 Les compétences diagnostiques des enseignants et leurs connaissances sur le(ur)s élèves: nature, structure et procédure de récupération cognitive <http://p3.snf.ch/project-150316>

Rémi Bachelet, Rawad Chaker. [Toward a typology of MOOC activity patterns - Learners who never rest?](#). eMOOCs, May 2017, madrid, Spain. eMOOCs, 2017.

Résumé : This paper aims at understanding MOOC learners' activity patterns, taking into account factors like personal schedule, traditional working hours, do-mestic time, nighttime and their relation with MOOC course opening hours, live sessions, essay submission deadlines... Are MOOC learners adopting nonstandard learning schedules? Does the MOOC schedule determine the connection patterns of the learners? Four search topics and findings emerge from our research A/ Observations related to the density of learning activity B/ A weekly typology of learning days, C/ Attraction for a “live” contact point, D/ The “21:00 effect”. Finally, we suggest a series of best practices for MOOC design.

Gina Liceth Navarro Baene. [Santé mentale positive chez des étudiants universitaires de la faculté de Médecine : étude comparative compte tenu des contextes socioculturels colombien et français](#). Education. Université Paris-Est, 2015. Français.

Cette étude doctorale cherche à revisser les caractéristiques de santé mentale positive présentes chez les étudiants universitaires français et colombiens de la faculté de médecine tenant compte que la rentrée à la vie universitaire provoque un degré de stress par rapport aux nouvelles demandes aux quelles faire face l'étudiant. Tous les étudiants universitaires traversent par une période d'adaptation qui bien peut culminer de manière appropriée, ou en désertion, motivée par les difficultés académiques ou par l'impossibilité de s'adapter au contexte. Les étudiants universitaires peuvent avoir une tendance plus élevée à ce type de troubles que la population commun. Ceci compte tenu de l'âge et des facteurs externes qu'ils affrontent, tenant compte que beaucoup d'étudiants font face aux difficultés académiques, mais aussi à celles du marché du travail, parfois ils fondent un foyer, tout ceci constituant d'autres sources de problèmes pour eux. En effet un malaise psychologique vient[...]

Repéré sur : ife.ens-lyon.fr

Annie Feyfant. [À la recherche de l'autonomie des établissements](#). Dossier de veille de l'IFÉ, n° 118, mai 2017

Alors qu’en France l’autonomie des établissements scolaires est revenue dans les débats, à l’occasion de la campagne pour les élections présidentielles, la question se pose des modalités de cette autonomie. Les options imaginées sont-elles inspirées par celles qui ont été choisies dans les différents pays européens ? Les justifications qui en sont données par les responsables éducatifs de ces mêmes pays permettent-elles d’éclairer les choix à venir ?

Le Dossier de Veille de l'IFÉ de mai 2017 explore la littérature de recherche afin de décrire les facteurs de cette décentralisation aux portes de l'établissement et pour les acteurs au sein de l'établissement. Au-delà de l'autonomie structurelle, certaines recherches se sont intéressées à l'autonomie pédagogique de l'établissement, aux personnels participant de cette autonomie et, pour quelques unes d'entre elles, à l'impact sur les apprentissages.

[Statistics Report on TEQSA Registered Higher Education Providers](#). Australian Government, 05/2017
Universities made up 24 per cent of registered providers in 2015 but catered for 91 per cent of students enrolled in tertiary education, according to the Tertiary Education Quality and Standards Agency's (TEQSA) latest Statistics Report on Registered Higher Education Providers.

More than 1.4 million students were studying in Australian higher education courses in 2015, a three per cent jump compared to the previous year, according to the agency's statistics snapshot which provides detailed sector insights.

TEQSA Chief Executive Officer Mr Anthony McClaran said the report highlighted the diversity of the vibrant Australian higher education sector by pulling together high-level information from providers, including data on students, academic staff and finances.

"This is the fourth report of an increasingly valuable series of snapshots of key sector statistics which gives us unique insights into both public and private providers," Mr McClaran said.

"It is important for TEQSA to share this information to assist the sector in assuring quality and undertaking quality improvement activities."

Despite the rise in online learning, TEQSA's report showed 87 per cent of higher education students studied face-to-face at one of 176 providers registered with TEQSA in 2015.

Other findings include:

- Domestic students accounted for 73 per cent of all students, with the biggest increase in students in 2015 at the undergraduate level
- 76 per cent of all students studying in 2015 were studying at an undergraduate level and 24 per cent were studying at postgraduate level
- Management and commerce, with a total of 249,702 students, had the largest number of students enrolled in any field
- 65 per cent of academic staff were employed on a full-time basis.

For the first time, data from 2013 and 2014 has been included to enable trend reporting across providers, their finances, students and staff. Data has been drawn from information TEQSA holds as part of its regulatory activities and selected Department of Education and Training figures.

Financial data includes all sources of revenue within a provider's operations, including revenue from VET and other activities – reflecting the breadth and diversity of a range of higher education providers.

[OECD Skills Outlook 2017: Skills and Global Value Chains](#). Paris : OCDE, mai 2017

Since the 1990s, the world has entered a new phase of globalisation. Information and communication technology, trade liberalisation and lower transport costs have enabled firms and countries to fragment the production process into global value chains (GVCs). Many products are now designed in one country and assembled in another country from parts manufactured in several countries. Thirty percent of the value of exports of OECD countries comes from abroad. In this new context, GVCs and skills are more closely interrelated than ever. Skills play a key role in determining

countries' comparative advantages in GVCs. A lot of the opportunities and challenges brought about by GVCs are being affected by countries' skills.

The OECD Skills Outlook 2017 shows how countries can make the most of global value chains, socially and economically, by investing in the skills of their populations. Applying a "whole of government" approach is crucial. Countries need to develop a consistent set of skills-related policies such as education, employment protection legislation, and migration policies, in coordination with trade and innovation policies. This report presents new analyses based on the Survey of Adult Skills and the Trade in Value Added Database. It also explains what countries would need to do to specialise in technologically advanced industries

Natalie Perera, Jon Andrews, Peter Sellen. [The implications of the National Funding Formula for schools](#). Education Policy Institute, 03/2017

"New analysis by the Education Policy Institute finds all schools in England face real terms cuts in funding per pupil, even after the introduction of a new national funding formula. The report, The implications of the National Funding Formula for schools, also finds that half of primary and secondary schools face large real terms, per pupil, cuts in funding of between 6-11 per cent by 2019-20. The Government consultation on the introduction of a new national funding formula (NFF) for schools closes on the 22nd March. To inform this important consultation, EPI has considered what the impact of the NFF will be, who the winners and losers are, and its analysis puts the NFF into the context of wider financial pressures on the schools system."

Ted Huddleston & David Kerr. [Managing controversy. Developing a strategy for handling controversy and teaching controversial issues in schools. A self-reflection tool for school leaders and senior managers](#). Conseil de l'Europe (CoE), 01/2017

Cette étude est publiée dans le cadre du programme "Human rights and democracy in action" qui vise à favoriser le déploiement des principes inscrits dans la charte du Conseil de l'Europe sur l'éducation à la citoyenneté démocratique et l'éducation aux droits de l'homme (2010).

AMBROISE-GAGNAIRE Corinne. [Étude du développement professionnel des enseignants-débutants par le biais de souvenirs de leurs premières expériences et de leurs croyances d'efficacité](#). Thèse en Sciences de l'éducation, soutenue en 2016, sous la dir. de Marie-Christine TOCZEK-CAPELLE & Sophie BRUNOT (Université Clermont-Auvergne)

"Le développement professionnel des enseignants-débutants est étudié au travers des souvenirs de leurs premières expériences professionnelles et de la dynamique des relations qui s'établit entre ces souvenirs et les croyances d'auto-efficacité. Ces croyances sont appréhendées par une mesure du sentiment d'efficacité personnelle, plus précisément, une échelle a été construite puis validée dans le domaine de l'enseignement.

Deux objectifs sont poursuivis. Le premier cherche à appréhender les caractéristiques des souvenirs des premières expériences professionnelles d'enseignants-stagiaires au début de leur formation initiale. Il s'agit de recueillir et d'étudier les souvenirs d'expériences professionnelles vécues durant les premiers stages et de percevoir si une relation s'établit entre ces souvenirs et le sentiment d'auto-efficacité sur le domaine professionnel. Le second objectif est d'examiner plus avant les relations entre le sentiment d'efficacité personnelle et les caractéristiques qualitatives et quantitatives des premiers souvenirs professionnels en tentant d'en saisir la dynamique.

L'analyse des données recueillies au cours de cinq études fait ressortir certains invariants caractéristiques des souvenirs relevés. Ces derniers sont précis, positifs et concernent essentiellement des expériences liées à la mise en œuvre des séances et à la gestion des relations. De plus, les souvenirs participeraient à la construction des croyances d'efficacité et celles-ci, en retour influeraient sur la mise en mémoire des expériences professionnelles. Ces mécanismes sociocognitifs sous-jacents semblent concourir au développement professionnel, et notamment à l'identité professionnelle, des enseignants-débutants."

MURAKAMI Kazuki. [Dignité et identité : famille et école dans les quartiers populaires](#). Thèse en sociologie, démographie, soutenue en 2017, sous la dir. de Didier LAPEYRONNIE (Université Paris-Sorbonne)

"Dans le discours public sur les quartiers populaires, les familles sont régulièrement accusées d'être responsables des problèmes des enfants, tels que la délinquance et l'échec scolaire. Les familles issues de l'immigration maghrébine et africaine sont plus particulièrement la cible de ces accusations, en références à leurs structures familiales et cultures spécifiques supposées. L'objectif de cette thèse est de réfléchir à la question éducative dans les quartiers populaires à travers l'analyse des discours des parents, des jeunes et des acteurs scolaires et locaux. En s'appuyant sur des enquêtes dans deux quartiers de banlieue parisienne, cette thèse examine tout d'abord le processus de construction locale des « problèmes de familles » autour de l'éducation. Les habitants des quartiers reproduisent les stigmates donnés en les retournant envers les autres. Les acteurs locaux et scolaires mobilisent le contexte culturel des familles immigrées pour rendre compte des enjeux éducatifs auxquels ils font face. Ensuite, le regard se porte sur l'éducation au sein des familles et les expériences des jeunes. Les parents font preuve de passivité envers l'éducation scolaire et l'environnement social du quartier, mais ils essaient de prendre un rôle actif dans la transmission culturelle et religieuse. Les jeunes intériorisent ce contexte culturel et ont plusieurs identités, dont la centrale est d'être musulman. Les institutions solides et les groupes sociaux s'affaiblissent, et les identités et les repères de racine se bousculent avec les expériences des immigrations et des discriminations. La culture d'origine et la religion donnent aux parents et jeunes la dignité et l'identité."

KHEZAMI Safa. [Les institutions d'apprentissage à distance . stratégies \(politique, pédagogique et communicationnelle\) et processus d'autorégulation d'apprentissage : le cas de l'Université virtuelle de Tunis](#). Thèse en Sciences de l'information et de la communication, soutenue en 2016, sous la dir. de Ahmed CHABCHOUB & Michel DURAMPART (Université de Toulon)

"Le passage de l'oralité à l'écrit et de l'indifférence à l'égard des outils de communication de savoir à leur intégration dans un projet éducatif a pris des siècles et il est passé par plusieurs épisodes. Malgré les différences qu'on peut constater quant aux rythmes et aux modalités de cette transformation pédagogique et communicationnelle entre l'Europe et le monde arabe, cette évolution de la réflexion sur les outils et médias éducatifs a fortement influencé la façon avec laquelle ces populations appréhendent aujourd'hui ces techniques de plus en plus numériques. En France, depuis des décennies, les plans numériques pour l'éducation se succèdent. En Tunisie, après la création en 2002 de l'université virtuelle de Tunis (UVT), on parle actuellement de l'intégration de tablettes numériques dans l'école publique. En dépit des différences que présentent ces deux pays quant aux contextes politiques, économiques, sociaux et culturels, nous avons noté des similitudes stratégiques qui caractérisent leurs démarches respectives pour le numérique éducatif. Nous

pouvons remarquer, entre autres, une similitude dans l'installation volontariste des techniques pour apprendre accompagnée de discours annonçant plus de facilités, plus de fiabilité et plus de réussite. Dans le cadre de notre recherche, nous nous intéressons à la question de l'enseignement-apprentissage à distance, et aux outils éducatifs mis en œuvre pour ce faire. Nous ne prétendons pas faire une comparaison binaire entre un modèle d'utilisation des technologies dans le cadre de l'apprentissage qui serait français et un autre qui serait tunisien. Nous mettons en revanche en perspectives les deux expériences tout en insistant sur la démarche tunisienne. L'enseignement/apprentissage à distance est une situation de communication particulièrement délicate, d'une part par son inscription dans cette logique de contextes sociaux et économiques, mais aussi par l'éclatement de la notion de l'espace qui renforce le sentiment de l'isolement chez l'apprenant. Pour surmonter ce sentiment d'isolement et réussir son apprentissage à distance, plusieurs chercheurs proposent un processus d'autorégulation de l'apprentissage. Bien qu'il soit centré sur l'activité de l'apprenant lui-même, ce processus insiste sur l'importance de l'intervention des autres usagers du système éducatif (institution et corps pédagogique). Par notre recherche, nous avons voulu interroger cette question d'autorégulation de l'apprentissage dans le contexte tunisien de l'université virtuelle de Tunis. Nous avons alors cherché à comprendre le comportement autorégulé des apprenants tunisiens à la lumière du dispositif (humain et technique) de l'institution. Pour soulever ces questions nous avons opté pour une méthodologie multiple qui réunit observation participante, observation cachée, questionnaire, protocole géode et analyse de contenu. Cette recherche a abouti à trois résultats majeurs : la création de l'UVT est un projet avant tout politique destiné à véhiculer une image moderne de la Tunisie. En effet, à part l'expérience de l'institut supérieur de la formation continue créée en 1984, aucune réflexion autour d'une pédagogie adaptée à l'enseignement-apprentissage à distance dans le terrain tunisien n'a été entamée surtout que le dispositif UVT est basé sur les technologies numériques. De ce fait, le comportement autorégulé des apprenants oscille, selon le degré de contrôle pédagogique qu'exerce le dispositif UVT sur leur apprentissage, entre adaptation aux conditions formelles et création de conditions informelles contournant ainsi le dispositif de l'institution."

