



# Veille de l'IREDU n°83

15 juin 2017

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## 1. Ressources sur le Web

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

Marie Duru-Bellat. [Tous égaux face aux inégalités ?](#) 1er juin 2017

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

[Bruno Suchaut : Aide aux devoirs : Il faut prendre le temps de penser le dispositif.](#) L'expresso du 1er juin 2017

Annoncée le 25 mai par Jean-Michel Blanquer, la nouvelle aide aux devoirs, appelée "Devoirs faits", sera proposée obligatoirement par tous les collègues. Le ministre envisage une possible extension à l'école. Il propose de la confier à des enseignants comme à des assistants d'éducation ou des associations. Mais cette forme d'aide est-elle efficace ? Et à quelles conditions ? Bruno Suchaut, directeur de l'Unité de recherche pour le pilotage des systèmes pédagogiques du Canton de Vaud, revient sur ces questions. Pour lui il est urgent de prendre le temps de réfléchir au dispositif que l'on veut créer.

[Philippe Veyrunes : La classe , immuable ou pas ?](#) L'expresso du 2 juin 2017

D'où vient cette forme scolaire qu'est la classe ? Que sait-on de son efficacité ? Comment évolue-t-elle ? Si décriée, si promise à démantèlement, si "dépassée" par le progrès technique, la classe se maintient envers et contre tout. Le livre de Philippe Veyrunes, Université de Toulouse Jean Jaurès, fait l'histoire des formes scolaires depuis leur apparition, souvent lointaine, à aujourd'hui. Alors immuable la classe et ses formats d'enseignement ? En apparence oui. Mais en réalité tout se transforme. Connaître ces réalités devient essentiel pour les futurs essentiels mais aussi pour les politiques qui découvrent un peu tard que si leurs réformes échouent c'est parce qu'ils ignorent la réalité de la classe...

[Québec : Evaluations et gonflage des notes.](#) L'expresso du 2 juin 2017

Quand on veut piloter par les résultats, il faut s'attendre à cette situation. Début mai une enquête du syndicat Fédération autonome de l'enseignement montrait que la moitié des enseignants québécois ont vu les notes de leurs élèves modifiées à la hausse par les directions d'écoles et d'établissements. Les établissements gonflent les notes pour atteindre les taux de réussite aux évaluations exigées par le ministère de l'éducation.

[Comment se fabriquent les individus résilients ?](#) L'expresso du 2 juin 2017

La capacité à faire face aux événements négatifs de la vie , la résilience, est-elle liée au milieu social d'origine ou à l'environnement psychologique de l'enfant ? Une étude menée par Paul Frijters, David Johnston, Michael Shields et Fabrice Ettilé ( Paris School of Economics ) établit que la résilience n'est pas liée à l'origine sociale. "Les auteurs montrent qu'un tiers environ des individus est peu

résilient alors qu'un autre tiers voit sa santé psychologique peu affectée par des événements négatifs. Ils examinent ensuite les corrélations entre cette mesure de résilience et des variables caractérisant l'individu et son environnement à 14 ans, mesurées rétrospectivement. De manière surprenante, la résilience est très faiblement associée à la situation socio-professionnelle des parents et la situation familiale à 14 ans. Ainsi, le divorce des parents ou le décès d'un des deux parents ne sont pas corrélées à la résilience. En revanche, des associations significatives et positives apparaissent entre la résilience et des traits de personnalité comme la fermeture à l'expérience, l'instabilité émotionnelle (névrosisme), l'extraversion et un locus de contrôle interne. Ces résultats suggèrent que la capacité de résilience est relativement indépendante de l'environnement social ou familial mesuré à l'adolescence, mais qu'elle est davantage associée à des traits psychologiques que l'on sait influencés à la fois par des gènes et par l'environnement". Les auteurs suggèrent une intervention auprès des enfants en bas âge.

[Agnès Florin : Retour sur la qualité de vie à l'école](#). L'expresso du 8 juin 2017  
Le bien être à l'école, mais pourquoi ? Les 1er et 2 juin, l'Université de Nantes a accueilli un colloque international consacré à la qualité de vie à l'école. En France, ce sujet doit encore convaincre alors que dans de nombreux pays c'est une mission classique de l'Ecole. Agnès Florin, organisatrice pour le CREN de ce colloque, fait le point sur la situation en France au regard des recherches internationales.

[Professionnel : Le diplôme et la filière déterminants pour l'insertion souligne la Depp](#). L'expresso du 8 juin 2017

" En février 2016, sept mois après la fin de leurs études professionnelles en lycée, 45 % des lycéens professionnels ont un emploi", explique la Depp dans une nouvelle Note. "La part des lycéens en emploi augmente de deux points par rapport à 2015. 13 % sont inactifs et 42 % cherchent du travail. Quel que soit le niveau de formation, obtenir le diplôme demeure déterminant dans l'insertion des jeunes : les diplômés ont un taux d'emploi de 49 % contre 34 % pour ceux qui n'ont pas obtenu le diplôme préparé".

[Comment passe-t-on le bac ailleurs ?](#) L'expresso du 13 juin 2017

Quelle épreuve attend les élèves à la fin de l'enseignement secondaire général en Europe ? Dans tous les pays de l'Union européenne un certificat est délivré aux étudiants qui terminent l'enseignement secondaire supérieur général et qui ont satisfait aux exigences requises.

[Comment se construit la ségrégation scolaire...](#) L'expresso du 13 juin 2017

C'est le Snes qui donne l'information. Selon le syndicat, la navette scolaire qui permet le transport des élèves du quartier des Sablons vers le collège de La Pléiade dans un autre quartier ne sera plus gratuite à partir de la rentrée, la municipalité retirant sa subvention de 140 000 €. Le collège La Pleiade est situé dans une cité populaire. Le busing permettait d'amener une population socialement plus mélangée au collège. Cette subvention existait depuis 1997.

[Emploi : Reprise inégale selon l'OCDE](#). L'expresso du 14 juin 2017

"L'embellie se confirme sur les marchés du travail de la zone OCDE", écrit l'OCDE qui publie le 13 juin ses Perspectives de l'emploi. Selon l'organisation, "le taux d'emploi a enfin retrouvé le niveau qui était le sien avant la crise. Toutefois, les catégories à revenu faible ou intermédiaire voient leurs salaires stagner tandis que les emplois moyennement qualifiés deviennent moins nombreux en

proportion, ce qui contribue au creusement des inégalités et entretient l'idée, préoccupante, que les plus riches pourraient avoir plus que leur part des fruits de la croissance économique".

[La France reste championne des fondamentaux](#). L'expresso du 15 juin 2017

" D'abord et avant tout les fondamentaux". Dans son discours d'installation, le 17 mai, Jean Michel Blanquer a mis les fondamentaux comme la première priorité de l'Ecole en les précisant : " Lire, écrire, compter , respecter autrui". Une injonction qui vient butter sur la réalité statistique. Selon Eurostat, qui vient de publier son annuel sur les temps d'instruction en Europe, l'école française est déjà celle qui accorde le plus de temps aux fondamentaux.

[L'apprentissage des langues progresse en Europe](#). L'expresso du 15 juin 2017

Que sait-on de l'apprentissage des langues vivantes en Europe ? Eurostat publie une étude précise sur le développement de l'enseignement des langues. Avec une bonne nouvelle : celui ci progresse en Europe. Et le français reste la seconde langue étrangère étudiée en Europe

Pascale Catoire. [Entraîner à la compréhension orale en anglais avec l'outil numérique: Les apports du baladeur et des stratégies](#). Education. Université Paris Descartes - Paris V, 2017. Français. Résumé : La compréhension orale est une activité langagière complexe, redoutée par les élèves francophones, qui obtiennent de faibles résultats. Face à ces difficultés, les autorités éducatives encouragent les professeurs à utiliser les TICE (Technologies de l'Information et la Communication pour l'Enseignement), dont ils ne perçoivent pas toujours les plus-values. Partant de l'hypothèse que pour améliorer les compétences des élèves il faudrait entraîner ceux-ci en développant des stratégies d'apprentissage, en particulier métacognitives, cette étude a cherché comment intégrer le baladeur vidéo numérique pour entraîner à la compréhension orale. Elle fait état d'une expérimentation menée pendant quatre mois dans quatre classes de première en lycée général, chaque groupe travaillant selon un protocole différent, visant à tester l'effet de l'usage de baladeurs vidéo numériques et du développement explicite de stratégies de compréhension orale. On a cherché dans quelle mesure l'usage de l'outil[...]

***Repéré sur : campusfrance.org***

[L'insertion des diplômés des Grandes écoles : Résultats de l'enquête 2017 réalisée entre janvier et mars par 175 Grandes écoles membres de la CGE](#), Juin 2017

Cette vingt-cinquième enquête sur l'insertion des jeunes diplômés des Grandes écoles a été réalisée au cours du premier trimestre 2017. Chaque école participante, membre de la CGE, a assuré la collecte des données pour son établissement.

[La mobilité internationale des étudiants européens](#). Les notes Campus France, HS n°17, juin 2017

Avec 992 000 étudiants en mobilité internationale diplômante (UNESCO, 2015), en augmentation par rapport à 2010 (+12%), l'Europe représente environ 1 étudiant mobile sur 4 dans le monde.

L'Allemagne est le 1er pays d'origine des étudiants européens en mobilité, suivie de la France et de l'Italie. Avec une augmentation de +37% entre 2010 et 2015, la France est le pays dont la mobilité étudiante internationale a le plus augmenté ces dernières années.

Première région d'accueil de la mobilité étudiante internationale, l'Europe attire environ 85% des étudiants européens en mobilité, et plus particulièrement l'Union européenne qui reçoit 7 étudiants européens mobiles sur 10. Le Royaume-Uni et l'Allemagne se positionnent en tête des pays d'accueil, tandis que la France se classe au 6e rang.

En France, les étudiants européens représentent 25% des étudiants accueillis en mobilité d'études dont les 3/4 sont originaires de l'UE28. Les nationalités les plus représentées parmi les 78 000 étudiants européens en France (MESRI, 2015/2016) sont les Italiens, suivis des Allemands et des Espagnols. Enfin les étudiants européens en France sont en grande majorité des étudiantes (64% contre 53% en moyenne).