Repéré sur : Insee.fr

Simon Beck et Joëlle Vidalenc. Une [photographie du marché du travail en 2016 : Le chômage recule de 0,3 point sur un an](#). INSEE Première, n°1648, mai 2017

En 2016, en France, 29,2 millions de personnes de 15 à 64 ans, soit 71,4 % de cette tranche d'âge, sont actives au sens du Bureau international du travail.

Parmi elles, 26,2 millions ont un emploi. Les trois quarts de ces actifs occupés travaillent dans le secteur tertiaire et près de neuf sur dix sont salariés. Les emplois à durée indéterminée restent prédominants chez les salariés (85,3 %). Ils sont minoritaires (44,0 %) chez les 15–24 ans, entrés plus récemment sur le marché du travail et moins diplômés que l'ensemble de leur génération, les plus diplômés étant encore en études. Le sous-emploi, massivement féminin et affectant particulièrement les employés non qualifiés, concerne 6,5 % des actifs occupés.

3,0 millions d'actifs sont au chômage, soit 79 000 de moins qu'en 2015 ; le nombre de personnes dans le « halo » autour du chômage progresse dans le même temps de 44 000. Le taux de chômage s'élève à 10,1 % en 2016 en France, en recul de 0,3 point sur un an. Depuis 2013, le taux de chômage est plus élevé chez les hommes que chez les femmes. 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.

Parmi l'ensemble des chômeurs à une date donnée, 20,3 % occupent un emploi le trimestre suivant. Par rapport aux plus âgés, les jeunes perdent plus souvent leur emploi d'un trimestre à l'autre, mais quand ils sont chômeurs, ils accèdent plus fréquemment à l'emploi.

INSEE. [L'innovation dans les entreprises en 2014](#) [Enquête communautaire sur l'innovation \(CIS\)](#), mai 2017

Le champ de l'enquête a été étendu en 2014 par rapport à l'enquête précédente (CIS2012 - soit 70 938 sociétés) à 148 000 sociétés. Sont ajoutés la construction, le commerce de détail, le commerce et la réparation d'automobiles, l'hébergement restauration, les holdings financières, les activités immobilières, les activités juridiques et comptables et toutes les activités de services administratifs et de soutien. Pour comparer les deux enquêtes, il convient de se restreindre au champ de 2012, car il est commun aux deux interrogations.

Étienne Debauche, Franck Arnaud, Philippe Gallot, [Les comptes de la Nation en 2016](#). Insee Première, n°1650, mai 2017

En 2016, l'activité progresse de nouveau en France : le produit intérieur brut en euros constants s'accroît de 1,2 %, après + 1,1 % en 2015 et + 0,9 % en 2014. La consommation des ménages et les dépenses d'investissement accélèrent de façon notable. Les importations demeurent très soutenues, tandis que les exportations ralentissent nettement, de sorte que la contribution des échanges extérieurs se dégrade. Le pouvoir d'achat du revenu disponible brut des ménages s'améliore, en raison essentiellement du dynamisme des revenus d'activité et des prestations sociales en espèces. Le pouvoir d'achat par unité de consommation augmente sensiblement, après une croissance modérée en 2015. Le taux d'épargne des ménages baisse, alors que le taux de marge des sociétés non financières se stabilise après s'être fortement redressé en 2015.

Nicolas Boudrot, Pierre Cheloudko, Camille Sutter, Matthieu Bourasseau, Alexandre Fischman, Emmanuelle Picoulet, Blandine Vachon, Tristan Paloc, Yohann Vaslin, Harouna Traoré, Anne Uteza. - [Les comptes des administrations publiques](#). Insee Première n°1651, 30 mai 2017

En 2016, le déficit public au sens de Maastricht s'établit à 75,9 milliards d'euros, soit 3,4 % du produit intérieur brut (PIB). Il diminue de 2,8 milliards d'euros, en raison d'une réduction des dépenses plus importante que celle des recettes (respectivement – 0,3 point de PIB contre – 0,1 point). Le déficit de l'État augmente, celui des administrations de sécurité sociale se réduit et les administrations publiques locales deviennent excédentaires. Le taux de prélèvements obligatoires est stable à 44,4 % du PIB. Le poids de la dette publique dans le PIB s'accroît de 0,7 point et atteint 96,3 %.

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MESNIL DU BUISSON Marie-Ange du, GEMEGO Paulo, WACHEUX Frédéric. [Evaluation des actions publiques en faveur de la mixité des métiers](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche ; Inspection générale des affaires sociales, Avril 2017. 212 pages

Alors que femmes et hommes sont aujourd'hui à parts quasiment égales dans la population active, peu de métiers sont mixtes : seuls 15,5 % des travailleurs exercent un métier présentant une répartition femmes/hommes équilibrée, située entre 40 et 60%. Facteur d'égalité professionnelle et de lutte contre la ségrégation professionnelle, la mixité dans les filières de formation et les métiers est également un levier d'amélioration de l'emploi. Elle est aussi une condition primordiale de la diversité et de l'émancipation individuelle qui impose de rompre avec les stéréotypes et représentations intériorisées pour choisir librement son orientation professionnelle. Pour répondre à ces enjeux, le Gouvernement a lancé, en juin 2016, une évaluation des actions publiques en faveur de la mixité des métiers, confiée à l'Inspection générale des affaires sociales (IGAS), l'Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR), avec le concours du SGMAP. La mission d'évaluation avait pour objectif d'identifier les actions les plus porteuses et de proposer des pistes d'amélioration. Le rapport, remis en avril 2017, fait état des progrès très lents vers la mixité des métiers. Si l'objectif s'est affirmé progressivement, il reste peu mobilisateur et aujourd'hui limité de fait à la promotion de l'accès des femmes à des fonctions traditionnellement masculines. En outre, les actions publiques et privées conduites en faveur de la mixité, nombreuses et variées, apparaissent souvent trop ponctuelles pour produire un effet systémique. C'est pourquoi la mission préconise plusieurs axes pour renforcer la mixité : clarifier la présentation de l'objectif de mixité des métiers et améliorer la mesure des évolutions ; former ou sensibiliser tous les acteurs relais ; intégrer des leviers en faveur de la mixité dans les dispositifs de droit commun des acteurs de l'éducation, de la formation, de l'orientation et du recrutement ; engager une action publique volontariste de promotion de la mixité dans quelques métiers à fort potentiel de développement ; développer l'évaluation des outils mis en œuvre, capitaliser sur les expériences passées et diffuser les bonnes pratiques ; poursuivre et amplifier les politiques créant un environnement favorable à la mixité.

France Stratégie. [Compétences transférables et transversales - Quels outils de repérage, de reconnaissance et de valorisation pour les individus et les entreprises ?](#) Paris : France Stratégie, Avril 2017. 98 p.

La première partie du document est consacrée aux définitions et aux outils de description des compétences transférables et transversales : elle identifie la grande variété des référentiels existants, et l'absence de langage partagé entre les acteurs de la formation initiale, de la formation continue et de l'emploi. La deuxième partie présente des outils et des démarches destinés à aider les individus et les entreprises à repérer et formaliser les compétences transférables et transversales. Il y est souligné la nécessité de renforcer l'accompagnement des individus et des entreprises dans ce repérage et cette formalisation. La question de la certification des compétences fait l'objet de la dernière partie du document. Cette partie illustre les rapprochements entre différentes certifications destinées à favoriser les mobilités, et ouvre la voie à de nouvelles opportunités de rapprochement entre formation initiale et formation continue. Les pistes d'approfondissement sont développées dans la conclusion.

AMAR Nicolas, BURSTIN Anne, MONTJOTIN Paul. [La transformation digitale de la formation professionnelle continue](#). Paris : Inspection générale des affaires sociales, avril 2017

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OCDE. [Argent : que savent réellement les jeunes de 15 ans ?](#) PISA à la loupe, n°72, may 2017, 8 p.

La mondialisation et les technologies numériques ont généralisé l'accès aux services et produits financiers, tout en rendant leur gestion plus complexe. La responsabilité de l'investissement dans des études supérieures ou de la planification de la retraite incombe par ailleurs de plus en plus aux individus. Les jeunes sont désormais plus susceptibles de rencontrer des situations où ils doivent définir leurs priorités de dépenses, avoir connaissance de nouveaux types de fraudes, savoir que certains articles qu'ils souhaitent acheter font l'objet de frais supplémentaires, et se montrer vigilants face à certaines offres commerciales simplement trop belles pour être vraies.

Il existe une forte corrélation entre la performance en culture financière et celle en mathématiques et en compréhension de l'écrit, même si une part significative des compétences mesurées dans cette évaluation sont propres à la culture financière. Il faut aider les élèves à tirer le meilleur parti de leurs apprentissages dans les matières de l'enseignement obligatoire, qu'il est également possible de compléter par des contenus plus spécifiques à la culture financière. En encourageant le développement des compétences en culture financière dans le cadre scolaire, on pourrait aussi offrir aux élèves d'autres possibilités d'apprentissage que celles proposées par les parents et les pairs, aider à pallier les inégalités socio-économiques, et exposer les élèves à des messages plus nuancés que ceux que les médias et la publicité peuvent véhiculer.

OCDE. [Pourquoi les adultes immigrés sont-ils moins compétents en littératie que leurs pairs autochtones ?](#) Les compétences des adultes à la loupe, n°6, may 2017

Les résultats de l'Évaluation des compétences des adultes (PIAAC) confirment que la maîtrise de la langue du pays d'accueil joue un rôle essentiel dans la réussite de l'intégration des immigrés dans leur nouvelle communauté et sur le marché du travail de leur pays d'accueil. Au vu de ces constats, les pays d'accueil pourraient concevoir et mettre en oeuvre des politiques afin de proposer aux immigrés une formation linguistique dès que possible, après leur arrivée. Cette mesure revêt une importance toute particulière pour les enfants immigrés, qui pourront ensuite poursuivre leur scolarité avec leurs pairs autochtones.

OCDE. [Empowering and Enabling Teachers to Improve Equity and Outcomes for All](#) . International Summit on the Teaching Profession, mars 2017. 112 p.

Despite increased funding and many reforms, most education systems are still seeking ways to better prepare their students for a world in which technological change and the digital revolution are changing the way we work, live and relate to one another. Education systems that have succeeded in

improving student outcomes show that the way forward is by making teachers the top priority. The adaptability of education systems and their ability to evolve ultimately depends on enabling teachers to transform what and how students learn. This requires strong support and training for teachers, both before and after they enter the profession, with new forms of professional development to help teachers engage in more direct instruction and adapt it to the needs of their diverse classrooms. Education systems need to perform well in two dimensions: excellence and equity. Many high performers do well on both, demonstrating that they are not mutually exclusive. To do so requires specific measures to overcome factors that can hinder student performance, such as socio-economic background, immigrant status and gender.