***Repéré sur : [cedefop.europa.eu](http://cedefop.europa.eu)***

[Vocational education and training: bridging refugee and employer needs](#). Briefing Note, may 2017. Results of a 2016 Cedefop-OECD survey on integration through skilling and qualification.

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

Julien Calmand. [Les cinq premières années de vie active des docteurs diplômés en 2010](#). Céreq études, n°9, mai 2017. 53p.

L'insertion des docteurs présente certaines spécificités, parmi lesquelles une période de transition plus longue pour accéder à l'emploi stable. Pour en rendre compte, plus de 1 400 docteurs ont été réinterrogés en 2015 dans le cadre du dispositif Génération 2010, une extension financée par le MENSER-SIES. Ces données fournissent une photographie à 5 ans de leur devenir comparé à celui des autres diplômés de l'enseignement supérieur. En outre, elles permettent d'étudier leurs trajectoires professionnelles et donc d'appréhender leurs mobilités professionnelles en début de carrière. Au regard des préconisations au niveau européen, il semble essentiel de savoir dans quelle mesure les docteurs s'insèrent en dehors de la recherche publique et s'ils connaissent des mobilités d'emploi dans la sphère privée.

Félicie Drouilleau, avec la collaboration de Anne Delanoë, Michèle Ménabréaz et Mickaële Molinari. [Les métiers de la mesure - De la métrologie à l'instrumentation](#). Céreq Etudes, n°10, mai 2017. 56 p.

Cette étude, élaborée pour le compte du Commissariat général au développement durable (CGDD), présente et défend les spécificités des métiers de la mesure. Ils regroupent ici la métrologie, l'instrumentation et l'analyse/métiers de laboratoire. Ils sont analysés à partir de plusieurs dimensions : missions des professionnels, évolutions récentes, appareil de formation existant... Une partie est par ailleurs spécifiquement consacrée aux impacts de la transition écologique.

France Stratégie - Céreq. [Vision prospective partagée des emplois et des compétences - La filière numérique](#). Ouvrages en co-édition, juin 2017, 86 p.

Dans un contexte d'incertitude forte, dresser un diagnostic partagé et partageable sur l'évolution de l'emploi, des métiers et des compétences dans la filière numérique peut s'avérer difficile. Le rapport tente de répondre à ce défi en présentant une analyse des évolutions et enjeux des métiers cœur du numérique.

France Stratégie, avec l'appui du Céreq, a conduit une expérimentation autour de la construction d'une vision prospective partagée des emplois et des compétences de la filière numérique, en réponse à la sollicitation du Conseil national de l'industrie fin 2015. Les questions soulevées par le CNI rejoignent des préoccupations du Réseau Emplois Compétences, mis en place la même année et animé par France Stratégie.

***Repéré sur : Crifpe.com***

Bélanger, L. (2017). [Les compétences émotionnelles exercées en situation professionnelle par les directrices et les directeurs généraux des cégeps au Québec](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

Cette étude vise à comprendre comment les directrices et les directeurs généraux du réseau collégial exercent leurs compétences émotionnelles en situation professionnelle. De cette question de recherche découle l'objectif général : comprendre la façon dont l'intelligence émotionnelle de la directrice ou du directeur général d'un cégep l'amène à exercer ses compétences émotionnelles en situation professionnelle. Puis, les deux objectifs spécifiques de recherche assurent une incidence théorique tout au long du processus de recherche : 1) repérer les situations professionnelles dans lesquelles sont impliqués la directrice ou le directeur général et les classer par axe de compétences, 2) identifier les compétences émotionnelles qui soutiennent un agir compétent par la directrice ou par le directeur général. Le cadre conceptuel repose sur deux concepts théoriques, à savoir : 1) l'intelligence émotionnelle et 2) le modèle conceptuel du savoir agir avec compétence. L'interrelation épistémologique qui émerge de ces deux concepts nous conduit vers un construit pragmatique peu exploré : les compétences émotionnelles. À cet égard, le modèle des cinq compétences émotionnelles de base de Mikolajczak, Quoidbach, Kotsou et Nélis (2009, 2014) a été fort utile et complémentaire pour mettre l'accent sur les habiletés intrapersonnelles et les habiletés interpersonnelles. L'innovation de cette recherche exploratoire selon une approche compréhensive s'observe par l'aspect méthodologique mise en oeuvre qui a permis de développer une perspective méthodologique qualitative où se croise le récit de pratique et l'entretien d'explicitation pour en faire un récit d'explicitation de pratique professionnelle (REdEPP). C'est donc à partir de cet outil que s'échelonne un cadre d'analyse de contenu en quatre temps menant vers une démarche de théorisation ancrée. Les données empiriques recueillies auprès de huit directrices ou directeurs généraux des cégeps au Québec sont analysées à l'aide du logiciel QDA Miner. Les retombées de cette recherche sont certainement riches de sens au regard des pratiques de gestion en milieu collégial et pourront servir la formation de ces gestionnaires en milieu scolaire, notamment par l'enrichissement de nouvelles compétences émotionnelles. Les résultats permettent de présenter de nouveaux savoirs scientifiques et praxéologiques pour les gestionnaires en éducation.

De Oliveira Batista, A. F. (2017). [Représentations sociales de l'apprentissage chez les aînés : une perspective intergénérationnelle](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

La problématique de cette thèse prend sa source dans des données actuelles qui montrent la rapidité et l'intensité du vieillissement populationnel, ce qui génère une augmentation du nombre absolu d'aînés dans la population. De pair avec l'augmentation du nombre d'aînés, de nos jours, grâce aux progrès médicaux et scientifiques, plus d'aînés sont en bonne santé et cela même chez les

nonagénaires. Ce panorama peut faire en sorte que plus d'aînés restent actifs, même après la retraite. Dans ce contexte, il est souhaitable de mettre à la disposition des individus des moyens afin d'encourager le vieillissement actif, dont l'apprentissage tout au long de la vie se démarque comme le principal pilier. D'une façon générale, les représentations sociales de la vieillesse et des aînés dans le contexte occidental contemporain sont souvent liées au déclin physique et cognitif. Lorsque le déclin est associé à la vieillesse, l'apprentissage pendant cette phase de la vie peut paraître impossible. La façon par laquelle l'apprentissage chez les aînés est représenté peut influencer l'accès de ces derniers aux activités d'apprentissage, ce qui peut avoir des retombées sur le vieillissement actif. La perspective intergénérationnelle de cette thèse se justifie notamment par l'augmentation des rapports intergénérationnels dans tous les contextes sociaux pour les années à venir. La présente étude a comme objectif général de dégager les représentations sociales de l'apprentissage chez les aînés selon une perspective intergénérationnelle. Les objectifs spécifiques consistent à : 1) Décrire la variété des représentations sociales de l'apprentissage chez les aînés parmi des populations étudiantes d'âges variés, 2) Analyser la distribution des représentations sociales de l'apprentissage chez les aînés, en fonction des catégories sociodémographiques (sexe, âge, niveau de scolarité et intervalle de revenu individuel), 3) Identifier d'éventuelles traces d'âgisme à l'intérieur des représentations de l'apprentissage chez les aînés, 4) Comprendre le lien entre les représentations sociales de l'apprentissage chez les aînés et l'âgisme. La présente recherche a un devis mixte et transversal. Les résultats révèlent l'existence de sept représentations de l'apprentissage chez les aînés : R1 (Les aînés ont besoin de plus de soutien pour apprendre que les jeunes), R2 (Les aînés sont plus autonomes dans l'apprentissage), R3 (Il est impossible que les jeunes et les aînés apprennent ensemble), R4 (La société n'encourage pas l'engagement des aînés dans des activités d'apprentissage), R5 (Les stratégies et le sens de l'apprentissage des jeunes et des aînés sont différents), R6 (Les jeunes et les aînés ont les mêmes capacités d'apprentissage) et R7 (L'acte d'apprendre est productif et lié à la jeunesse), qui obtiennent des degrés d'adhésion divers au sein de la population. Nous observons des associations significatives entre certaines représentations sociales de l'apprentissage chez les aînés et l'âge, le niveau de scolarité et le revenu individuel. Les résultats mettent aussi en lumière les représentations de l'apprentissage chez les jeunes qui sont fortement associées à l'insertion et au maintien dans une vie productive au travail, alors que le sens de l'apprentissage pendant la vieillesse est davantage associé à la quête d'épanouissement personnel. C'est ainsi que l'apprentissage informel finit par être considéré comme étant la modalité d'apprentissage la plus fréquente pendant la vieillesse. L'avancement des connaissances généré par la présente thèse peut contribuer : 1) À la mise en œuvre et à l'amélioration des activités d'apprentissage qui ont comme cible la population aînée, ce qui peut stimuler l'engagement de cette population à des activités d'apprentissage, 2) À la promotion du vieillissement actif, même indirectement, 3) À la réduction de l'âgisme envers les aînés et 4) À l'augmentation de la compréhension de la dynamique établie entre les générations.

Conseil supérieur de l'éducation (2016). [Mémoire du Conseil supérieur de l'éducation dans le cadre des consultations publiques pour une politique de la réussite éducative. Cinq idées-forces pour soutenir l'élaboration d'une politique de la réussite éducative des jeunes et des adultes.](#) (Rapport no. 50-0498). Québec, Québec : Conseil supérieur de l'éducation, Gouvernement du Québec.

Dans le cadre des consultations publiques sur la réussite éducative au Québec, le Conseil supérieur de l'éducation rend public un mémoire dans lequel il propose au ministre de l'Éducation, du Loisir et du Sport cinq idées-forces qu'il juge prioritaires pour l'élaboration d'une politique visant la réussite

éducative des jeunes et des adultes. Le Conseil souhaite que ces idées-forces puissent soutenir la réflexion du ministre et guider les visées de la future politique de même que le choix de ses orientations.

Puisque l'éducation est un bien public et qu'elle constitue le fondement des sociétés démocratiques, le Conseil salue l'initiative du ministre, qui a permis de débattre des questions éducatives et, plus particulièrement, de la réussite éducative, dont la portée est plus inclusive que le concept de réussite scolaire.

Les idées-forces que le Conseil met en avant dans son mémoire lui apparaissent comme autant de leviers susceptibles d'amorcer les changements nécessaires vers une plus grande réussite éducative au Québec, au bénéfice de tous et de toutes.

Ainsi, le Conseil estime que la politique de la réussite éducative devra : agir sur l'équité pour favoriser l'atteinte du plein potentiel par tous les élèves, quel que soit leur potentiel; permettre l'accès à des services éducatifs de qualité dès la petite enfance et assurer la continuité de l'expérience éducative des enfants; permettre à l'école de s'adapter à la diversité des élèves pour favoriser la réussite de chacun et de chacune; permettre au personnel enseignant d'acquérir sa compétence, de la développer et de la déployer tout au long de sa carrière; soutenir la demande éducative et développement d'occasions d'apprendre tout au long et au large de la vie.

« Les consultations publiques permettent de réaffirmer l'importance de l'éducation, de débattre des enjeux actuels et de mettre en lumière les préoccupations des acteurs de l'éducation et des citoyens », rappelle la présidente par intérim et secrétaire générale du Conseil, Mme Lucie Bouchard. « Une fois les consultations terminées, le ministre devra toutefois énoncer une vision claire de l'éducation pour les prochaines années, cibler les orientations à privilégier et les actions prioritaires, et suivre l'évolution de la situation au fil du temps afin d'apporter les ajustements nécessaires.

McElroy,, B. (2017). [Pre-Service Teachers' Perspectives: Discussion Boards to Foster Critical Thinking and Knowledge Growth](#). Mémoire de maîtrise inédit, Université d'Ottawa, Ottawa, Ontario.

In today's society it is expected that individuals completing teacher education programs harness the skill of critical thinking before entering into the classroom practice. This qualitative case study focuses on three (3) pre-service teachers' experience in a teacher education course that was redesigned to foster and develop critical thinking skills and knowledge growth by the introduction of online discussion forums. This study was guided by the following question "How has the implementation of online discussion boards in the redesign of the two sections of a mandatory course of the Bachelor of Education program at a Canadian university supported the development of pre-service teachers critical thinking and contributed to their knowledge growth related to course content"? Data was collected from three (3) participants enrolled in the course, using semi-structured interviews and the data from the online discussion threads. Results show participants do not have a unified understanding of critical thinking and that online discussion boards can impact participant's critical thinking development and knowledge growth provided they are given a strong foundation in the content area and have adequate time to reflect on the information presented. As well, findings revealed that participants used online discussion boards as a type of social media interface. By examining the participant's perceptions and postings of online discussion boards, this study provides insights into how critical thinking can be developed in pre-service teachers through an online medium. Additionally, this study considers and how these skills might be translated into classroom practice.

[Lire...](#)



Robert, J. (2017). [Contribution de l'autodétermination à la réussite scolaire d'étudiants de 1er cycle universitaire avec un trouble d'apprentissage ou d'attention](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

De plus en plus d'étudiants ayant un trouble d'apprentissage ou un trouble déficitaire de l'attention avec ou sans hyperactivité (ÉTAA) accèdent maintenant à des études postsecondaires. En 2014-2015, ils représentaient 45 % de la clientèle fréquentant les bureaux d'aide destinés aux étudiants en situation de handicap des établissements universitaires québécois (Association Québécoise Interuniversitaire des Conseillers aux Étudiants en Situation de Handicap, 2015). S'il est maintenant reconnu que ces étudiants accèdent à des études universitaires, leur persévérance et leur réussite scolaire sont peu documentées et quantifiées, particulièrement au Québec. Afin de mieux soutenir les ÉTAA en vue de favoriser leur réussite universitaire, une recension des écrits a permis d'établir que celle-ci était complexe et multifactorielle. Plus spécifiquement, six principaux facteurs sont ressortis comme ayant une influence positive ou négative sur leur réussite, soit les connaissances et attitudes du personnel, les services et les accommodements offerts, la préparation/transition au postsecondaire, le soutien familial et social et les caractéristiques personnelles. De ce nombre, un s'est révélé particulièrement intéressant à étudier soit le manque d'autodétermination identifié par différents auteurs comme la principale barrière à la réussite au postsecondaire (Getzel, 2008; Trammell, 2003; Webb et al., 2008). Soutenu par la législation et les organismes promouvant l'intégration des personnes en situation de l'handicap, l'autodétermination d'ÉTAA universitaires s'avère peu explorée par la communauté scientifique (Getzel, 2008; Jameson, 2007), particulièrement au Québec. En vue d'étayer cette réflexion, une recherche appliquée de type corrélationnelle prédictive (Fortin, 2010) utilisant une méthode de recherche mixte basée sur le paradigme pragmatique (Creswell et Plano Clark, 2011) a été retenue. Dans le but de décrire et de comprendre la contribution de l'autodétermination à la réussite scolaire d'étudiants de 1er cycle universitaire ayant un trouble d'attention ou d'apprentissage, un devis séquentiel explicatif a été privilégié. Lors de la phase quantitative, 128 ÉTAA (échantillon non probabiliste accidentel) ont répondu au questionnaire en ligne «Autodétermination et réussite scolaire d'étudiants de 1er cycle universitaire» incluant l'Échelle d'AutoDétermination (ÉAD), version traduite et validée de la Self-Determination Student Scale - SF issue du modèle de l'autodétermination de Field et Hoffman (1994; 2014). Par la suite, huit étudiants (méthode d'échantillonnage par cas extrêmes) ont été invités à approfondir leurs réponses lors d'une entrevue semi-dirigée. Au regard de la réussite scolaire, les résultats quantitatifs ont indiqué que les ÉTAA dénotaient une moyenne de 3,06. En ce qui a trait à l'autodétermination, ÉTAA sondés ont obtenu un faible score d'autodétermination (164 : faible moyenne). Les sous-échelles liées à la connaissance et la valorisation de soi sont les plus faibles : 50 % des ÉTAA de l'échantillon se retrouvent dans le niveau 1 (aspect à développer). Par la suite, les résultats ont confirmé un lien possible entre l'autodétermination et la réussite scolaire d'ÉTAA universitaires. Plus spécifiquement, les analyses bivariées ont démontré une relation significative entre la sous-échelle «agir» et la moyenne générale, mais son effet est de petite taille. Quant à elles, les analyses multivariées ont déterminé que couplé au fait d'avoir un TA et d'étudier dans un certain domaine (en génie), le score global d'autodétermination permettait d'expliquer une portion significative de la variance (12 %) de la moyenne générale. De plus, le type de trouble et le domaine d'étude se sont avérés significatifs au regard de la réussite scolaire. Si cela n'a pas été démontré statistiquement, les ÉTAA rencontrés ont indiqué que les accommodements en place étaient essentiels à leur réussite soit qu'ils ont vu leur moyenne augmenter depuis qu'ils en bénéficiaient ou

qu'ils diminuaient leur anxiété face aux évaluations. Enfin, les ÉTAA sondés, ont également indiqué que le soutien social et familial était indispensable pour réussir à cet ordre d'enseignement.

Conseil supérieur de l'éducation (2016). *Mémoire du Conseil supérieur de l'éducation dans le cadre des consultations publiques pour une politique de la réussite éducative. Cinq idées-forces pour soutenir l'élaboration d'une politique de la réussite éducative des jeunes et des adultes.* (Rapport no. 50-0498). Québec, Québec : Conseil supérieur de l'éducation, Gouvernement du Québec.

McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S. et al. (2017). [The Condition of Education 2017 \(NCES 2017-144\)](#). Washington, D.C. : Institute of Education Sciences (IES), National Center for Education Statistics ( NCES ), U.S. Department of Education.

The Condition of Education is a congressionally mandated annual report summarizing important developments and trends in education using the latest available data. The 2017 Condition of Education report presents 50 indicators on topics ranging from prekindergarten through postsecondary education, as well as labor force outcomes and international comparisons. Also included in the report are 4 Spotlight indicators that provide more in-depth analyses on selected topics.

OCDE (2017). [Résultats du PISA 2015 \(Volume II\) : Politiques et pratiques pour des établissements performants](#). Paris : Éditions OCDE.

Le Programme international de l'OCDE pour le suivi des acquis des élèves (PISA) cherche non seulement à évaluer ce que les élèves savent en sciences, en compréhension de l'écrit et en mathématiques, mais aussi à déterminer ce qu'ils sont capables de faire avec ces connaissances. Les résultats de l'enquête PISA révèlent la qualité et l'équité de l'apprentissage dans le monde entier, et offrent aux professionnels de l'éducation et aux responsables politiques la possibilité de découvrir les politiques et pratiques d'autres pays et de s'en inspirer. Vous avez entre les mains l'un des cinq volumes qui présentent les résultats de l'évaluation PISA 2015, la sixième édition de cette enquête triennale.

Le volume I, L'excellence et l'équité dans l'éducation, résume la performance des élèves en sciences, en compréhension de l'écrit et en mathématiques, et définit et mesure l'équité dans l'éducation. Il se concentre sur les attitudes des élèves à l'égard de l'apprentissage en sciences et analyse leur aspiration à embrasser une carrière scientifique. Il examine aussi l'évolution de la performance et de l'équité ces dernières années dans les pays et économies participant à l'enquête PISA.

Le volume II, Politiques et pratiques pour des établissements performants, examine les liens entre la performance des élèves et diverses caractéristiques des établissements et des systèmes d'éducation, notamment les ressources affectées à l'éducation, l'environnement d'apprentissage et les critères de sélection des élèves entre les établissements, les filières d'enseignement et les classes.

Le volume III, Le bien-être des élèves, décrit la relation entre les résultats scolaires des élèves de 15 ans et leur vie sociale et leurs attitudes à l'égard de l'apprentissage.

Le volume IV, La culture financière des élèves, analyse les connaissances et l'expérience des élèves dans les matières financières.

Le volume V, La résolution collaborative de problèmes, analyse la capacité des élèves à travailler à plusieurs pour la résolution de problèmes. Il examine aussi le rôle de l'éducation dans le développement de la capacité des jeunes à résoudre des problèmes en équipe.

***Repéré sur : Education.gouv.fr***

Nathalie Marchal, [Le niveau de formation et de diplôme demeure toujours déterminant dans l'insertion des apprentis](#). Note d'information n° 11, juin 2017

Quel que soit le niveau de formation, quitter le système éducatif après avoir obtenu le diplôme préparé demeure déterminant pour l'insertion des jeunes. En février 2016, sept mois après leur sortie d'un centre de formation d'apprentis, à même niveau de formation, 69 % des diplômés travaillent contre 49 % des sortants n'ayant pas obtenu le diplôme. En moyenne, 65 % des jeunes ayant suivi des études de niveau CAP à BTS ont un emploi, soit trois points de plus qu'en 2015. Parmi eux, la moitié a un contrat à durée indéterminée.