OCDE. [PISA 2015 Results \(Volume IV\): Students' Financial Literacy](#). Paris : OCDE, 2017

The OECD Programme for International Student Assessment (PISA) examines not just what students know in science, reading and mathematics, but what they can do with what they know. Results from PISA show educators and policy makers the quality and equity of learning outcomes achieved elsewhere, and allow them to learn from the policies and practices applied in other countries. PISA 2015 Results (Volume IV): Students' Financial Literacy, is one of five volumes that present the results of the PISA 2015 survey, the sixth round of the triennial assessment. It explores students' experience with and knowledge about money and provides an overall picture of 15-year-olds' ability to apply their accumulated knowledge and skills to real-life situations involving financial issues and decisions. Over the past decades, developed and emerging countries and economies have become increasingly concerned about the level of financial literacy of their citizens, particularly among young people. This initially stemmed from concern about the potential impact of shrinking public and private welfare systems, shifting demographics, including the ageing of the population in many countries, and the increased sophistication and expansion of financial services. Many young people face financial decisions and are consumers of financial services in this evolving context. As a result, financial literacy is now globally recognised as an essential life skill.

OCDE. [OECD Skills Outlook 2017: Skills and Global Value Chains](#). Paris : OCDE, mai 2017. 164 p.

Since the 1990s, the world has entered a new phase of globalisation. Information and communication technology, trade liberalisation and lower transport costs have enabled firms and countries to fragment the production process into global value chains (GVCs). Many products are now designed in one country and assembled in another country from parts manufactured in several countries. Thirty percent of the value of exports of OECD countries comes from abroad. In this new context, GVCs and skills are more closely interrelated than ever. Skills play a key role in determining countries' comparative advantages in GVCs. A lot of the opportunities and challenges brought about by GVCs are being affected by countries' skills.

The OECD Skills Outlook 2017 shows how countries can make the most of global value chains, socially and economically, by investing in the skills of their populations. Applying a "whole of government" approach is crucial. Countries need to develop a consistent set of skills-related policies such as education, employment protection legislation, and migration policies, in coordination with trade and innovation policies. This report presents new analyses based on the Survey of Adult Skills and the Trade in Value Added Database. It also explains what countries would need to do to specialise in technologically advanced industries.

[Higher Education in Kazakhstan 2017](#). Paris : OCDE, mars 2017. 288 p.

Higher education policy is the key to lifelong learning and this is particularly important as the ageing population is increasing in many countries. It is a major driver of economic competitiveness in an increasingly knowledge-driven global economy and it also brings social cohesion and well-being. Countries are increasingly aware that higher education institutions need to foster the skills required to sustain a globally competitive research base and improve knowledge dissemination to the benefit of society. Kazakhstan's higher education system has made progress over the past ten years. However, there is scope for improvement in delivering labour-market relevant skills to Kazakhstanis, and in supporting economic growth through research and innovation.

In examining the higher education system in Kazakhstan, this report builds on a 2007 joint OECD/World Bank review: *Reviews of National Policies for Education: Higher Education in Kazakhstan 2007*. Each chapter presents an overview of progress made in the past decade across the main areas explored in the 2007 report. These include quality and relevance, access and equity, internationalisation, research and innovation, financing and governance. The report also examines policy responses to evolving dynamics in higher education and the wider socio-economic changes.

[OECD Reviews of Integrity in Education: Ukraine 2017](#). Paris : OCDE, mars 2017. 188 p.

Education in Ukraine is marked by integrity violations from early childhood education and care through postgraduate study. In the past decade policy makers and civic organisations have made progress in addressing these challenges. However, much remains to be done. *OECD Reviews of Integrity in Education: Ukraine 2017* aims to support these efforts.

The review examines systemic integrity violations in Ukraine. These include: preferential access to school and pre-school education through favours and bribes; misappropriation of parental contributions to schools; undue recognition of learning achievement in schools; paid supplementary tutoring by classroom teachers; textbook procurement fraud; and, in higher education, corrupt access, academic dishonesty, and unwarranted recognition of academic work.

The report identifies how policy shortcomings create incentives for misconduct and provide opportunities for educators and students to act on these incentives. It presents recommendations to address these weaknesses and strengthen public trust in a merit-based education system. The audience of this report is policy makers, opinion leaders and educators in Ukraine.

[Education Policy in Greece: A Preliminary Assessment](#). Paris : OCDE, 2017

The future of Greece's well-being will depend on improving educational performance to raise employment and social outcomes. The challenges are significant, as public education expenditure in Greece has declined in recent years and learning outcomes are weak.

To help the Greek government address these challenges, this report proposes a set of policy options that are important to ensure that the preconditions for educational improvement exist in Greece.

Among others, they include:

- reviewing present conditions so that schools can have the capacity and the support to deliver high quality education by supporting devolution and professional autonomy;
- developing school leadership;
- providing and developing assessment and evaluation capacities; and
- ensuring that schools are available to all students and facilitating a smooth transition between schools and tertiary education or the labour market.

Hannah Kitchen, Elizabeth Fordham, Kirsteen Henderson, Anne Looney, Soumaya Maghnoij. [OECD Reviews of Evaluation and Assessment in Education : Romania 2017](#). Paris : OCDE, mai 2017. 240 p. Romania's education system has made impressive strides over the past two decades, with an increasing share of students mastering the basic competencies that they need for life and work. But these average improvements mask significant disparities in learning outcomes and attainment, with an increasing share of students leaving education early without basic skills. This review, developed in cooperation with UNICEF, provides Romania with recommendations to help strengthen its evaluation and assessment system, by reducing the weight of high stake examinations and creating more space for the formative discussions and feedback that are integral to improving learning and teaching. It will be of interest to Romania, as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity, and result in better outcomes for all students.

[Do new teachers feel prepared for teaching?](#) Teaching in Focus, n°17, mai 2017. 6 p.

Across TALIS 2013 countries and economies, new teachers with a maximum of three years' work experience comprise, on average, 10% of the total teacher population.

New teachers are more likely to feel prepared in the content of their subject field(s), rather than the pedagogy or classroom practice of their subject field(s). However, the levels of their perceived preparedness were lower than experienced teachers in all three domains. In nearly two-thirds of TALIS 2013 countries and economies, the largest difference in reported preparedness between new and experienced teachers was in classroom practice of the subject field(s) they teach, followed by the pedagogy of the subject field(s) they teach.

[Tuition fee reforms and international mobility](#). Education Indicators in Focus, n° 51, mai 2017. 4 p.

In most countries with available data, public educational institutions charge different tuition fees for national and foreign students enrolled in the same programme.

In Australia, Austria, Canada, New Zealand and the United States, foreign students pay on average about twice or more the tuition fees charged to national students.

In Australia and New Zealand, the estimated revenue from foreign students' tuition fees exceeds one-quarter of the total expenditure on tertiary educational institutions.

Recent reforms in Denmark, New Zealand and Sweden show that changes in foreign students' fees are reflected by changes in the number of international new entrants.

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[Does a Modest Stipend Encourage Girls to Attend School beyond the 5th Class: Evidence from the Khyber-Pakhtunkhwa Province of Pakistan?](#)

Musharraf Cyan (Department of Economics, Andrew Young School of Policy Studies, Georgia State University) ; Michael Price (Department of Economics, Andrew Young School of Policy Studies, Georgia State University) ; Mark Rider (Department of Economics, Andrew Young School of Policy Studies, Georgia State University) ; Stephanie J. Roberts (Department of Economics, Andrew Young School of Policy Studies, Georgia State University)

According to a recent report by UNESCO (2012a), Pakistan has the second highest number of children in the world that are not attending school, despite increasing primary school net enrollment rates from 58 percent in 1999 to 74 percent in 2010. According to the same report, 25 percent of Pakistanis aged 7 to 16 in 2007 have never attended school. Furthermore, there is a significant education gender gap in Pakistan. Memon (2007) reports that for children enrolled in school, attendance rates are 20 percent higher for males than for females, with 50 percent of enrolled boys regularly attending school compared to 41 percent for enrolled girls. Regarding Pakistan, UNESCO (2012a) reports that more than two-thirds of all children never attending school are female. As adults, many more women than men are illiterate; two-thirds of the 49.5 million Pakistani adults that cannot read are female. The remainder of this report is organized as follows. The next section is a brief review of the literature on the obstacles to female education in developing countries that are believed to contribute to the gender gap. We also review the literature on some of the economic and social consequences of an educational gender gap. The subsequent section describes the survey instrument and sample design. In the third section, we summarize the main empirical findings of this study, and the final section provides conclusions.

[Market Power and Price Discrimination in the U.S. Market for Higher Education](#)

Dennis Epple ; Richard Romano ; Sinan Sarpça ; Holger Sieg ; Melanie Zuber

The main purpose of this paper is to estimate an equilibrium model of private and public school competition that can generate realistic pricing patterns for private universities in the U.S. We show that the parameters of the model are identified and can be estimated using a semi-parametric estimator given data from the NPSAS. We find substantial price discrimination within colleges. We estimate that a \$10,000 increase in family income increases tuition at private schools by on average \$210 to \$510. A one standard deviation increase in ability decreases tuition by approximately \$920 to \$1,960 depending on the selectivity of the college. Discounts for minority students range between \$110 and \$5,750.

[What do 15-year-olds really know about money?](#)

OECD

Globalisation and digital technologies have made financial services and products more widely accessible and at the same time more complex to handle. Responsibility for investing in higher education or planning for retirement is increasingly assumed by individuals. Young people are now more likely to encounter situations where they need to set their spending priorities, be aware of new types of fraud, know that some items that they want to buy will incur ongoing costs, and be alert that some purchasing offers are simply too good to be true. Financial literacy performance is strongly correlated with performance in mathematics and reading. Students should be helped to make the most of what they learn in subjects taught in compulsory education, which could also be complemented with more specific financial literacy content. Fostering the development of financial literacy skills in school could also be a way to offer students learning opportunities beyond those provided by parents and peers, to help overcome socio-economic inequalities, and to expose students to more balanced messages than those they might receive through media and advertising.

[Foreign Peer Effects and STEM Major Choice](#)

Anelli, Massimo (Bocconi University) ; Shih, Kevin Y. (Rensselaer Polytechnic Institute) ; Williams, Kevin (University of Utah)

Since the 1980s the United States has faced growing disinterest and high attrition from STEM majors. Over the same period, foreign-born enrollment in U.S. higher education has increased steadily. This paper examines whether foreign-born peers affect the likelihood American college students graduate with a STEM major. Using administrative student records from a large public university in California, we exploit idiosyncratic variation in the share of foreign peers across introductory math courses taught by the same professor over time. Results indicate that a 1 standard deviation increase in foreign peers reduces the likelihood native-born students graduate with STEM majors by 3 percentage points – equivalent to 3.7 native students displaced for 9 additional foreign students in an average course. STEM displacement is offset by an increased likelihood of choosing Social Science majors. However, the earnings prospects of displaced students are minimally affected as they appear to be choosing Social Science majors with equally high earning power. We demonstrate that comparative advantage and linguistic dissonance may operate as underlying mechanisms.

[Participation, learning, and equity in education: Can we have it all?:](#)

Delavallade, Clara ; Griffith, Alan ; Shukla, Gaurav ; Thornton, Rebecca

The United Nations Sustainable Development Goals have set a triple educational objective: improving access to, quality of, and gender equity in education. This study is the first to document the effectiveness of policies targeting all these objectives simultaneously. We examine the impact of a multifaceted educational program “delivered to 230 randomly selected primary schools in rural India” on students’ participation and performance. We also study the heterogeneity of this impact across gender and initial school performance, and its sustainability over two years. Although the program specifically targeted out-of-school girls for enrollment, the learning component of the program targeted boys and girls equally. We find that the program reduced gender gaps in school retention and improved learning during the first year of implementation. However, targeting different educational goals (access, quality, and equity) did not yield sustained effects on school attendance or learning, nor did it bridge gender inequalities in school performance over the two-year period.

[Competition among schools and educational quality: Tension between various objectives of educational policy](#)

Felipe Gajardo ; Nicolas Grau

Using Chilean data for fourth grade students, this research studies the effect of competition among schools on the results of standardized tests, academic self-esteem and motivation, the climate within the school, civic participation and training, and healthy lifestyle habits. In order to address the potential bias due to the endogeneity of the competition among schools, an instrumental variable approach is implemented, using instruments associated with the size of each “educational market.” The results show that an increase of one standard deviation in competition among schools generates a moderate increase in standardized test results (0.06 standard deviations) and a more significant decrease in the other indicators of quality (between 0.02 and 0.16 standard deviations). Therefore, the results suggest a tension in the school between various objectives of educational policy, in which pressure to improve standardized test scores resulting from competition among schools could produce an undesired effect of deterioration in other dimensions of quality.

[Decomposing Ethnic Differences in University Academic Achievement in New Zealand](#)

Zhaoyi Cao ; Tim Maloney (School of Economics, Faculty of Business, Economics, and Law, Auckland University of Technology)

We use individual-level administrative data to examine the extent and potential explanations for the poorer academic performance of three ethnic minority groups in their first year of study at a New Zealand university. Substantial differences in course completion rates and letter grades are found for Māori, Pasifika and Asian students relative to their European counterparts. These large and significant gaps persist in the face of alternative definitions of ethnicity and sample restrictions. We use regression analysis and formal decomposition techniques to test whether differences in other personal characteristics, high school backgrounds and university enrollment patterns might account for these ethnic disparities in early academic achievement. We estimate that no more than one-quarter of the relatively poorer performance of Māori and Pasifika students would be eliminated if they had the same relevant observable factors of European students. These substantial unexplained ethnic differences in early academic performance at university raise concerns about appropriate policies to close ethnic gaps in academic achievement at university.

[Parental Work Hours and Childhood Obesity: Evidence Using Instrumental Variables Related to Sibling School Eligibility](#)

Charles Courtemanche (Georgia State University) ; Rusty Tchernis (Georgia State University) ; Xilin Zhou (Georgia State University)

This study exploits plausibly exogenous variation from the youngest sibling's school eligibility to estimate the effects of parental work on the weight outcomes of older children. Data come from the 1979 cohort of the National Longitudinal Survey of Youth linked to the Child and Young Adult Supplement. We first show that mothers' work hours increase gradually as the age of the youngest child rises, whereas mothers' spouses' work hours exhibit a discontinuous jump at kindergarten eligibility. Leveraging these insights, we develop an instrumental variables model that shows that parents' work hours lead to larger increases in children's BMI z-scores and probabilities of being overweight and obese than those identified in previous studies. We find no evidence that the impacts of maternal and paternal work are different. Subsample analyses find that the effects are concentrated among advantaged households, as measured by an index involving education, race, and mother's marital status.

[The Power of Self-Interest: Effects of Education and Training Entitlements in Later-Life](#)

Cain Polidano (Melbourne Institute of Applied Economic and Social Research, the University of Melbourne) ; Justin van de Ven (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne and National Institute of Economic and Social Research, London) ; Sarah Voitchovsky (National Institute of Economic and Social Research, London and Graduate Institute, Geneva)

Education and training among the working-age population has become an increasingly important policy issue as working lives have lengthened and the pace of technological change has quickened. This paper describes the effects of a reform that replaced a supply-driven model, in which government selected the number and providers of publicly subsidised Vocational Education and Training (VET), with a demand-driven approach that broadened access to adult training and gave working-age individuals greater freedom of VET course choice. Difference-in-differences analysis reveals that the large-scale reform, which was introduced in the Australian state of Victoria from

2009, substantively increased participation in VET among the population aged 25-54, and corresponded with an improved match between VET courses taken and objective ex ante measures of labour market demand. Indeed, the scheme was so popular that it resulted in a budget over-run by 2012 of \$400 million (AUD, on a total budget of \$1.3 billion).

[Evaluation of the Reggio Approach to Early Education](#)

Pietro Biroli ; Daniela Del Boca ; James J. Heckman ; Lynne Pettler Heckman ; Yu Kyung. Koh ; Sylvi Kuperman ; Sidharth Moktan ; Chiara D. Pronzato ; Anna Ziff

We evaluate the Reggio Approach using non-experimental data on individuals from the cities of Reggio Emilia, Parma and Padova belonging to one of five age cohorts: ages 50, 40, 30, 18, and 6 as of 2012. The treated were exposed to municipally offered infant-toddler (ages 0-3) and preschool (ages 3-6) programs. The control group either did not receive formal childcare or were exposed to programs offered by the state or religious systems. We exploit the city-cohort structure of the data to estimate treatment effects using three strategies: difference-in-differences, matching, and matched-difference-in-differences. Most positive and significant effects are generated from comparisons of the treated with individuals who did not receive formal childcare. Relative to not receiving formal care, the Reggio Approach significantly boosts outcomes related to employment, socio-emotional skills, high school graduation, election participation, and obesity. Comparisons with individuals exposed to alternative forms of childcare do not yield strong patterns of positive and significant effects. This suggests that differences between the Reggio Approach and other alternatives are not sufficiently large to result in significant differences in outcomes. This interpretation is supported by our survey, which documents increasing similarities in the administrative and pedagogical practices of childcare systems in the three cities over time.

[Evaluation of the Reggio Approach to Early Education](#)

Biroli, Pietro (University of Zurich) ; Del Boca, Daniela (University of Turin) ; Heckman, James J. (University of Chicago) ; Heckman, Lynne Pettler (University of Chicago) ; Koh, Yu Kyung (University of Chicago) ; Kuperman, Sylvi (University of Chicago) ; Moktan, Sidharth (University of Chicago) ; Pronzato, Chiara D. (University of Turin) ; Ziff, Anna (University of Chicago)

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[College Admission and High School Integration](#)

Fernanda Estevan ; Thomas Gall ; Patrick Legros

We investigate whether a policy intended to promote diversity in college by admitting a uniform top quantile from each high school can modify high-school segregation by inducing students to relocate to schools with weaker competition. Theoretically, such school arbitrage will neutralize the admissions policy at the college level. It will result in partial desegregation of the high schools if flows are sufficiently unbiased. These predictions are supported by empirical evidence on the effects of the Texas Top Ten Percent Law, indicating that a policy intended to support diversity at the college level actually helped achieve it in the high schools.

[The Influence Of Implementation Brain-Friendly Learning Through The Whole Brain Teaching To Students' Response and Creative Character In Learning Mathematics](#)

Winarso, Widodo ; Karimah, Siti Asri

The purpose of this study was to determine whether the application of learning brain-friendly through the whole brain teaching a positive effect on the character of creative students, to study the response of the students, and to determine whether the students' response to the application of learning brain-friendly through the whole brain teaching positively correlated with the character of creative students in mathematics. The research method used is quantitative. The instruments used are student questionnaire responses related to the application of brain-friendly learning through the whole brain teaching and observation sheet on student creativity in the learning of mathematics after the implementation of this method. Results of research with correlation analysis show that the greater significance of the alpha value (5%), which means accepting and rejecting H_0 H_a which means students' response to the application of brain-friendly learning through the whole brain teaching is not positively correlated with the creative character of students in the learning of mathematics. The average score of the students' response to this methodology very well categorized in the amount of 85%. The results of the observation of the creative character of the students after the implementation of this method, the average score of 68% were categorized quite creative

[The Effect of Patriarchal Culture on Women's Labor Force Participation](#)

Ishac Diwan (Harvard Kennedy School) ; Irina Vartanova

We show that measures of patriarchal culture are correlated with female labor force participation (FLFP) and that levels of women education, together with personal values and country norms in regard to patriarchy explain most of the regional variations in FLFP observed around the world. We argue that education hides (at least) three separate effects: the impact of women's wages on household income, its impact on personal values, and the impact of a better bargaining position in her household and community. This means that FLFP can be increased not only through the impact of improved education on household income, but also through its indirect effect on patriarchal values, and on women bargaining power, the latter effect being larger in countries where the variability in values among the population is large.

[Over-education and Life Satisfaction among Immigrant and Non-immigrant Workers in Canada](#)

Frank, Kristyn ; Hou, Feng

The increased migration of skilled workers globally has led to a focus in the immigration literature on the economic costs of unsuccessful labour market integration. Less attention has been given to the consequences of employment difficulties, such as those related to over-education, on aspects of

immigrants? subjective well-being. Although a large proportion of immigrants experience over-education, studies examining the relationship between over-education and life satisfaction tend to concentrate on the general population. These studies find a negative relationship between over-education and life satisfaction. Since immigrant and Canadian-born (non-immigrant) workers may experience over-education differently, it is important to examine this relationship in both groups. This study examines how over-education is associated with life satisfaction among university-educated immigrant and non-immigrant workers in Canada, and accounts for differences in the degree of over-education in each group.

[Measuring skills mismatches revisited – introducing sectoral approach](#)

Agnieszka Chlon-Dominczak ; Andrzej Zurawski

Appropriate measuring of skills mismatches is necessary to create an adequate policy response. We analyse the existing evidence, in particular in large scale international surveys: Survey of Skills (PIAAC) and European Skills and Jobs Survey (ESJ). We find out that national, occupational and sectoral differences in the scale of the skills mismatch in Europe are equally important. We identified two main weaknesses of approaches to measuring skills mismatches: subjectivity of answers leading to incomparability of results from different data sets and heterogeneity in particular in sectoral and occupational characteristics, that appear to be more important than cross-national differences. We propose a potential methodological advancement in measuring skills based on defining core knowledge, skills and competencies at the sectoral level with the use of sectoral qualifications frameworks. We assess the usefulness of this approach in measuring the level of skills mismatch.

[Education, Labour, and the Demographic Consequences of Birth Postponement in Europe](#)

Hippolyte D'Albis (PSE - Paris-Jourdan Sciences Economiques - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics) ; Angela Greulich (INED - Institut national d'études démographiques, PSE - Paris School of Economics, CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Grégory Ponthière (PSE - Paris School of Economics, PSE - Paris-Jourdan Sciences Economiques - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, ERUDITE - Equipe de Recherche sur l'Utilisation des Données Individuelles en lien avec la Théorie Economique - UPEM - Université Paris-Est Marne-la-Vallée - UPEC UP12 - Université Paris-Est Créteil Val-de-Marne - Paris 12)

This paper questions the demographic consequences of birth postponement in Europe. Starting from the fact that there is no obvious link between the timing of first births and fertility levels in Europe, we deliver some indication that under certain circumstances, birth postponement involves the potential of facilitating rather than impeding starting a family. We apply a synthetic cohort approach and distinguish between different socio-economic determinants of the timing of first births by using the European Union Statistics on Income and Living Conditions (EU-SILC). Data is compiled specifically to reduce endogeneity and to eliminate structure effects. We find that the probability of becoming a mother is higher for those women who postpone first childbirth due to education and career investment in comparison to those who postpone due to unrealized labour market integration. Educated and economically active women certainly postpone first childbirth in comparison to women

who are less educated and who are not working, but they end up with a higher probability of starting a family in comparison to women who are less educated and not working. The article contributes to the academic discussion of the circumstances that may lead birth postponement to result in higher fertility for younger cohorts in European countries.

[Development, fertility and childbearing age: A unified growth theory](#)

Hippolyte D'Albis (PSE - Paris School of Economics, PSE - Paris-Jourdan Sciences Economiques - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique) ; Angela Greulich (PSE - Paris School of Economics, INED - Institut national d'études démographiques, CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Grégory Ponthière (PSE - Paris School of Economics, PSE - Paris-Jourdan Sciences Economiques - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, ERUDITE - Equipe de Recherche sur l'Utilisation des Données Individuelles en lien avec la Théorie Economique - UPEM - Université Paris-Est Marne-la-Vallée - UPEC UP12 - Université Paris-Est Créteil Val-de-Marne - Paris 12)

During the last two centuries, fertility has exhibited, in industrialized economies, two distinct trends: the cohort total fertility rate follows a decreasing pattern, while the cohort average age at motherhood exhibits a U-shaped pattern. This paper proposes a unified growth theory aimed at rationalizing those two demographic stylized facts. We develop a three-period OLG model with two periods of fertility, and show how a traditional economy, where individuals do not invest in higher education, and where income rises push towards advancing births, can progressively converge towards a modern economy, where individuals invest in higher education, and where income rises encourage postponing births. Our findings are illustrated numerically by replicating the dynamics of the quantum and the tempo of births for Swedish cohorts born between 1876 and 1966.

["Transition of Spatial Distribution of Human Capital in Japan"](#)

Yasuhiro Sato (Faculty of Economics, The University of Tokyo) ; Masaaki Toma (Graduate School of Economics, Osaka University)

We examine the transition of the spatial distribution of human capital by using data on Japanese prefectures. We find substantive concentration of university enrollments in Tokyo and its neighboring prefectures. After graduation, slight dispersal occurs but the movements are limited to neighboring prefectures. Moreover, we examine the relationship between human capital distributions of different cohorts, and find that the concentration of university graduates of a particular age group attracts university graduates of adjacent age groups. However, such an effect becomes insignificant and sometimes opposite as the age differences grow.