Nathalie Marchal, [Le niveau de formation et de diplôme : déterminant dans l'insertion des lycéens professionnels](#). Note d'information n° 12, juin 2017

En février 2016, sept mois après la fin de leurs études professionnelles en lycée, 45 % des lycéens ont un emploi. La part des lycéens en emploi augmente de deux points par rapport à 2015. 13 % sont inactifs et 42 % cherchent du travail.

Quel que soit le niveau de formation, obtenir le diplôme demeure déterminant dans l'insertion des jeunes : les diplômés ont un taux d'emploi de 49 % contre 34 % pour ceux qui n'ont pas obtenu le diplôme préparé.

***Repéré sur : Esen.education.fr***

[Les effectifs universitaires en 2016-2017](#). Note Flash du SIES, n°4, mai 2017

En 2016-2017, le nombre d'étudiants inscrits à l'université est de 1 623 500 (+1,9 % par rapport à 2015-2016). Hors doubles inscriptions en C.P.G.E. l'augmentation est ramenée à +1,1 % (+16600 inscriptions). Les effectifs augmentent moins fortement que l'année dernière et en cursus licence (+2,8 %) et en cursus master (+0,8 %) et poursuivent leur baisse en cursus doctorat (-2,3 %).

[Les effectifs en ESPE en 2016-2017](#). Note Flash du SIES, n°5, mai 2017

En 2016-2017, quatrième année d'existence des Écoles supérieures du professorat et de l'éducation (ESPE), le nombre d'étudiants qui y sont inscrits est de 68 100 (+4,3 % par rapport à 2015-2016 après +14,2 % un an plus tôt). 30 800 sont inscrits en première année de master MEEF (Métiers de l'Enseignement, de l'Éducation et de la Formation) avec une hausse de 3,8 % par rapport à 2015-2016 et 37 300 en deuxième année de master MEEF ou de Diplôme universitaire (hausse de 4,8 %).

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

Hashem A Homead. [Cognitive Factors Associated With the Behaviors of School Violence among Students in the Upper Elementary Stage in the Gaza Governorates](#). International Journal of

Engineering and Information Systems, 2017, 1 (2), pp.49-73.

Résumé : The study aimed at identifying the cognitive factors associated with school violence in school children in the upper elementary stage. The researcher chose the sample of the study from the ninth grade students. The researcher adopted a set of variables based on social and economic status, gender, and academic achievement. the researcher scale of school violence and test academic achievement applied where the study was conducted on a sample of 300 students, including 166 students and 134 female students from UNRWA schools in the Gaza Strip, researcher has used the statistical methods used are T.Test test ,M I hope Pearson correlation, analysis of variance, and test Shevah. The results indicated that violence against society ranked first with a relative weight (48.41%). After self-violence, it ranked second with a relative weight (45.66%), followed by school violence with a relative weight of 45.28% the violence generally occupied the (46.41%), also it indicated that there were[...]

Catherine Paradeise, Jean-Claude Thoenig. [The production of academic quality](#). Conférence invitée, Séminaire de la Faculté des Sciences Sociales et Politiques, Université de Lausanne , Feb 2016, Lausanne, Switzerland. 2016.

What is "quality" of higher education? How much does organization contribute to build it?

Birgit Pepin, Ghislaine Gueudet, Luc Trouche. [Refining teacher design capacity: Mathematics teachers' interactions with digital curriculum resources](#). ZDM / ZDM Mathematics Education, 2017, . The goal of this conceptual paper is to develop enhanced understandings of mathematics teacher design and design capacity when interacting with digital curriculum resources. We argue that digital resources in particular offer incentives and increasing opportunities for mathematics teachers' design, both individually and in collectives. Indeed they require increased design expertise because of the changing nature of the resources. Drawing on the literature we suggest ten questions providing a tool to study teacher design processes; and (2) we propose three components for exploring teacher design capacity. Building on two main theoretical areas (i.e. teaching as design; documentational approach to didactics) we propose to deepen understandings of the notions of "teacher design" and "teacher design capacity". Drawing on two different collective environments and two individual teacher cases working within these environments, we investigate and illustrate teachers' design processes and design[...]

Thierry Chevaillier, Marie Duru-Bellat. [Diploma Devaluation, The Ins and Outs](#). Shin J.C.; Teixeira P. Encyclopédie of International Higher Education Systems and Institutions, Springer, 5 p., 2017, 978-94-017-8904-2.

Christine Guégnard, Carine Erard. [Ombres et lumières à propos des parcours d'insertion des jeunes de la filière STAPS](#). Julien Calmand; Thomas Couppié; Valentine Henrard. Rendement éducatif, parcours et inégalités dans l'insertion des jeunes. Recueil d'études sur la Génération 2010, CEREQ, pp.367-384, 2017, 978-2-11-138832-1. .

Résumé : La filière STAPS plébiscitée par les jeunes attire-t-elle une population singulière par comparaison avec l'ensemble des étudiants ? « Ordinaires » par leurs caractéristiques d'origine (sociale et scolaire), les sortant-e-s de STAPS n'en présentent pas moins des spécificités au regard de leurs parcours et de leurs transitions professionnelles qui, marqués par l'emprise de l'emploi sportif, ne se déclinent pas de la même manière au féminin et au masculin.



Christine Guégnard, Jean-François Giret, Olivier Joseph, Jake Murdoch. [Les situations de NEET dans les parcours d'insertion des jeunes en France](#). Julien Calmand; Thomas Couppié; Valentine Henrard. Rendement éducatif, parcours et inégalités dans l'insertion des jeunes. Recueil d'études sur la Génération 2010, CEREQ, pp.225-246, 2017, 978-2-11-138832-1. .



Résumé : Si la France a une part de NEET proche de la moyenne européenne, cette population est encore peu étudiée, notamment dans une perspective longitudinale. L'objet de cette recherche est d'analyser les difficultés d'accès à l'emploi ou de retour en formation de ces jeunes, lors des trois premières années qui suivent la fin de formation initiale. L'enquête Génération permet d'identifier les profils des jeunes sortis en 2010 qui ont le plus de risques de devenir et de rester NEET (ni en emploi ni en étude ni en formation).

Denis Meuret. [La mauvaise discipline dans les classes françaises et quelques autres résultats de PISA 2015](#) . Les notes du conseil scientifique de la FCPE, 2017, 5 p.



Résumé : Le résultats de PISA 2015, pour la France, ressemblent à ceux de 2012 : la performance moyenne de nos élèves -en sciences, en compréhension de l'écrit, en mathématiques -, est proche de la moyenne des 34 pays de l'OCDE, ce qui s'observe depuis le début des évaluations PISA. Mais ces performances sont distribuées de façon nettement inéquitable. D'abord parce que les inégalités entre élèves forts et faibles sont particulièrement fortes en France, ensuite parce que les inégalités de performance selon le milieu social sont les plus fortes de l'OCDE. Les élèves qui passent les épreuves de PISA répondent aussi à un questionnaire sur leur expérience scolaire. En 2015, les élèves ont été interrogés sur la discipline dans les classes où on apprend les sciences. Nous donnons ici les réponses à ce questionnaire qui portent sur ce que les élèves vivent à l'école : la discipline dans la classe, le soutien qu'ils reçoivent de leurs enseignants, les relations qu'ils entretiennent avec eux ainsi que[...]

Javier Nunez Moscoso. [Los métodos mixtos en la investigación en educación: hacia un uso reflexivo](#). Cadernos de Pesquisa, Fundação Carlos Chagas, 2017, 47 (164).

Résumé : Este artículo pretende contribuir al uso reflexivo de los métodos mixtos, es decir aquellos métodos que combinan en una misma investigación las miradas cuantitativas y cualitativas en vistas de la realización de la fase empírica del estudio. Luego de describir sus características generales y sus principales críticas, se presentan los elementos mínimos que consideramos deberían ser explicitados cuando se emplean los métodos mixtos, con la finalidad de asegurar una vigilancia investigativa y una coherencia epistemológica. Posteriormente, se presenta una ilustración de la operacionalización y aplicación de los métodos mixtos en el caso de una investigación en educación que aborda las dificultades profesionales emergentes en el trabajo cotidiano de los profesores de especialidades agropecuarias.

Dominique Brousal. [RECHERCHE-INTERVENTION ET ACCOMPAGNEMENT DU CHANGEMENT EN EDUCATION : vers une approche contre-culturelle de l'émancipation](#). Education. Université Toulouse - Jean Jaurès, 2017.

Résumé : This document, written for authorization to manage PhD students, presents a synthetic overview of activities carried out during my PhD thesis and after in my missions of teacher-researcher at the university of Toulouse Jean Jaurès. It is chronologically organized in three parts. The first part returns on my doctoral path as well as on the works I led concerning the episodes of misunderstanding, which occur in the beginning of lessons. A biographical approach is mobilized. It

describes the conditions of emergence of themes, which occupy an important position in my researches: so as the questions of emancipation and change management. The second part reports productions relative to the professionalization in the field of health, to transmission of standards and values in vocational training, to construction of professionalism. It analyzes the way a number of changes (hospital reform, reengineering of training, neo-evaluation) affects these processes. The constitution of change as an[...]

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PAYE Simon - *Différencier les pairs : mise en gestion du travail universitaire et encastrement organisationnel des carrières académiques (Royaume-Uni, 1970-2010)*

PAYE Simon. [Différencier les pairs : mise en gestion du travail universitaire et encastrement organisationnel des carrières académiques \(Royaume-Uni, 1970-2010\)](#). Thèse en Sociologie, démographie, soutenue en 2013, sous la dir. de Christine MUSSELIN (Institut d'études politiques de Paris)

"En considérant le cas britannique, cette thèse étudie les mutations du travail universitaire dans un contexte marqué par la montée en puissance des pratiques de gestion du personnel et l'instauration de mécanismes de « quasi-marchés » par des politiques inspirées du New Public Management. À partir d'une enquête dans deux universités britanniques croisant entretiens biographiques, analyse de séquences des mobilités académiques et dépouillement d'archives, cette thèse révèle un important « travail d'organisation » effectué au sein des établissements qui a conduit à un encastrement organisationnel des carrières académiques et à une formalisation du contrôle professionnel. Cette « mise en gestion » du travail et des carrières s'est traduite par une différenciation professionnelle accrue et par l'émergence de nouvelles formes de flexibilité fonctionnelle, salariale et contractuelle. Pour autant, la profession académique n'a rien perdu de son monopole sur les opérations de jugement des pairs et de reproduction du corps. Toutefois, l'exercice de ce pouvoir est encadré par les prescriptions formelles des politiques de gestion du personnel. La gestion bureaucratique des carrières, si elle ne supprime pas la gestion paritaire, construit en revanche les cadres dans lesquels elle s'effectue. Cette thèse invite ainsi à réinterroger le concept de contrôle professionnel en le considérant non pas uniquement comme contrôle de la réalisation, de la division et de l'évaluation des tâches, mais également comme capacité à définir l'économie du travail dans laquelle ces tâches sont effectuées."