[Student satisfaction and online teaching](#)

Ross Guest ; Nicholas Rohde ; Saroja Selvanathan ; Tommy Soesmanto

[Within-Family Inequalities in Human Capital Accumulation in India: Birth Order and Gender Effects](#)

Congdon Fors, Heather (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Lindskog, Annika (Department of Economics, School of Business, Economics and Law, Göteborg University)

In this paper we investigate birth order and gender effects on the development of children's human capital in India. We investigate both indicators of the child's current stock of human capital and of investment into their continued human capital accumulation, distinguishing between time investments and pecuniary investment into school quality. Our results show that in India, birth order effects are mostly negative. More specifically, birth order effects are negative for indicators of children's accumulated human capital stock and for indicators of pecuniary investments into school quality. These results are more in line with previous results from developed countries than from developing countries. However, for time investments, which are influenced by the opportunity cost of child time, birth order effects are positive. Gender aspects are also important. Girls are disadvantaged within families, and oldest son preferences can explain much of the within-household inequalities which we observe.

[A Dinâmica dos Gastos com Saúde e Educação Públicas no Brasil \(2006-2015\): impacto dos mínimos constitucionais e relação com a arrecadação tributária](#)

Cláudio Hamilton Matos dos Santos ; Bernardo Patta Schettini ; Lucas Vasconcelos ; Érica Lima Ambrosio

Este texto visa contribuir para o estudo dos gastos públicos brasileiros em serviços de saúde e educação de três maneiras. Primeiro, construindo estimativas anuais e bimestrais de conceitos relevantes destes gastos, de modo a facilitar o acompanhamento da evolução histórica e a análise por meio de técnicas de séries temporais. Em segundo lugar, analisando a importância relativa dos mínimos constitucionais incidentes sobre os referidos gastos no Brasil no período coberto neste texto. Por fim, analisando a relação destes gastos com a arrecadação tributária dos vários entes federados. Os resultados obtidos sugerem que os mínimos constitucionais são efetivos para diversos estados e milhares de municípios e que os gastos mencionados são fortemente correlacionados com a arrecadação dos tributos utilizados no cálculo dos mínimos constitucionais supracitados. This text aims to offer three contributions to the study of Brazilian public expenditures on health and education. First by constructing annual and bimonthly estimates of these expenditures in order to allow time series analyses of their historical evolution. Second by analysing the relative importance of the constitutional constraints affecting these expenditures during the year covered in this research. Third by analysing the relationship between the dynamics of these expenditures and of tax revenues. The results reported in this text suggest that the constitutional constraints are binding for several Brazilian states and thousands of Brazilian municipalities. They suggest also that Brazilian public expenditures on health and education are both cointegrated with tax revenues.

[The Distribution of Returns to Education for People with Disabilities](#)

Henderson, Daniel J. (University of Alabama) ; Houtenville, Andrew (University of New Hampshire) ; Wang, Le (University of Oklahoma)

This note takes a first look at the distribution of returns to education for people with disabilities, a particularly disadvantaged group whose labor market performances have not been well studied or documented. Using a nonparametric approach, we uncover significant heterogeneity in the returns to education for these workers, which is drastically masked by the conventional parametric methods.

Based on these estimates, we construct the Sharpe ratio of human capital investment (taking into account its substantial risk), and our results corroborate on the claimed importance of human capital in improving these workers' wages. Our stochastic dominance tests, however, show that the returns to education for workers with disabilities, as a group, may have been affected more adversely in the most recent recession, relative to their non-disabled counterparts.

[Explaining ethnic disparities in bachelor's degree participation: Evidence from NZ](#)

Lisa Meehan ; Gail Pacheco (School of Economics, Faculty of Business, Economics, and Law, Auckland University of Technology) ; Zoe Pushon

There are substantial ethnic gaps in higher education in NZ, despite more than a decade of considerable policy effort aimed at this concern. This study uses newly linked administrative data to examine the underachievement of Māori and Pasifika relative to Europeans. We follow a population cohort born between 1990 and 1994 from school through to young adulthood to assess the relative contributions of prior academic performance, socioeconomic status and parental education to these gaps. Controlling for the relevant covariates narrows the Māori-European gap, and eliminates the Pasifika- European gap in bachelor's degree participation rates. Utilising Fairlie decompositions, we find that school performance is by far the largest contributor to the ethnic gaps. Low socioeconomic status and parental education are also pertinent, but less important. Our results suggest that ethnic-based policies aimed at encouraging participation are likely to have a limited effect if used in isolation, and signal the need for policy interventions earlier in the education system.

[Três Padrões de Trabalho Juvenil: um estudo com metodologia mista sobre o trabalho em idades inferiores aos 18 anos no Brasil](#)

Emerson Ferreira Rocha

Este texto aborda diferentes padrões de trabalho juvenil no Brasil, propondo uma tipologia baseada em análise de dados quantitativos e qualitativos. No primeiro momento, são estabelecidas quatro categorias de trabalho juvenil, com base na idade em que as pessoas começaram a trabalhar e na extensão das jornadas nesse primeiro trabalho. Através da aplicação de regressões lineares, mostra-se que o trabalho juvenil está associado a menores níveis de renda do trabalho durante a vida adulta – exceto pelo trabalho na adolescência –, em regimes de até vinte horas semanais. Por meio da análise de conteúdo de dados qualitativos, com suporte na aplicação do método Reinert, revela-se que essa última categoria de trabalho juvenil está também associada a uma orientação pedagógica, objetivando-se uma boa articulação entre trajetória escolar e transição para o mundo do trabalho. A análise de conteúdo também indica que, em alguns casos, o trabalho durante a infância; embora prejudicial ao desempenho escolar e econômico, ocorre em contextos de cuidado afetivo na família, diferença que precisa ser levada em conta para fins de desenho de políticas públicas. Os dados quantitativos utilizados são da pesquisa Aspectos Sociais da Desigualdade do Instituto do Milênio, em 2008. Os dados qualitativos provêm da pesquisa Radiografia do Brasil Contemporâneo (RBC) do Ipea (2016). This paper addresses different patterns of early work in Brazil, proposing a typology based both in quantitative and qualitative data. We first distinguish four categories of early work in the basis of age started to work and hours worked weekly. Applying linear regressions to quantitative data, we find that early work is statistically associated with lower levels of income during adulthood, except for those who worked during adolescence for up to 20 hours a week. With content analysis supported by the Reinert Method, we find that this last category of early work is also associated with a pedagogical orientation attempting to edges off school to work transitions. The content analysis

also indicates that, in some cases, the work during childhood, although detrimental for educational and economical achievement, takes place in a caring familiar environment, a difference that may be relevant for the aim of public policies design. The quantitative data is from a Brazilian national survey: Pesquisa sobre Aspectos Sociais da Desigualdade – Instituto do Milênio, 2008. The qualitative data is from the project Radiografia do Brasil Contemporâneo, Instituto de Pesquisa Econômica Aplicada, 2016.

[Does a Satisfied Student Make a Satisfied Worker?](#)

Whelan, Adele (ESRI, Dublin) ; McGuinness, Seamus (Economic and Social Research Institute, Dublin)
We investigate the effect of satisfaction at higher education on job satisfaction using propensity score matching, the special regressor method and a unique European dataset for graduates. Acknowledging that perceptions of satisfaction at higher education are endogenous to job satisfaction, we present models available to deal with this endogeneity. Our analysis confirms that a positive university experience is important for success in future employment and suggests that emphasis should be focused on the utility of participating in third-level education along with academic outcomes.

[Assessing the role of grammar schools in promoting social mobility](#)

Simon Burgess (Department of Economics, University of Bristol) ; Claire Crawford (Department of Economics, University of Warwick and Institute of Fiscal Studies) ; Lindsey Macmillan (Department of Social Science, University College London)

One of the main motivations given for the proposed new expansion of grammar schools in England is to improve social mobility. We assess the role of existing grammar schools in promoting social mobility by examining a) access to grammar schools, differentiating among the 85 per cent non-poor pupils, and b) the higher education outcomes of those who attend a grammar school relative to those who just miss out and relative to those who attend similar schools in non-selective areas. We find stark differences in grammar school attendance within selective areas by SES, even when comparing pupils with the same Key Stage 2 attainment. We also find that grammar school pupils are more likely to participate in higher education, and attend a high-status university than those who just miss out in selective areas. However, conditional on attendance and prior attainment, they do not perform as well at university. Worryingly, those who miss out on grammar places in selective areas who are high-attaining at primary school are significantly less likely to participate in university, attend a high-status university or achieve a good degree classification compared to equivalent pupils in non-selective areas. This highlights the harm that selective systems cause to those who do not make it into grammar schools. Taken together, these inequalities in access and outcomes suggest that grammar schools do not promote social mobility and actually work against it.

[Swine Flu and The Effect of Compulsory Class Attendance on Academic Performance](#)

Goulas, Sofoklis ; Megalokonomou, Rigissa

We use a natural experiment that relaxed class attendance requirements for one school year to explore students' marginal propensity to skip class, and to examine the effects of their absences on scholastic outcomes. We exploit exogenous variation resulting from a one-time policy Greece implemented allowing high school students to miss 30 percent more class hours without penalty during the 2009-10 academic year, a period when officials feared outbreaks of swine flu. Using a new dataset, we analyze which students missed more classes, and the effect of these absences on

scholastic outcomes across the distribution of student ability, income, and peer quality. We find that while the swine flu itself did not affect the student population, the relaxed class attendance policy caused an increase in absences of roughly 10 hours per student, with more absences taken by those who had higher academic performance records, have academically weaker peers in their classes, or who live in poorer neighborhoods. End-of-year exam results show a positive effect of the relaxed attendance policy on grades across the ability distribution. The magnitude of the positive effect of absences on grades increases as we move to right of the ability distribution. Our results suggest that students who may have the resources or the human capital accumulation to learn outside the classroom may have lower performance when a strict attendance policy forces them to stay in class.

[Evaluation of the Reggio Approach to Early Education](#)

Biroli, Pietro ; Del Boca, Daniela ; Heckman, James ; Koh, Yu Kyung ; Kuperman, Sylvi ; Moktan, Sidhardth ; Pettler Heckman, Lynne ; Pronzato, Chiara ; Ziff, Anna

We evaluate the Reggio Approach using non-experimental data on individuals from the cities of Reggio Emilia, Parma and Padova belonging to one of five age cohorts: ages 50, 40, 30, 18, and 6 as of 2012. The treated were exposed to municipally offered infant-toddler (ages 0-3) and preschool (ages 3-6) programs. The control group either did not receive formal childcare or were exposed to programs offered by the state or religious systems. We exploit the city-cohort structure of the data to estimate treatment effects using three strategies: difference-in-differences, matching, and matched-difference-in-differences. Most positive and significant effects are generated from comparisons of the treated with individuals who did not receive formal childcare. Relative to not receiving formal care, the Reggio Approach significantly boosts outcomes related to employment, socio-emotional skills, high school graduation, election participation, and obesity. Comparisons with individuals exposed to alternative forms of childcare do not yield strong patterns of positive and significant effects. This suggests that differences between the Reggio Approach and other alternatives are not sufficiently large to result in significant differences in outcomes. This interpretation is supported by our survey, which documents increasing similarities in the administrative and pedagogical practices of childcare systems in the three cities over time.

[China's Lost Generation: Changes in Beliefs and their Intergenerational Transmission](#)

Roland, Gérard ; Yang, David

Beliefs about whether effort pays off govern some of the most fundamental choices individual make. This paper uses China's Cultural Revolution to understand how these beliefs can be affected, how they impact behavior, and how they are transmitted across generations. During the Cultural Revolution, China's college admission system based on entrance exams was suspended for a decade until 1976, effectively depriving an entire generation of young people of the opportunity to access higher education (the "lost generation"). Using data from a nationally representative survey, we compare cohorts who graduated from high school just before and after the college entrance exam was resumed. We find that members of the "lost generation" who missed out on college because they were born just a year or two too early believe that effort pays off to a much lesser degree, even 40 years into their adulthood. However, they invested more in their children's education, and transmitted less of their changed beliefs to the next generation, suggesting attempts to safeguard their children from sharing their misfortunes.

[Intergenerational Effect of Education Reform Program and Maternal Education on Children's Educational and Labor Outcomes: Evidence from Nepal](#)

Vinish Shrestha (Department of Economics, Towson University) ; Rashesh Shrestha (Crawford School of Public Policy, Australian National University)

We examine a potential intergenerational determinant of child labor by investigating the effect of maternal education on children's educational and labor outcomes. To account for endogeneity of mother's education, we use the Nepal Education System Plan (NESP) (1971), one of the first education reforms in the country, as an exogenous source of variation. We find that NESP increased educational outcomes among females that were most likely affected by the reform due to their birth year and district of birth. Furthermore, an increase in mother's highest level of schooling increases a child's probability of finishing 5th grade only among mothers from a higher caste households. We find modest effects of mother's education on child labor outcomes, with the IV estimate indicating that a year increase in mother's education reduces a child's weekly work by approximately an hour. The IV estimates are about two-fold larger than the OLS estimates in most cases. We caution that exclusion based on social hierarchy should be considered when promoting maternal education as a medium to improve children's well-being in developing nations like Nepal.

[Parental Work Hours and Childhood Obesity: Evidence using Instrumental Variables Related to Sibling School Eligibility](#)

Charles Courtemanche ; Rusty Tchernis ; Xilin Zhou

This study exploits plausibly exogenous variation from the youngest sibling's school eligibility to estimate the effects of parental work on the weight outcomes of older children in the household. Data come from the 1979 cohort of the National Longitudinal Survey of Youth linked to the Child and Young Adult Supplement. We first show that mothers' work hours increase gradually as the age of the youngest child rises, whereas mothers' spouses' work hours exhibit a discontinuous jump at kindergarten eligibility. Leveraging these insights, we develop an instrumental variables model that shows that parents' work hours lead to larger increases in children's BMI z-scores and probabilities of being overweight and obese than those identified in previous studies. We find no evidence that the impacts of maternal and paternal work are different. Subsample analyses find that the effects are concentrated among advantaged households, as measured by an index involving education, race, and mother's marital status.

[Does a satisfied student make a satisfied worker?](#)

Whelan, Adele ; McGuinness, Seamus

We investigate the effect of satisfaction at higher education on job satisfaction using propensity score matching, the special regressor method and a unique European dataset for graduates. Acknowledging that perceptions of satisfaction at higher education are endogenous to job satisfaction, we present models available to address this endogeneity. Our analysis confirms that a positive university experience is important for success in future employment and suggests that emphasis should be focused on the utility of participating in third-level education along with academic outcomes.

[HUBUNGAN PERSEPSI SISWA TENTANG GURU MATEMATIKA DENGAN HASIL BELAJAR MATEMATIKA SISWA](#)

Najichun, Mohamad ; Winarso, Widodo

The purpose of this study was to know the relationship between student perception towards mathematics teacher with mathematics academic performance. The population of the study were all students of class VIII SMPN 8 Cirebon in the academic year 2014/2015, with the number of students 287 people. The sampling technique used proportional random sampling, and the sample size was 56 students. Data collection techniques used: 1) Questionnaire of Perceptions towards Mathematics teacher, and 2) The results of student mathematics learning test. The result of correlation analysis show no significant correlation between students perception towards teacher and academic performance ($r = .155$, $p = .254$).

[Why So Slow? The School-to-Work Transition in Italy](#)

Pastore, Francesco (University of Naples II)

This essay provides a comprehensive interpretative framework to understand the reasons why the school-to-work transition (SWT) is so slow and hard in Italy. The country is a typical example of the South European SWT regime, where the educational system is typically rigid and sequential, the labor market has been recently made more flexible through two-tier labor market reforms, and the family has typically an important role to absorb the individual and social cost of the passage to adulthood. The main thesis of this essay is that the traditional disorganization of the educational and training system coupled with slow economic growth, rather than the supposedly low degree of labor market flexibility explain high (youth) unemployment. Important reforms of several tiles of the Italian SWT regime – the Jobs Act, important fiscal incentives to hiring youth long term unemployed, the so-called Good School and the related introduction of work-related learning, the European Youth Guarantee and the reform of employment services – have been all recently implemented, which are causing a slow convergence towards the so-called European social model, but it is still too early to draw conclusions as to the impact of such reforms on youth labor market outcomes.

[The Education Motive for Migrant Remittances: Theory and Evidence from India](#)

Delpierre, Matthieu (IWEPS, Belgium) ; Dupuy, Arnaud (University of Luxembourg) ; Tenikue, Michel (LISER (CEPS/INSTEAD)) ; Verheyden, Bertrand (LISER (CEPS/INSTEAD))

This paper analyzes the impact of anticipated old age support, provided by children to parents, on intra-family transfers and education. We highlight an education motive for remittances, according to which migrants have an incentive to invest in their siblings' education via transfers to parents, in order to better share the burden of old age support. Our theory shows that in rich families, selfish parents invest optimally in children education, while in poor families, liquidity constraints are binding and education is fostered by migrant remittances. We test these hypotheses on Indian panel data. Identification is based on within variation in household composition. We find that remittances received from migrants significantly increase with the number of school age children in the household. Retrieving the effects of household characteristics shows that more remittances tend to be sent to poorer and older household heads, confirming the old age support hypothesis.

[Early lead exposure and outcomes in adulthood](#)

Grönqvist, Hans (Department of economics, Uppsala university, IFAU, UCLS) ; Nilsson, J Peter (Institute for International Economic Studies, Stockholm University, IFAU, UCLS) ; Robling, Per-Olof (Institute for Social Research, Stockholm University,)

We exploit the phase-out of leaded gasoline to isolate the impact of early childhood lead exposure on outcomes in adulthood. By combining administrative data on school performance, high school

graduation, crime, earnings, and cognitive and non-cognitive skills with a novel measure of lead exposure, we follow 800,000 children from birth into adulthood. We find that reduced lead exposure improves the adult outcomes, particularly among boys. Below certain thresholds, the relationship becomes much weaker. Non-cognitive traits (externalizing behavior, conscientiousness, and neuroticism) follow a similar non-linear dose response pattern and seem to be the key mediators between early lead exposure and adult outcomes.

[Brecha de género en orientaciones de bachillerato. Caso de Uruguay](#)

Maia Brenner (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración.)

This paper constitutes a first attempt to investigate the factors that underlie the gender gap existing in the choice of upper secondary courses in Uruguay. The paper aims to contribute in the understanding of the factors that account for the underrepresentation of women in STEM fields and courses demonstrating that there is an existing leaky pipeline. Discrete choice models (probit) and multinomial logistic models have been estimated using a retrospective survey applied in 2014 to Uruguayan young students who took the PISA test in 2009; finding that academic achievements, socioeconomic characteristics, attitude toward education and self-reported motives, influence the rational choices of individuals in upper secondary education. In fact, after controlling for socioeconomic and academic variables, it is observed that being female decreases the probability of choosing scientific courses in 8.7 percentage points. Furthermore, having repeated a grade before the age of 15 decreases the likelihood that women will opt for scientific courses, while it is not significant in the choice of men. Moreover, high reading performance at PISA test at age 15 increases the likelihood that both men and women will choose scientific courses. Better understanding of the factors that underlie the gender gap in STEM fields is necessary to design public policies capable of promoting gender equality and economic growth.

[Education Systems and Foreign Direct Investment; Does External Efficiency Matter?](#)

Elise Wendlassida Miningou ; Sampawende J Tapsoba

This paper examines the effect of the efficiency of the education system on Foreign Direct Investment (FDI). First, it focuses on the external efficiency and applies a frontier-based measure as a proxy of the ability of countries to optimally convert the average years of schooling into income for individuals. Second, it shows the relationship between the external efficiency of the education system and FDI inflows by applying GMM regression technique. The results show that the efficiency level varies across regions and countries and appears to be driven by higher education and secondary vocational education. Similarly to other studies in the literature, there is no significant relationship between the average years of schooling and FDI inflows. However, this study shows that the external efficiency of the education system is important for FDI inflows. Improving the external efficiency of the education system can play a role in attracting FDI especially in non-resource rich countries, nonlandlocked countries and countries in the low and medium human development groups.

[Lead and Juvenile Delinquency: New Evidence from Linked Birth, School and Juvenile Detention Records](#)

Anna Aizer ; Janet Currie

Using a unique dataset linking preschool blood lead levels (BLLs), birth, school, and detention data for 120,000 children born 1990-2004 in Rhode Island, we estimate the impact of lead on behavior:

school suspensions and juvenile detention. We develop two instrumental variables approaches to deal with potential confounding from omitted variables and measurement error in lead. The first leverages the fact that we have multiple noisy measures for each child. The second exploits very local, within neighborhood, variation in lead exposure that derives from road proximity and the de-leading of gasoline. Both methods indicate that OLS considerably understates the negative effects of lead, suggesting that measurement error is more important than bias from omitted variables. A one-unit increase in lead increased the probability of suspension from school by 6.4-9.3 percent and the probability of detention by 27-74 percent, though the latter applies only to boys.

[How Do Peers Impact Learning? An Experimental Investigation of Peer-to-Peer Teaching and Ability Tracking](#)

Erik O. Kimbrough (Simon Fraser University) ; Andrew D. McGee (University of Alberta) ; Hitoshi Shigeoka (Simon Fraser University)

Classroom peers are believed to influence learning by teaching each other, and the efficacy of this teaching likely depends on classroom composition in terms of peers' ability. Unfortunately, little is known about peer-to-peer teaching because it is never observed in field studies. Furthermore, identifying how peer-to-peer teaching is affected by ability tracking—grouping students of similar ability—is complicated by the fact that tracking is typically accompanied by changes in curriculum and the instructional behavior of teachers. To fill this gap, we conduct a laboratory experiment in which subjects learn to solve logic problems and examine both the importance of peer-to-peer teaching and the interaction between peer-to-peer teaching and ability tracking. While peer-to-peer teaching improves learning among low-ability subjects, the positive effects are substantially offset by tracking. Tracking reduces the frequency of peer-to-peer teaching, suggesting that low-ability subjects suffer from the absence of high-ability peers to teach them.

[What are the Top Five Journals in Economics? A New Meta-ranking](#)

Bornmann, Lutz ; Butz, Alexander ; Wohlrabe, Klaus

We construct a meta-ranking of 277 economics journals based on 22 different rankings. The ranking incorporates bibliometric measures from four different databases (Web of Science, Scopus, Google Scholar and RePEc). We account for the different scaling of all bibliometric measures by standardizing each ranking score. We run a principal component analysis to assign weights to each ranking. In our meta-ranking the top five journals are given by: Quarterly Journal of Economics, Journal of Financial Economics, Journal of Economic Literature (JEL), Journal of Finance, and Econometrica. Additionally, leaving out the JEL as a survey journal and the finance journals in our top 10 we confirm the perceived top-5 journals in the economics profession.

[Relative Performance Information Feedback and Just-Pass Behavior: Evidence from a Field Experiment](#)

Shinya Kajitani (Meisei University) ; Keiichi Morimoto (Meisei University) ; Shiba Suzuki (Seikei University)

This paper investigates the relationship between the feedback of performance information and effort input by students under a relative grading scheme. By conducting a randomized experiment in an economics course at a Japanese university, we demonstrate that relative performance information feedback improves the performance of students with only intermediate scores in the midterm examination, but worsens the performance of high-scoring students. A theoretical interpretation

suggests that a decrease in uncertainty in the relative ability of students is responsible, which we refer to as “just-pass” behavior.

[Settling for Academia? H-1B Visas and the Career Choices of International Students in the United States](#)

Catalina Amuedo-Dorantes (San Diego State University) ; Delia Furtado (University of Connecticut)
The yearly cap on H-1B visas became binding for the first time in 2004, making it harder for college-educated foreigners to work in the United States. However, academic institutions are exempt from the cap and citizens of five countries (Canada, Mexico, Chile, Singapore, and Australia) have access to alternative work visas. We exploit those exemptions to gauge how immigrant career choices are affected by the binding visa cap. Among other impacts, the binding cap raises international students’ likelihood of employment in academia, even outside of their field of study, a result consistent with the notion of “settling for academia.”

[Medical-Demographic Differentiation According to Educational Level](#)

Shulgin, Sergey (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Scherbov, Sergey (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Zinkina, Yulia (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Novikov, Kirill (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

In this paper, the relationship between the health status of people and the level of education is investigated. The main objective of the study is to analyze how the state of health depends on the level of education. The work evaluates the age functions of various medical and demographic factors, as well as their dependence on the level of education. Estimates of several models of the expected life expectancy (HALE) for Russia are made and an assessment of the survival tables for Russian men and women with different levels of education is done.

[Education as Protection? The Effect of Schooling on Non-Wage Compensation in a Developing Country](#)

Dang, Thang

This is the first paper identifying the causal effect of schooling on non-wage compensation using data from Vietnam. The paper takes an advantage of the establishment of the compulsory primary schooling reform that was introduced in Vietnam in 1991 to instrument for exogenous variations in years of schooling to surmount the endogeneity problem as a primary threat to identification facing the causal effect estimation. The paper finds that education is positively associated with non-wage benefits. In particular, the baseline 2SLS estimates indicates that one additional year of schooling is causally linked to a 6 percentage point increase in the likelihood of receiving monetary payments for public holidays, a 4.6 percentage point increase in the likelihood of receiving monetary employee benefits, a 7.3 percentage point increase in the likelihood of having annual paid leave and a 6.8 percentage point increase in the likelihood of having firm-provided social insurance. The baseline estimates are strongly robust to the estimates from some robustness checks. The paper also inspects that the causal associations between schooling and formal employment, skilled occupation and employee-friendly firm are three potential mechanisms through which schooling causally affects non-wage compensation.