NAVARRO BAENE Gina Liceth. [Santé mentale positive chez des étudiants universitaires de la faculté de Médecine : étude comparative compte tenu des contextes socioculturels colombien et français](#). Thèse en Sciences de l'éducation, soutenue en 2015, sous la dir. de Marcel PARIAT & Jorge PALACIO SANUDO (Université Paris-Est-Créteil-Val-de-Marne)

"Cette étude doctorale cherche à revisiter 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 auxquelles 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 d'ajouter a de mauvais résultats académiques, l'échec ou le rattrapage des semestres, voire d'années... parlons aussi de la désertion des programmes, et du coût élevé des études pour les familles. Ceci implique que dans le cas particulier des étudiants, actuellement on ne parle plus seulement de malaise psychologique qui pourraient présenter les étudiants, et des conséquences possibles, sinon que la présence de certaines caractéristiques peut rendre possible des problèmes de santé mentale. En ce qui concerne la part de la personnalité, il est important que les étudiants aient un mécanisme de contrôle interne, une auto estime importante, et le minimum de symptômes de dépression. Pour cette raison, face aux fortes probabilités d'échec, ou d'abandon des étudiants, les professeurs et directeurs doivent connaître, l'état de santé mentale de leurs étudiants, afin de s'en servir pour renforcer les programmes existants, ou domine la prévention, plus que la notion de maladie... ainsi il y a un apport au processus d'adaptation, en plein bénéfice pour les étudiants lors de leur passage par l'université. Comme Coordinatrice de spécialisations et Enseignante Universitaire, il est, mon intérêt d'étudier les niveaux de Santé mentale positive dans différents contextes socioculturels qui nous portent à la construction d'une théorie qu'incluent les alternatives d'appui qui assurent la meilleure adaptation des étudiants au domaine Universitaire."

### ***Repéré sur : OCDE.fr***

Samuel Greiff, Katharina Scheiter, Ronny Scherer, Francesca Borgonovi, Ann Britt, Art Graesser, Muneo Kitajima, Jean-François Rouet. [Adaptive problem solving : Moving towards a new assessment domain in the second cycle of PIAAC](#). OECD Education Working Papers, n°156, june 2017. 56 p.

The set of skills that is required to be a successful citizen in the 21st century is rapidly evolving. New technologies and social systems grow increasingly complex and require individuals to quickly and flexibly adapt to new and changing circumstances. This paper outlines the key features of the domain of adaptive problem solving that is proposed to be assessed in the 2nd cycle of the OECD Survey of Adult Skills (PIAAC) in addition to the domains of numeracy and literacy. Adaptive problem solving is considered to be a crucial 21st century skill that combines cognitive and meta-cognitive processes. The paper develops a definition of adaptive problem solving building on relevant work in cognitive psychology and cognitive science, introduces its covariates and preconditions, discusses relevant assessment principles, and provides insights on the relevance of adaptive problem solving for labour markets and social integration.



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OCDE. [Les élèves sont-ils heureux ? Résultats du PISA 2015 : Le bien-être des élèves](#). PISA à la loupe, n° 71, 08 June 2017

L'école n'est pas qu'un lieu d'acquisition des savoirs scolaires ; c'est aussi un environnement social où les enfants ont la possibilité de développer les compétences socio-affectives nécessaires à leur épanouissement. Toutefois, malgré l'intérêt général porté au bien-être des élèves, aucun consensus ne semble se dégager sur les changements à apporter aux politiques ou aux programmes afin d'améliorer la qualité de vie des adolescents à l'école.

Les données de l'enquête PISA 2015 mettent en évidence l'existence de grandes différences entre les élèves, tant entre les pays qu'au sein de ceux-ci, quant à leur degré de satisfaction à l'égard de la vie, leur motivation à l'idée de réussir, leur niveau d'anxiété vis-à-vis du travail scolaire, leur participation aux activités physiques, leurs aspirations pour l'avenir, leur expérience du harcèlement par leurs pairs et leur sentiment d'injustice face au comportement de leurs enseignants. Une grande part de ces différences est liée à la perception qu'ont les élèves du climat de discipline en classe ou du soutien qu'ils reçoivent de leurs enseignants.

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

#### [Nudging Study Habits: A Field Experiment on Peer Tutoring in Higher Education](#)

Wilson, Nicholas ; Pugatch, Todd

More than two of every five students who enrolled in college in 2007 failed to graduate by 2013. Peer tutoring services offer one approach toward improving learning outcomes in higher education. We conducted a randomized controlled experiment designed to increase take-up of university tutoring services. Brief, one-time messages increased tutoring take-up by 7 percentage points, or 23% of the control group mean. Attendance at multiple tutoring sessions increased by nearly the same amount, suggesting substantial changes in study habits in response to a simple and inexpensive intervention. We find little evidence of advertising-induced tutoring on learning outcomes.

#### [Let Them Eat Lunch: The Impact of Universal Free Meals on Student Performance](#)

Amy Ellen Schwartz (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244) ; Michah W. Rothbart (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244)

This paper investigates the impact of extending free school lunch to all students, regardless of income, on academic performance in New York City middle schools. Using a difference-in-difference design and unique longitudinal, student level data, we derive credibly causal estimates of the impacts of "Universal Free Meals" (UFM) on test scores in English Language Arts (ELA) and mathematics, and participation in school lunch. We find UFM increases academic performance by as much as 0.059 standard deviations in math and 0.083 in ELA for non-poor students, with smaller, statistically significant effects of 0.032 and 0.027 standard deviations in math and ELA for poor students. Further, UFM increases participation in school lunch by roughly 11.0 percentage points for non-poor students and 5.4 percentage points for poor students. We then investigate the academic effects of school lunch participation per se, using UFM as an instrumental variable. Results indicate that increases in school lunch participation improve academic performance for both poor and non-poor students; an additional lunch every two weeks increases test scores by roughly 0.08 standard deviations in math and 0.07 standard deviations in ELA. Finally, we explore potential unintended consequences for



student weight outcomes, finding no evidence that UFM increases probability of obesity or overweight, or BMI. Results are robust to an array of alternative assumptions about sample and specifications.

### [The Role of Program Financing in the System of Higher Education](#)

George Abuselidze (Batumi Shota Rustaveli State University) ; Madona Mikeladze (Batumi Shota Rustaveli State University)

The development of education in any country or society is one of the most urgent issues. When we talk about the development of education, above all we must take into consideration governmental funding system. High education and research funding is priority in most developed countries. Georgia, as the region's geopolitical and geostrategic center a few years ago began formation of the liberal democratic value-based society. Over the last period in Georgia reforms in education system is ongoing, that led to changes in governments funding policy system. However, the higher education system is still far from Western standards of teaching and learning processes. The most significant problem in the educational system is inefficient financial management. The article above discusses the mechanisms for financing higher education in Georgia, financial management of the educational system, basically problems in program funding and their solutions. methods of studying observation, analysis and synthesis, progression from abstract towards concrete, notional experiment and experience. With the help of the article we have attempted to analyze one of the sides of the problem: how the state supports priority higher educational institutions and what the connection between consumed resources and learning outcomes is. The research clearly showed that financing education has become a priority direction for Georgia. The reform of the financing system has eliminated corruption in the educational system, increased competitiveness among the higher educational institutions, provided preparation of human resources in the fundamental fields of science and education, socially indigent population were given opportunity to get education. However, the same research also showed that the preparation of specialists with competences relevant to the modern requirements cannot be accomplished by financing only certain (though priority) programs.

### [The Impact of Studying Abroad on Economic Activity of Graduates](#)

Jacek Liwinski (Faculty of Economic Sciences, University of Warsaw Ul. Długa 44/50, 00-241 Warszawa)

Research background: Over 200,000 of European students study abroad under the Erasmus mobility program in the course of their higher education. It seems that employers may treat students' participation in international exchange programs as a signalling tool, since according to them international students' skills – both cognitive and non-cognitive – are well above the average. On the other hand, students participating in exchange programs underline a positive impact of studying abroad on their personal development, i.e. on their general skills. Thus, from a theoretical point of view we may expect a positive correlation between studying abroad and economic activity after graduation, which follows from both signalling theory and human capital theory. On the average, 54% of European students report that participation in Erasmus exchange program helped them to obtain the first job, but interestingly, those from the CEE countries, including Polish students, report it much more often. Purpose of the article: The aim of this paper is to determine whether studying abroad has an impact on the employment rate of higher education graduates in Poland over the first few years after graduation. Methodology/methods: We used the propensity score matching (PSM)

method and data from a representative, nationwide tracer survey of Poles who graduated from secondary schools or higher education institutions over the period of 1998-2005. Findings: The results of the analysis show that Polish students who completed at least one semester of their studies abroad do not benefit in terms of a higher employment rate after graduation.