María Marta Ferreyra, Ciro Avitabile, Javier Botero Álvarez, Francisco Haimovich Paz and Sergio Urzúa. [At a Crossroads: Higher Education in Latin America and the Caribbean](#). Washington : World Bank, 2017

"Higher education in Latin America and the Caribbean has expanded dramatically in the past 15 years, as the average gross enrollment rate has more than doubled, and many new institutions and programs have been opened. Although higher education access has become more equitable, and higher education supply has become more varied, many of the 'new' students in the system are, on average, less academically ready than are their more advantaged counterparts. Furthermore, only half of higher education students, on average, complete their degree, and labor market returns to higher education vary greatly across institutions and programs. Thus, higher education is at a crossroads today. Given the region's urgency to raise productivity in a low-growth, fiscally constrained environment, going past this crossroads requires the formation of skilled human capital fast and efficiently. 'At a Crossroads: Higher Education in Latin America and the Caribbean' contributes to the discussion by studying quality, variety, and equity of higher education in Latin America and the Caribbean. The book presents comprehensive evidence on the recent higher education expansion and evolution of higher education labor market returns. Using novel data and state-of-the-art methods, it studies demand and supply drivers of the recent expansion. It investigates the behavior of institutions and students and explores the unintended consequences of large-scale higher education policies. Framing the analysis are the singular characteristics of the higher education market and the market segmentation induced by the variety of students and institutions in the system. At this crossroads, a role emerges for incentives, information, accountability, and choice."

2. Sommaires de revues en éducation

Revues francophones :

[Éducation et formations, n° 93, mai 2017](#)

Thème : Voie professionnelle : choix d'affectation, conditions de vie, conditions de travail

- Filles et garçons de lycée professionnel. Diversité et complexité des expériences de vie et de formation
Prisca Kergoat, Valérie Capdevielle-Mougnibas, Amélie Courtinat-Camps, Julie Jarty, Benjamin Saccomanno

- Bien-être en lycée professionnel et avenir envisagé. Le cas des élèves préparant le bac professionnel
Philippe Lemistre

- L'orientation en CAP Métiers de l'automobile et Coiffure. Entre élaboration d'aspirations et conditions d'affectation
Sophie Denave, Fanny Renard
- Les enseignants de lycée professionnel. Cadre de travail et bien-être... quelles spécificités ?
Marie-Noël Vercambre-Jacquot, Nathalie Billaudeau
- S'orienter en licence après un bac technologique. Entre logiques individuelles et mécanismes institutionnels
Nadine Théophile
- La motivation des élèves à répondre à un test standardisé. Résultats d'une étude dans le cadre de Cedre compétences langagières et littératie
Sylvie Fumel, Saskia Keskaik

[Éducation et sociétés, 2016/2 \(N°38\)](#)

Thème : Les sociologues de l'éducation et le passé

- Présentation du dossier. Conjuguer au passé : les sociologues de l'éducation et l'histoire
Philippe Losego, Gaële Goastellec & Louis LeVasseur
- Régimes de scolarisation et savoirs scolaires. Notes pour une sociohistoire de l'enseignement secondaire en France
Philippe Losego
- Les apports de la sociohistoire à la compréhension du traitement des difficultés scolaires et des handicaps des élèves au sein de l'école en France (1904-2013)
Philippe Mazereau
- Les significations culturelles et politiques de l'instruction publique québécoise au XIXe siècle
Mélanie Bédard
- Sociohistoire des discours institutionnels sur l'éducation au Québec : une entrée à double voie dans la modernité
Louis LeVasseur
- Politiques universitaires et égalité des chances : les détours de l'histoire
Pierre Doray
- Expliquer les inégalités d'accès aux diplômes en Finlande et en Suisse (1950-2004) : des structures scolaires aux politiques sociales
Gaële Goastellec, Jussi Välimaa
- Un ordre d'enseignement paradoxal : le lycée professionnel comme analyseur des avancées et des obstacles à la démocratisation scolaire

Aziz Jellab

- Une analyse des effets de composition du groupe-classe au Québec : influence de la ségrégation scolaire et des projets pédagogiques
Alain-Guillaume Marcotte-Fournier, Sylvain Bourdon, Anne Lessard & Patricia Dionne
- Se situer parmi les pairs : des groupes affinitaires aux conflits. L'étude d'interactions dans une cour de récréation
Émilie Salaméro
- Le choix d'une éducation rentable : le système des coûts partagés en Chine. Une décision incontournable
Jialu Tang
- La forme intégrative : le cas des enseignements par projet
François Baluteau

[Formation Emploi, n° 137, janvier-mars 2017](#)

Thème : La formation continue en contexte : l'entreprise au cœur des enjeux

- Edito : La formation continue en contexte
Jean-Frédéric Vergnies
- Introduction : La formation continue en contexte : l'entreprise et ses salariés au cœur des enjeux
Arnaud Dupray, Danielle Guillemot et Ekaterina Melnik-Olive
- Comment financer la formation continue en Suisse ?
Isabel Voirol-Rubido
- Pluralité de paritarismes. Une comparaison franco-italienne des systèmes de cotisation pour la formation professionnelle continue
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- Formation continue des salariés en temps de crise : quels liens avec les ajustements pratiqués par leurs entreprises ?
Mathilde Guergoat-Larivière et Coralie Perez
- Comment les entreprises s'organisent pour mettre les salariés en capacité de se former
Josiane Vero et Jean-Claude Sigot
- Les pratiques managériales pour réduire les inégalités professionnelles de genre ? L'exemple de la promotion et de la formation en entreprise
Ekaterina Melnik-Olive et Hélène Couprie

- Quitter l'entreprise qui a financé une formation : une pratique paradoxale ?
Benoit Cart, Valérie Henguelle et Marie-Hélène Toutin

[Revue internationale d'éducation - Sèvres \(RIES\), n° 74, avril 2017](#)

Thème : Les enseignants débutants

- Devenir enseignant aujourd'hui : des incertitudes porteuses ?
Patrick Rayou, Jean-Pierre Véran
- Être un enseignant débutant dans un système éducatif traversé par de multiples référentiels:
Le cas du Rwanda
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- Devenir enseignant aux États-Unis : politiques, normes et tensions
Jon Snyder, A. Lin Goodwin
- De la formation des professeurs et de l'élargissement des droits en Argentine
Alejandra Birgin
- Le choix du métier : Typologie des trajectoires menant vers l'enseignement dans le canton de Vaud en Suisse
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- Devenir et rester enseignant au Niger
Zara Bakingué
- Pénurie d'enseignants et difficultés dans l'enseignement de base à Shanghai
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- L'accueil des nouveaux enseignants dans les collèges et les lycées français
Pascal Guibert
- L'accompagnement professionnel des enseignants débutants en Finlande : enjeux et besoins
Vilhelmiina Harju, Hannele Niemi, Auli Toom
- Préparation au métier des nouveaux enseignants et besoins en développement professionnel, Résultats de TALIS 2013
Yoon Young Lee

Revue anglophones :

[Assessment & Evaluation in Higher Education, Volume 42, Issue 5, August 2017](#)

- Beyond translation: adapting a performance-task-based assessment of critical thinking ability for use in Rwanda

Rebecca Schendel & Andrew Tolmie

- Revealing conceptual understanding of international business
Sue Ashley, Harmen Schaap & Elly de Bruijn
- Learning, behaviour and reaction framework: a model for training raters to improve assessment quality
Chung-Yang Chen, Huiju Chang, Wen-Chin Hsu & Gwo-Ji Sheen
- Personal understanding of assessment and the link to assessment practice: the perspectives of higher education staff
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- The use of portfolios to foster professionalism: attributes, outcomes, and recommendations
Renato Soleiman Franco, Camila Ament Giuliani dos Santos Franco, Olívia Pestana, Milton Severo & Maria Amélia Ferreira
- Inclusive assessment for linguistically diverse learners in higher education
Amrita Kaur, Mohammad Noman & Hasniza Nordin
- Impact assessment of a department-wide science education initiative using students' perceptions of teaching and learning experiences
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- Psychometric quality of a student evaluation of teaching survey in higher education
Pey-Tee Oon, Benson Spencer & Dr. Chester Chun Seng Kam
- Student peer review: enhancing formative feedback with a rebuttal
Tony Harland, Navé Wald & Haseeb Randhawa
- Clarity, consistency and communication: using enhanced dialogue to create a course-based feedback strategy
Sarah Nixon, Simon Brooman, Becky Murphy & Damien Fearon
- Motivation in group assessment: a phenomenological approach to post-graduate group assessment
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[British Journal of Sociology of Education, Volume 38, Issue 5, July 2017](#)

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- Religion in the primary school: ethos, diversity, citizenship
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[The Curriculum Journal, Volume 28, Issue 2, June 2017](#)

- Living with supercomplexity
Louise Hayward, Steve Higgins, Kay Livingston & Dominic Wyse
- Is Liberal Studies a political instrument in the secondary school curriculum? Lessons from the Umbrella Movement in post-colonial Hong Kong
Dennis Chun-Lok Fung & Wai-Mei Lui
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- The effects of discourses in regional contexts on the development of curriculum-based literacy standards for adolescents in schooling: a comparative study of South Australia and Ontario
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- Argumentative skills development in teaching philosophy to secondary school students through constructive controversy: an exploratory study case
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[Economics of Education Review, Volume 58, June 2017](#)

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- The impact of special needs students on classmate performance
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- The gender gap in mathematics achievement: Evidence from Italian data
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[Education and Urban Society- Volume: 49, Number: 6 \(July 2017\)](#)

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- How pre-service teachers internalize the link between research literacy and pedagogy
Mary Gutman <http://orcid.org/0000-0003-1731-9686> & Lynne Genser

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- Faculty identity through spheres of teaching and research activity and associated genres
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- Australian social work academics' perceptions of their teaching roles within higher education
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- 'Building up speed', 'trying to break free', 'pushing it through the pipe': using metaphor to explore early career STEM researchers' grant writing capability
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- Ethnicity and engagement in first-year New Zealand law programmes
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- Gender differential in self-assessment: a fact neglected in higher education peer and self-assessment techniques
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- Educating students to play the publication game
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[International Journal of Educational Research, Volume 83, 2017](#)

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- The effect of interim assessments on the achievement gap in grades K-8: Evidence from the U.S.
Spyros Konstantopoulos, Wei Li, Shazia R Miller, Arie van der Ploeg

[International Journal of Inclusive Education, Volume 21, Issue 6, June 2017](#)

- Education without a shared language: dynamics of inclusion and exclusion in Norwegian introductory classes for newly arrived minority language students
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- (Un)becoming dysfunctional: ADHD and how matter comes to matter
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- Understanding the factors that shape dispositions toward students with disabilities: a case study of three general education pre-service teachers
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[Journal of Further and Higher Education, Volume 41, Issue 4, July 2017](#)

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- An empirical analysis of the performance of Vietnamese higher education institutions
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- What predicts international higher education students' satisfaction with their study in Ireland?
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[Journal of Hispanic Higher Education- Volume: 16, Number: 3 \(July 2017\)](#)

- Exploratory Study About the Implementation of the Competency-Based Approach in Graduate Programs From Two Panamanian Universities Rodrigo Alberto Duran, Christian Estay-Niculcar, Humberto Alvarez, James Randolph
- Context Matters: A Critical Consideration of Latina/o Student Success Outcomes Within Different Institutional Contexts Desiree D. Zerquera, Jacob P. K. Gross
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Catherine O'Connor, Sarah Michaels, Suzanne Chapin, Allen G. Harbaugh
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- Dialogic teaching and students' discursive identity negotiation in the learning of science
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- Does growth rate in spatial ability matter in predicting early arithmetic competence?
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- Beyond invention: the additive impact of incubation capabilities to firm value
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- An incubation perspective on social innovation: the London Hub – a social incubator
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- Measuring business model innovation: conceptualization, scale development, and proof of performance
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- Making a marriage of materials: The role of gatekeepers and shepherds in the absorption of external knowledge and innovation performance
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- School Hopscotch: A Comprehensive Review of K–12 Student Mobility in the United States
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Christian V. Sabey, Cade T. Charlton, Daniel Pyle, Benjamin Lignugaris-Kraft, Scott W. Ross
- Exploring Effectiveness and Moderators of Language Learning Strategy Instruction on Second Language and Self-Regulated Learning Outcomes
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- Evaluating the Research Quality of Education Journals in China: Implications for Increasing Global Impact in Peripheral Countries

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- Education in Emergencies: A Review of Theory and Research
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- Rethinking the Use of Tests: A Meta-Analysis of Practice Testing
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[Teachers and Teaching, Volume 23, Issue 6, August 2017](#)

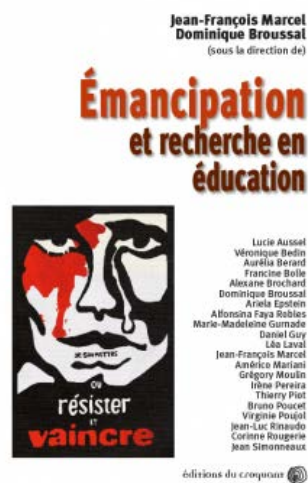
- Mapping the social side of pre-service teachers: connecting closeness, trust, and efficacy with performance
Yi-Hwa Liou, Alan J. Daly, Esther T. Canrinus, Cheryl A. Forbes, Nienke M. Moolenaar, Frank Cornelissen, Michelle Van Lare & Joyce Hsiao
- Genuine conversation: the enabler in good mentoring of pre-service teachers
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- Accountability or authenticity? The alignment of professional development and teacher evaluation
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- Teacher identity development through action research: a Chinese experience
Rui Yuan & Anne Burns

3. Livres intéressants



PONS Xavier, WOOLLVEN Marianne, LINCOT Valérie, BROTTET-AIELLO Caroline, BUISSON-FENET Hélène, REY Olivier. **A quoi sert la comparaison internationale en éducation ?** Paris : ENS Éditions, mai 2017. 80 p. (entretiens Ferdinand Buisson), 10 €

Quelle est l'utilité des comparaisons internationales en éducation ? Comment des comparaisons telles que PISA sont-elles reçues et utilisées dans notre pays à travers le temps ? Peut-on en tirer des leçons en termes de pratiques à importer ou exporter d'un système éducatif à l'autre ? Des questions telles que la dyslexie ou l'autonomie des écoles signifient-elles la même chose dans n'importe quel pays ? Comme à l'occasion de chaque Entretien, des chercheurs et des praticiens confrontent dans ce volume leurs visions dans l'objectif de favoriser les interactions entre recherches universitaires et pratiques professionnelles.



Jean-François Marcel
Dominique Broussal
(sous la direction de)

Émancipation et recherche en éducation

Lucie Aussel
Véronique Bedin
Aurélia Berard
Francine Belle
Alexane Brochard
Dominique Broussal
Ariela Epstein
Alfonso Faya Robles
Marie-Madeleine Guarnie
Daniel Guy
Lila Laval
Jean-François Marcel
Américo Mariani
Grégory Moulin
Irene Pereira
Thierry Piot
Bruno Pouzet
Virginie Pousol
Jean-Luc Ribaudo
Corinne Rougier
Jean Simonneau

éditions du croquant

MARCEL Jean-François, BROUSSAL Dominique (dir.). **Émancipation et recherche en éducation**. Paris : Éditions du Croquant, juin 2017. 400 p. 20 €

Sous l'étendard de l'émancipation se retrouvent tous ceux qui aspirent à un monde plus juste, respectueux de l'égalité entre les sexes, les peuples, les cultures ou les religions, un monde qui s'inventerait hors des formes historiques de domination. Aussi mobilisatrice soit-elle, la notion d'émancipation gagne à être travaillée dans une perspective de recherche. C'est le projet du présent ouvrage qui propose une construction de l'objet en le soumettant à des éclairages théoriques complémentaires. Des dispositifs de recherche alternatifs sont ainsi présentés. Les choix qu'ils défendent sont caractérisés et mis en regard avec ceux priorisés dans des recherches doctorales qui investissent l'émancipation. Les questions épistémologiques, théoriques et méthodologiques qu'un tel objet pose à la discipline des Sciences de l'éducation, sont abordées. Si elles constituent des enjeux sociaux et scientifiques importants, elles révèlent aussi de puissantes dynamiques de développement.

Cette mise au travail de la notion d'émancipation, cohérente et structurée, s'adresse aussi bien aux chercheurs et étudiants qu'à l'ensemble des acteurs sociaux qui la mettent en œuvre dans le quotidien de leurs engagements et de leurs luttes.



COURT Martine. **Sociologie des enfants**. Paris : La Découverte, mai 2017. 128 p. (Repères), 10 €

Alors que l'étude de l'enfance a longtemps relevé de manière exclusive de la psychologie, cet âge de la vie suscite aujourd'hui un grand nombre de recherches en sociologie.

Comment les enfants vivent-ils au quotidien dans les sociétés occidentales ? Quelles normes président à leur éducation ? Que font-ils lorsqu'ils se retrouvent entre eux, hors de la présence des adultes ? Quel rôle joue l'enfance dans la reproduction des inégalités et dans l'apprentissage des rapports de domination, de classe et de genre ? Telles sont quelques-unes des questions que les sociologues se posent à propos des enfants et auxquelles ils apportent des réponses à travers de nombreuses enquêtes de terrain.

Centré principalement sur la période actuelle, mais en mobilisant aussi des travaux d'historiens, cet ouvrage propose une synthèse de ces recherches. Ce faisant, il montre que l'enfance est fondamentalement une réalité sociale, qui renvoie à des expériences extrêmement différenciées en fonction de l'époque historique, du lieu de naissance, de l'origine sociale et du sexe.



JELLAB Aziz. **Enseigner et étudier en lycée professionnel aujourd'hui**. Paris : L'Harmattan, 2017. 234 p., 24 €

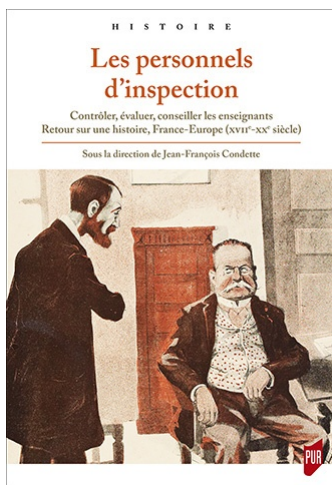
Qu'est-ce qu'enseigner et étudier en lycée professionnel aujourd'hui ? Quels enseignements théoriques et pratiques peut-on dégager de l'expérience des élèves et de celle des enseignants ? C'est à ces deux principales questions que cet ouvrage apporte des réponses , en les arrimant à des mutations institutionnelles , dont la plus emblématique aura été la réforme du baccalauréat professionnel. L'accueil d'élèves issus majoritairement de milieu populaire , plus jeunes que les générations antérieures et ayant des profils scolaires hétérogènes , contribue à faire émerger de nouvelles interrogations autour des manières d'enseigner , d'évaluer et d'assurer les parcours de formation réussis. En mobilisant les enseignements issus d'observations de terrain et de plusieurs enquêtes, et appuyé sur des explications et illustrations sous forme d'encadrés , cet ouvrage est une contribution sociologique à la compréhension , mais aussi à l'action au sein d'un ordre d'enseignement qui, à sa manière, est partie prenante de la démocratisation scolaire.



BECQUET Valérie, COROND Maurice (dir.). **L'accompagnement social et éducatif : quelles modalités pour quelles finalités ?** Paris : L'Harmattan, mars 2017. 168 p. - 18 €

Les pratiques d'accompagnement sont devenues fréquentes dans le domaine de l'éducation, de la jeunesse et du social. Mais de quoi parle-t-on vraiment : de coaching, de tutorat, de care ? S'agit-il d'accompagner un individu ou une collectivité ? Et sur quelles valeurs faut-il s'appuyer ? Les

différents chapitres de cet ouvrage tentent de répondre à ces interrogations. Des pratiques sont détaillées, des pistes sont tracées, des réflexions sont abordées.



CONDETTE Jean-François - Les personnels d'inspection : contrôler, évaluer, conseiller les enseignants. Retour sur une histoire, France-Europe (XVII^e- XX^e siècle). Rennes : Presses Universitaires de Rennes, 2017. 328 p. 25 €

À la lumière de nombreuses études de cas, cet ouvrage retrace l'histoire des personnels d'inspection et apporte beaucoup à une meilleure connaissance de l'évolution des procédures d'évaluation des enseignants. Le choix d'une durée d'étude longue permet d'appréhender avec finesse les continuités et les ruptures qui marquent l'histoire de cette profession et replace dans la perspective de l'histoire la « crise » de l'inspection des années 1990-2000. Cet ouvrage compare également la situation française à celle de plusieurs pays d'Europe, ce qui permet de saisir mais aussi de relativiser « l'exception française ».



Elhadji Malick Soumaré, Mamadou Kandji; dir. **L'ENSEIGNEMENT PRIVÉ AU SÉNÉGAL : Histoire, mutations et ruptures - Actes des journées nationales de l'enseignement.** Paris : L'harmattan, 2017. 246 p. - 24,5 €

Ces *Actes des Journées Nationales de l'Enseignement Privé* tenues au Sénégal en 2016 en restituent les quatre panels dont les centres d'intérêt restent aussi diversifiés que pertinents: - Panel I : L'enseignement privé : repères, histoire et situation ; - Panel II : Sports, arts et éducation ; - Panel III : Dynamiques dans l'enseignement privé ; - Panel IV : L'enseignement privé dans les perspectives de l'émergence économique et sociale du Sénégal.



Baba Diané. **LES ENSEIGNANT(E)S DE L'ÉDUCATION DE BASE EN GUINÉE : Professionnalisation et professionnalité.** Paris : l'harmattan, mai 2017. 242 p. 24 €

Le présent ouvrage fait une analyse prospective de la formation des enseignant(e)s de l'éducation de base qui œuvrent dans les écoles primaires. Il met en évidence l'analyse de la situation et les tendances de la formation des instituteurs en Afrique subsaharienne.



Christian Béllisson. **ÉVALUATION, FORMATION ET SYSTÈMES DE RÉFÉRENCE IMPLICITES : Un référentiel, pour quoi faire ?** Paris : l'harmattan, mai 2017. 202 p. 21.5 €

Cette recherche puise son origine dans les préoccupations de professionnels confrontés à l'essor des Référentiels d'évaluation dans les pratiques d'enseignement et de formation. Voici une analyse de la littérature scientifique sur l'évaluation, en référence aux préoccupations des professionnels. Et une approche empirique qui se confronte à l'approche théorique des observations. Les axes de recherche linguistiques et épistémologiques feront l'objet d'autres publications.



Mamadou Billo Barry. GOUVERNANCE ET COOPÉRATION INTERNATIONALE EN ÉDUCATION : Le cas de la Guinée. Paris : l'harmattan, mai 2017. 266 p. (Coll. Études africaines) - 27,5 €

Avec le libéralisme triomphant qui gagne le domaine de l'éducation, cet ouvrage apporte un éclairage sur les fondements de cette nouvelle pensée et aborde les problématiques de la coopération internationale dans la réforme éducative initiée en Guinée. Il explore les défis et les enjeux de gouvernance de l'école guinéenne au regard de la diversité des acteurs, en rappelant comment la dépendance aux financements extérieurs aura affecté l'autorité de l'État face aux nouveaux venus, au nom du néolibéralisme.



Patrice Galle. **RÉUSSIR L'ÉCOLE INCLUSIVE : en partenariat avec les parents, l'Éducation nationale et les structures médico-sociales - L'exemple de la scolarisation de collégiens sourds ou malentendants.** Paris : l'harmattan, mai 2017. 320 p. (Coll. Enfance éducation et société). 33 €

A travers l'exemple de la scolarisation de collégiens sourds ou malentendants, cet ouvrage interroge les conditions d'un partenariat effectif entre les collégiens, leurs familles, les collèges et les structures médico-sociales. Cette modalité collaborative contribue au développement des pratiques inclusives dans la mesure où elle permet de créer des passerelles entre les acteurs, clé de voûte de la réussite des projets de scolarisation des élèves en situation de handicap.



Michel Dupeux. **L'UNIVERSITÉ 2.0 : La réussir - y réussir.** Paris : l'harmattan, mai 2017. 130 p. (Coll. Questions contemporaines) - 15 €

Comme toute la société française, l'Université est actuellement confrontée à la révolution numérique. Cet ouvrage dresse un état des lieux critique mais constructif de l'enseignement supérieur à l'heure des écrans omniprésents, tantôt indispensables, tantôt encombrants. Adressé aux étudiants (nouveaux ou actuels) et aux enseignants, il adresse un message optimiste et fournit des références documentaires précises.