#### [Post-compulsory education in England: choices and implications](#)

Claudia Hupkau ; Sandra McNally ; Jenifer Ruiz-Valenzuela ; Guglielmo Ventura

Most students do not follow the 'academic track' (i.e. A-levels) after leaving school and only about a third of students go to university before the age of 20. Yet progression routes for the majority that do not take this path but opt for vocational post-compulsory education are not as well-known, which partly has to do with the complexity of the vocational education system and the difficulty of deciphering available data. If we are to tackle long-standing problems of low social mobility and a long tail of underachievers, it is essential that post-16 vocational options come under proper scrutiny. This paper is a step in that direction. We use linked administrative data to track decisions made by all students in England who left compulsory education after having undertaken the national examination – the General Certificate of Secondary Education (GCSE) – at age 16 in the year 2009/10. We track them up to the age of 21, as they progress through the education system and (for some) into the labour market. We categorise the many different types of post-16 qualifications into several broad categories and we look at the probability of achieving various educational and early labour market outcomes, conditional on the path chosen at age 17. We also take into account the influence of demographics, prior attainment and the secondary school attended. Our findings illustrate the strong inequality apparently generated by routes chosen at age 17, even whilst controlling for prior attainment and schooling up to that point

#### [Efficiency of School Education: Teachers' View](#)

Avraamova, Elena (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Klyachko, Tatiana (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Loginov, Dmitriy (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Tokareva, Galina (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

The material presents the results of a questionnaire survey of teachers of general education organizations (schools, gymnasiums, lyceums) in the framework of monitoring the effectiveness of school education conducted by the Center for Continuing Education Economics of Institute of Applied Economic Research RANEPA in 2016. 2206 school teachers located in urban settlements and rural areas of the Chelyabinsk region, Altai and Stavropol territories. The positions of teachers on a wide range of issues related to the general education problem are considered: the personnel situation in schools, the quality of teaching, the professional development of the teacher's corps, the requirements for the modern teacher, the material position and social positioning of teachers, and the satisfaction of teachers with their professional activities. Particular attention is paid to the question of what qualitative changes have occurred in school education as a result of organizational and economic transformations in this area, namely, whether the level of teachers' professionalism has increased in the face of increasing wages.

#### [Educational disparities in the battle against infertility : evidence from IVF success](#)

SANTAEULÀLIA-LLOPIS, Raül; IORIO, Daniela; GROES, Fane; LEUNG, Man Yee Mallory

Using administrative data from Denmark (1995-2009) we find that maternal education significantly determines IVF success (live birth). Compared with high school dropouts, patients with a college (high school) degree have a 24% (16%) higher chance of attaining a live birth through IVF. Our explorations of the mechanisms underlying the education gradient rule out financial considerations, clinic characteristics, and medical conditions. Instead, we argue that the education gradient in IVF reflects educational disparities in the adoption of the IVF technology. These results are important because women's career and fertility choices are likely to be influenced by the determinants of IVF success.

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

Gerard Roland ; David Y. Yang

Beliefs about whether effort pays off govern some of the most fundamental choices individuals 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.

#### [A Quantitative Optimization Framework for Market-Driven Academic Program Portfolios](#)

Burgher, Joshua ; Hamers, Herbert (Tilburg University, Center For Economic Research)

We introduce a quantitative model that can be used for decision support for planning and optimizing the composition of portfolios of market-driven academic programs within the context of higher education. This model is intended to enable leaders in colleges and universities to maximize financial performance of the selection of market-driven academic programs while also achieving qualitative targets for dimensions of the portfolio (e.g., mission alignment, student demographics, and faculty characteristics). This model is then applied to a case from a school of continuing education at a prestigious private university in the US. The results of the case highlight the potential positive impact of utilizing a model such as this for planning purposes.

#### [Does Choice Increase Information? Evidence from Online School Search Behavior](#)

Michael F. Lovenheim ; Patrick Walsh

We examine whether changes in the local school choice environment affect the amount of information parents collect about local school quality, using data on over 100 million searches from greatschools.org. We link monthly data on search frequency in local "Search Units" to information on changes in open enrollment policies, tuition vouchers, charitable scholarship tax credits, tuition tax credits, local choice opportunities driven by No Child Left Behind sanctions and charter school penetration. Our results indicate that expansions in school choice rules and opportunities in a given area have large, positive effects on the frequency of searches done for schools in that area. These estimates suggest that the information parents have about local schools is endogenous to the choice

environment they face, and that parental information depends not just on the availability of data, but also the incentive to seek and use it.

#### [Development of Human Capital in Bialystok Functional Area](#)

Anna Busłowska (Uniwersytet w Białymstoku) ; Beata Wisniewska (Wyzsza Szkola Ekonomiczna)

Today, the value of skilled, complex and creative work is growing fast. In the global knowledge economy, people's knowledge, skills learning, talents and abilities - their human capital - have become a main factor of economic growth. In many regions, the potential of human capital is restricted, eg. in podlaskie voivodship. Particular problems exist in the field of vocational education as a result of long-term under-funding of vocational schools, reversal of proportion in choice between vocational and regular high schools, etc. Especially in the field of vocational education exists low quality of training. Education systems can do much to help people realise their potential and external funding (eg. EU) can support innovative projects for the development of human resources. The main goal of this article is to show an example of innovative project in the field of vocational education. In frame of EU instrument called Integrated Territorial Investments in Bialystok Functional Area (BFA) is implementing project "Competence Center of BFA". The project is to support the development of knowledge, professional skills, talents and abilities. In the article was described a case study of "Competence Center of BFA", which aims to adapt the competence to the needs of the regional economy. Case study will be preceded by an analysis of the situation of vocational education in the area of BFA and analysis of theoretical issues. The analysis led to the following conclusions: vocational education requires a broad integrated support; cooperation with different stakeholders (especially with employers, organizations of business environment, etc.) is essential to achieve high-quality education; a vocational education should be more attractive for pupils.

#### [An attempt to optimise the number of pupils in comprehensive secondary schools based on their learning outcomes](#)

Jan Polcyn (Stanislaw Staszic University of Applied Sciences in Pila, Poland)

There may be a significant correlation between the number of pupils in a school and their learning performance. Some studies point to the negative impact of schools with a large number of pupils on the educational results achieved. At the same time, the demographic crisis that has been deepening steadily for several years now represents an important motivation for rationalising the existing network of schools. The aim of the study was to determine the optimum size of schools based on the criterion of examination results expressed through educational value added. The analysis covered all comprehensive secondary schools in Poland over the 2013 to 2015 period (a total of 1,943 schools). It determined the correlation between the size of a school expressed through the average number of graduates, and the results of the matura examination (the secondary school leaving exam in Poland) expressed through educational value added. Data for the analysis was obtained from the Section of Educational Value Added of the Educational Research Institute in Warsaw. The comprehensive secondary schools under study were divided into 5 classes, according to the criterion of the average annual number of graduates. The following analytical classes were distinguished: class A - up to 50 graduates, class B - 51-100 graduates, class C - 101-150 graduates, class D - 151 -200 graduates, class E - above 201 graduates. The analyses conducted in this study showed that the comprehensive secondary schools with over 600 pupils had the highest learning outcomes as expressed through educational value added. The lowest educational effectiveness was found in schools with less than 150 pupils. A dependency was discovered whereby the effectiveness of education increases as the

number of pupils grows. Due to the lack of data concerning examination results in schools with more than 1,000 pupils (value indicated in American studies as the threshold value for positive learning outcomes), it was not possible to determine the maximum number of pupils that guarantees satisfactory learning outcomes.

#### [How to escape poverty through education?: Intergenerational evidence in Spain](#)

Duarte, Rosa ; Ferrando, Sandra ; Molina, Jose Alberto

This paper analyzes the determinants of escaping poverty through education in Spain, with this being the country that, according to Eurostat (2010), is among the top European countries regarding the percentage of the population affected by poverty. Specifically, the paper studies the transmission of poverty over two generations by analyzing the factors that affect the probability of having completed the secondary level of education. To that end, we use the conceptual Quantity-Quality model of Becker-Lewis, empirically estimated by using the Survey of Living Conditions (2011) provided by the Spanish Statistical Institute. Our results confirm the intergenerational transmission of poverty in Spain, in such a way that the probability that the respondent has completed secondary education is determined, although not exclusively, by the family conditions of the respondents during their teenage years.

#### [Ewing Marion Kauffman School Evaluation Impact Report Year 5](#)

Matthew Johnson ; Alicia Demers ; Cleo Jacobs Johnson ; Claudia Gentile

In each of its first five years, the Kauffman School had positive, statistically significant, and educationally meaningful impacts on student achievement growth in mathematics, English language arts and science, beyond the growth achieved by students in other Kansas City public schools.

#### [Comparative Analysis of the National Education Systems of the BRICS](#)

Krasnova, Gulnara (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

In this paper the national education systems of the BRICS countries are analyzed: accessibility, quality, structure, qualifications, financing, management, additional vocational education, ongoing reforms.

#### [From the Field to the Lab. An Experiment on the Representativeness of Standard Laboratory Subjects](#)

Frigau ; T. Medda ; V. Pelligra

We replicate in the lab an artefactual field experiment originally run with a representative sample of the population. Our results show that, despite the many differences between university students and representative subjects from the whole population, the two samples closely follow a common behavioral pattern in a set of binary dictator games. The only exception seems to be represented by a significant difference in those situations where self-interest plays a prominent role. This gap is mainly related to the academic background of the participants - our sample of undergraduate economics students, in fact, differs in its degree of self-interested choices both from the representative group of the population and from its sub-sample of students from heterogeneous disciplines.

#### [Ewing Marion Kauffman School Evaluation Impact Report Year 5 \(Executive Summary\)](#)

Matthew Johnson ; Alicia Demers ; Cleo Jacobs Johnson ; Claudia Gentile

In each of its first five years, the Kauffman School had positive, statistically significant, and educationally meaningful impacts on student achievement growth in mathematics, English language arts and science, beyond the growth achieved by students in other Kansas City public schools.

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

Erik O. Kimbrough ; Andrew D. McGee ; Hitoshi Shigeoka

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.

### [Financial sustainability for private higher education institutions](#)

Zanna Cernostana (Baltic International Academy, Latvia)

The development of higher education (HE) is amongst topical issues. The modern society recognises that the most valuable capital is a human being with his/her intellectual potential and this has become the main resource for social and economic development. The important component of the HE systems of many countries is formed by Private Higher Education Institutions (PHEIs), although in each case they have national peculiarities. Today PHEIs undergo difficulties inherent to the entire system of education. The problem of financial sustainability and efficiency of HEIs is becoming urgent. In this context, the most important issue is to deal with developing approaches for quantifying financial sustainability and identifying the indicators of its evaluation. To analyse the financial sustainability of the private sector of HE in Latvia and justify the necessity of an integrated indicator system for financial sustainability evaluation. Include methods of economic and statistic analyses, methods of the analysis and synthesis of economic information, methods of grouping, comparisons, classification, summarising, description and prediction. One of the major issues is the existing gap between the assessment of financial activities of a higher education institution (HEI) and its education activities, which is asserted by accreditation standards; according to these standards, financial and education activities are autonomous entities, hardly interconnected.

### [The Impact of Student Debt on Education, Career, and Marriage Choices of Female Lawyers](#)

Holger Sieg ; Yu Wang

We develop and estimate a dynamic model to study the impact of student debt on education, career, and marriage market choices of young female lawyers. Our model accounts for several important institutional features of the labor market for lawyers, including differences in the work hours across occupational tracks and learning about the prospects of promotion to partner. Some female students need to take on large amounts of student debt to finance their education and hence start their careers with large amounts of negative wealth. The empirical findings suggest that student debt has

negative effects on marriage prospects, career prospects, and investments in educational quality of female lawyers. The analysis also provides new insights into the design of public policies that aim to increase public sector employment. We show that it is possible to design conditional wage or debt service subsidy programs that significantly increase public sector career choices at reasonable costs.

### [The Effect of Physical Activity on Student Performance in College: An Experimental Evaluation](#)

Fricke, Hans ; Lechner, Michael ; Steinmayr, Andreas

What is the role of physical activity in the process of human capital accumulation? Brain research provides growing evidence of the importance of physical activity for various aspects of cognitive functions. An increasingly sedentary lifestyle could thus be not only harmful to population health, but also disrupt human capital accumulation. This paper analyzes the effects of on-campus recreational sports and exercise on educational outcomes of university students. To identify causal effects, we randomize financial incentives to encourage students' participation in on-campus sports and exercise. The incentives increased participation frequency by 0.26 times per week (47%) and improved grades by 0.14 standard deviations. This effect is primarily driven by male students and students at higher quantiles of the grade distribution. Results from survey data suggest that students substitute off-campus with on-campus physical activities during the day but do not significantly increase the overall frequency. Our findings suggest that students spend more time on campus and are better able to integrate studying and exercising, which may enhance the effectiveness of studying and thus improve student performance.

### [Trade, Education, Governance and Distance: Impact on Technology Diffusion and Productivity Growth in Asia and LAC](#)

Schiff, Maurice ; Wang, Yanling

This paper examines the impact of North-South trade, education, governance and North-South distance, on technology diffusion and total factor productivity (TFP) growth in the South, focusing on LAC and East Asia over the 32 years before the Great Recession (1976-2007). Findings are: i) TFP rises with education, trade, governance (ETG) and imports' R&D content, and falls with distance to the North; ii) an increase of LAC's ETG to East Asia's levels raises TFP by 165%, fully accounting for its TFP gap with East Asia; iii) the impact of the education gap equals the sum of the governance and openness gaps; and iv) South America's loss of TFP relative to Mexico associated with its greater distance to US-Canada (both Europe and Japan) is 9.3 (0) percent.

### [Supporting Statewide Implementation of Evidence-Based Teen Pregnancy Prevention Programs](#)

Susan Zief ; Theresa Schulte

This issue brief documents the implementation infrastructure that four states—California, Maine, Pennsylvania, and South Carolina—developed to support implementation of their Personal Responsibility Education Program (PREP)-funded evidence-based teen pregnancy prevention programs.

### [Consequences and Risks of Reforms in Russian Higher Education](#)

Klyachko, Tatiana (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

The paper examines the main results, consequences and risks of the reforms carried out in recent years in Russian higher education. In particular, the consequences and risks of the introduction of the



USE for the development of regional HEIs, the problems associated with monitoring the effectiveness of HEIs and the transition to higher education for normative per capita financing are analyzed.

#### [Homophily in Entrepreneurial Team Formation](#)

Paul A. Gompers ; Kevin Huang ; Sophie Q. Wang

We study the role of homophily in group formation. Using a unique dataset of MBA students, we observe homophily in ethnicity and gender increases the probability of forming teams by 25%. Homophily in education and past working experience increases the probability of forming teams by 17% and 11 % respectively. Homophily in education and working experience is stronger among males than females. Further, we examine the causal impact of homophily on team performance. Homophily in ethnicity increases team performance by lifting teams in bottom quantiles to median performance quantiles, but it does not increase the chance of being top performers. Our findings have implications for understanding the lack of diversity in entrepreneurship and venture capital industry.

#### [Earning your CAP: A Comprehensive Analysis of The University of Texas System's Coordinated Admissions Program](#)

Rodney J. Andrews ; John Thompson

The competitive application process is the traditional path to gain access to selective public universities. There is little research on alternative pathways to gain access to selective public universities. In this manuscript, we use the fuzzy regression discontinuity design to study the impact of transferring to the University of Texas at Austin. We find that gaining access via this path has an impact on choice of major, financial aid, and earnings.

#### [Management and Student Achievement: Evidence from a Randomized Field Experiment](#)

Roland G. Fryer, Jr

This study examines the impact on student achievement of implementing management training for principals in traditional public schools in Houston, Texas, using a school-level randomized field experiment. Across two years, principals were provided 300 hours of training on lesson planning, data-driven instruction, and teacher observation and coaching. The findings show that offering management training to principals significantly increases student achievement in all subjects in year one and has an insignificant effect in year two. We argue that the results in year two are driven by principal turnover, coupled with the cumulative nature of the training. Schools with principals who are predicted to remain in their positions for both years of the experiment demonstrate large treatment effects in both years – particularly those with principals who are also predicted to implement the training with high fidelity – while those with principals that are predicted to leave have statistically insignificant effects in each year of treatment.

#### [Differentiated Accountability and Education Production: Evidence from NCLB Waivers](#)

Steven W. Hemelt ; Brian Jacob

In 2011, the U.S. Department of Education granted states the opportunity to apply for waivers from the core requirements of No Child Left Behind (NCLB). In exchange, states implemented systems of differentiated accountability in which they identified and intervened in their lowest-performing schools (“Priority” schools) and schools with the largest achievement gaps between subgroups of students (“Focus” schools). We use administrative data from Michigan in a series of regression-discontinuity analyses to study the effects of these reforms on schools and students. Overall, we find



that neither reform had appreciable impacts on various measures of school staffing, student composition, or academic achievement. We find some evidence that the Focus designation led to small, short-run reductions in the within-school math achievement gap – but that these reductions were driven by stagnant performance of lower-achieving students alongside declines in the performance of their higher-achieving peers. These findings serve as a cautionary tale for the capacity of the accountability provisions embedded in the recent reauthorization of NCLB, the Every Student Succeeds Act (ESSA), to meaningfully improve student and school outcomes.

#### [Nudging Study Habits: A Field Experiment on Peer Tutoring in Higher Education](#)

Wilson, Nicholas (Reed College) ; Pugatch, Todd (Oregon State University)

More than two of every five students who enrolled in college in 2007 failed to graduate by 2013. Peer tutoring services offer one approach toward improving learning outcomes in higher education. We conducted a randomized controlled experiment designed to increase take-up of university tutoring services. Brief, one-time messages increased tutoring take-up by 7 percentage points, or 23% of the control group mean. Attendance at multiple tutoring sessions increased by nearly the same amount, suggesting substantial changes in study habits in response to a simple and inexpensive intervention. We find little evidence of advertising-induced tutoring on learning outcomes.

#### [An Evaluation of Bias in Three Measures of Teacher Quality: Value-Added, Classroom Observations, and Student Surveys](#)

Andrew Bacher-Hicks ; Mark J. Chin ; Thomas J. Kane ; Douglas O. Staiger

There are three primary measures of teaching performance: student test-based measures (i.e., value added), classroom observations, and student surveys. Although all three types of measures could be biased by unmeasured traits of the students in teachers' classrooms, prior research has largely focused on the validity of value-added measures. We conduct an experiment involving 66 mathematics teachers in four school districts and test the validity of all three types of measures. Specifically, we test whether a teacher's performance on each measure under naturally occurring (i.e., non-experimental) settings predicts performance following random assignment of that teacher to a class of students. Combining our results with those from two previous experiments, we provide further evidence that value-added measures are unbiased predictors of teacher performance. In addition, we provide the first evidence that classroom observation scores are unbiased predictors of teacher performance on a rubric measuring the quality of mathematics instruction. Unfortunately, we lack the statistical power to reach any similar conclusions regarding the predictive validity of a teacher's student survey responses.

#### [The Impact of Free Early Childhood Education and Care on Educational Achievement: A Discontinuity Approach Investigating Both Quantity and Quality of Provision](#)

Jo Blanden ; Emilia Del Bono ; Kirstine Hansen ; Birgitta Rabe

In this paper we analyse whether entitlement to free part-time early childhood education and care at 3 years old affects educational attainment in the first year of primary school. Our identification strategy exploits date-of-birth discontinuities that lead to some children born just a few days apart being entitled to different amounts of free pre-school (up to 3.5 months) while starting school at the same time and within the same cohort. Using administrative data on all state school pupils in England, we carry out a regression discontinuity analysis and find that eligibility to free part-time early education and care results in a zero overall effect on educational achievement at age 5. This is

true for advantaged and disadvantaged groups and for children attending high and low quality provision.

#### [The Dynamics of Study-Work Choice and Its Effect on Intended and Actual University Attainment](#)

Gong, Xiaodong (NATSEM, University of Canberra)

We study the dynamics of study-work choices of Australian high school students and how these choices affect intended and actual enrolment in universities when they finish their school education. A dynamic random effect multi-equation model is constructed and estimated. We find that study-work choices are state dependent, driven by student heterogeneity and the school environment they are in. They are also related to behaviours of the fellow students in the same school. We find that study-work choices significantly affect enrolment in universities but they hardly have any effect on students' preference for university attainment.

#### [The impact of exposure to cash transfers on education and labor market outcomes](#)

Paredes-Torres, Tatiana

This paper studies the short and long-term effects of exposure to Bono de Desarrollo Humano (BDH), the main unconditional cash transfer program in Ecuador, on young people's education and labor market outcomes. Using individual administrative panel data and a regression discontinuity design, I estimate the short-term impact of BDH, as well as the differential impact of a long exposure (10 years) versus a short exposure to BDH (five years). In the short-run, treated children experienced gains in enrollment and schooling, but those gains dissipated after five more years of treatment. This explains why after ten years of exposure, treated children aged 18-21 were not more likely to finish high school when compared to similar children who were only treated during the first five years of the program. Regarding labor market outcomes, BDH had a negative but not statistically significant impact on the probability of working among the young children who were treated either during five or ten years and did not increase job opportunities among young adults.

#### [Health effects of instruction intensity: Evidence from a natural experiment in German high-schools](#)

Quis, Johanna Sophie ; Reif, Simon

A large literature aims to establish a causal link between education and health using changes in compulsory schooling laws. It is however unclear how well more education is operationalized by marginal increases in school years. We shed a new light on this discussion by analyzing the health effects of a reform in Germany where total years of schooling for students in the academic track were reduced from nine to eight while keeping cumulative teaching hours constant by increasing instruction intensity. The sequential introduction of the reform allows us to implement a triple difference-in-differences estimation strategy with data from the German Socio-Economic Panel. We find that increased weekly instruction time has negative health effects for females while they are still in school. However, after graduation, females even seem to benefit from reduced school years. We find no effects on males' health.

#### [Education and Skills: The UK Policy Agenda](#)

Sandra McNally ; Gill Wyness

The UK's overall school budget has been protected in real terms but does not provide for funding per pupil to increase in line with inflation. Because pupil numbers are increasing, large falls in expenditure per pupil are expected over the next few years unless more funding is allocated. The

situation facing post-16 education is a lot worse. A more widespread adoption of grammar schools is very likely to increase socio-economic segregation by school type and is unlikely to lead to any increase in average educational attainment in the country. Although increasing intermediate skills among young people and adults is needed, many concerns have been raised about the how apprenticeship policy is being implemented. This includes an emphasis on quantity over quality and differences in the provision of training opportunities for large employers compared with small and medium-sized enterprises.

### [Implications for Teacher Training and Support for Inclusive Education in Cambodia: An Empirical Case Study in a Developing Country](#)

Kuroda, Kazuo ; Kartika, Diana ; Kitamura, Yuto

Research in developed countries has consistently demonstrated that training and experience are factors that strongly influence teacher attitudes toward inclusive education. Given the implications of this research for teacher-related policies on inclusive education in other countries, the present study seeks to empirically determine and verify the impact of training and experience in the developing country context. Surveys were conducted across Cambodia in February 2015 involving 448 teachers of children with and without disabilities, to find out how their training and experience influences their perspectives on how children with disabilities should be educated. Twenty-four were then selected for focus group interviews. A Pearson chi-square test was used to determine the statistical significance of (i) training on teaching children with disabilities, and (ii) experience in teaching children with disabilities, in teacher perceptions of inclusive education. Their perceptions were also analyzed by disability categories. Statistical analysis revealed that neither training nor experience in teaching children with disabilities significantly influences teacher perceptions of inclusive education in Cambodia. Qualitative responses pointed out that not only is the current cascade teacher training system ineffective in reaching out to all teachers, the message of inclusive education?its purpose and methods?is also not effectively transmitted to all teachers. The responses show that the lack of quality training and on-site support negatively affected their experience of teaching and meeting the educational needs of children with disabilities. The results also showed that the inclusion of severe sensory impaired children in such programs is perceived much more negatively in Cambodia as compared to developed countries. The findings of this study thus have implications for teacher training programs, their resources, and the support for teachers that is required to facilitate the inclusion of disabled students in the context of developing countries, particularly for those students with severe sensory impairment.

### [Academies 2: the new batch - the changing nature of academy schools in England](#)

Andrew Eyles ; Stephen Machin ; Olmo Silva

The English education system has undergone large-scale restructuring through the introduction of academy schools. The most salient feature of these schools is that, despite remaining part of the state sector, they operate with more autonomy than the predecessors they replaced. Two distinct time periods of academy school introduction have taken place, under the auspices of different governments. The first batch was initiated in the 2002/03 school year by the Labour government of the time, and was a school improvement programme directly aimed at turning around badly performing schools. The second batch involved a mass academisation process following the change of government in May 2010 and the Academies Act of that year, which resulted in increased heterogeneity of new academies. This paper compares the two batches of introduction with the aim

of getting a better understanding of their similarities and differences, and their importance for education policy. To do so, we study what types of schools were more likely to change to academy status in the two programmes, and the impact of this change on the quality of new pupil enrolments into the new types of school. Whilst we do point out some similarities, these are the exception rather than the norm. For the most part, our analysis reveals a number of marked dissimilarities between the two programmes, in terms of both the characteristics of schools that become academies and the changes in pupil intakes that occurred post-conversion.

### [Intergenerational effect of education reform program and maternal education on children's educational and labor outcomes: evidence from Nepal](#)

Vinish Shrestha ; Rashesh Shrestha

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.

### [\(II\) legal assignments in school choice](#)

EHLERS, Lars ; MORRILL, Thayer

In public school choice, students with strict preferences are assigned to schools. Schools are endowed with priorities over students. Incorporating different constraints from applications, priorities are often modeled as choice functions over sets of students. It has been argued that the most desirable criterion for an assignment is fairness; there should not be a student having justified envy in the following way: he prefers some school to his assigned school and has higher priority than some student who got into that school. Justified envy could cause court cases. We propose the following fairness notion for a set of assignments: a set of assignments is legal if and only if any assignment outside the set has justified envy with some assignment in the set and no two assignments inside the set block each other via justified envy. We show that under very basic conditions on priorities, there always exists a unique legal set of assignments, and that this set has a structure common to the set of fair assignments: (i) it is a lattice and (ii) it satisfies the rural-hospitals theorem. This is the first contribution providing a "set-wise" solution for many-to-one matching problems where priorities are not necessarily responsive and schools are not active agents.

### [Born Under a Lucky Star: Financial Aid, College Completion, Labor Supply, and Credit Constraints](#)

Jeffrey T. Denning (Brigham Young University)

Higher education has experienced many changes since the 1970s, including an increase in the price of college, an increase in student employment during college, a decrease in college completion rates, and an increase in time to degree. This paper ties these trends together by causally linking changes in

financial aid with time to degree and student employment during college. I find that additional financial aid accelerates graduation for university seniors because they increase credits attempted and reduce earnings while in college. In reaching this finding, I use administrative education and earnings data to examine a discrete change in the amount of federal financial aid available to financially independent students. The estimates in this paper imply that roughly 50 percent of the observed increase in time to degree can be explained by changes in tuition.

#### [Impact of Universal Primary Education Policy on Out of School Children in Uganda](#)

Lamichhane, Kamal ; Tsujimoto, Takahiro

Despite the recognition of the importance of providing quality education to all children in several international declarations, still majority of children with disabilities are likely to face barriers to quality education particularly in developing countries. Numerous existing studies examine the education of female as out of school children, yet only few studies exists on children with disabilities. To bridge the knowledge gap in the existing studies, using the nationally representative demographic and health survey dataset, we estimate the effect of Universal Primary Education (UPE) policy on educational attainments of out of school children in Uganda. Following the identification strategies in previous literatures, we compare two cohorts (pre- and post- UPE) for those with and without disabilities. While UPE was found effective to bridge the gender gap, we observe no significant improvements between children with and without disabilities in poor households. This finding suggests the difficulty of parents with financial constraints to invest in education regardless of whether their children are disabled or not. Additionally, for the samples with disabilities only, we observe positive effect of UPE on years of schooling for full and female samples but not for poor households. These findings suggest that simply waiving of tuition fee as UPE policy does is not sufficient to increase the school enrollment and years of schooling of persons with disabilities, especially in poor households.

#### [The Labor Market Gender Gap in Denmark: Sorting Out the Past 30 Years](#)

Gallen, Yana (Harris School, University of Chicago) ; Lesner, Rune V. (Aarhus University) ; Vejlin, Rune Majlund (Aarhus University)

We document the declining gap between the average earnings of women and men in Denmark from 1980 to 2010. The decline in the earnings gap is driven by increased labor force participation and increases in hours worked by women, and to a smaller extent by a decline in the gender wage gap. The gap has declined least among higher earning women – the average wage of the top 10 percent of female earners is 28-33% lower than the average wage of the top 10 percent of male earners. Women are becoming more educated and are a larger share of the professional labor force than in previous decades, but a substantial wage gap of about 10 percent remains for the youngest cohorts even after controlling for age, education, experience, occupation, and firm choice. Unlike the case of the US, differences in educational attainment, occupational choice, industry, and experience explained about 15 percentage points of the Danish wage gap in 1980, but now these factors explain only about 6 percent-age points of the Danish wage gap. In fact, though variation in the wage gap across occupations is sub-stantial, this variation is not correlated with the fraction of the occupation which is female. The data show a great deal of sorting and segregation across industries, occupations, and even firms. However, this sorting does not explain more than half of the wage gap. We conclude that a great deal of the re-maining disparity between the wages of women and men is tied to the differential effects of parenthood by gender.

### [Closing or Reproducing the Gender Gap? Parental Transmission, Social Norms and Education Choice](#)

Humlum, Maria Knoth (Aarhus University) ; Nandrup, Anne Brink (Aarhus University) ; Smith, Nina (Aarhus University)

Over the last decade, the economic literature has increasingly focused on the importance of gender identity and sticky gender norms in an attempt to explain the persistence of the gender gaps. Using detailed register data on the latest cohorts of Danish labour market entrants, this paper examines the intergenerational correlation in gender-stereotypical choice of education. Although to some extent picking up inherited and acquired skills, our results suggest that if parents exhibit gender stereotypical labour market behaviour, children of the same sex are more likely to choose a gender stereotypical education. The associations are strongest for sons. Exploiting the detailed nature of our data, we use birth order and sibling sex composition to shed light on the potential channels through which gender differences in educational preferences are transmitted across generations. We propose that such transmissions may attenuate the final closing of the gender gap.

### [The Effects of School Reform Under NCLB Waivers: Evidence from Focus Schools in Kentucky](#)

Sade Bonilla ; Thomas Dee

Under waivers to the No Child Left Behind (NCLB) Act, the federal government required states to identify schools where targeted subgroups of students have the lowest achievement and to implement reforms in these "Focus Schools." In this study, we examine the Focus School reforms in the state of Kentucky. The reforms in this state are uniquely interesting for several reasons. One is that the state developed unusually explicit guidance for Focus Schools centered on a comprehensive school-planning process. Second, the state identified Focus Schools using a "super subgroup" measure that combined traditionally low-performing subgroups into an umbrella group. This design feature may have catalyzed broader whole-school reforms and attenuated the incentives to target reform efforts narrowly. Using regression discontinuity designs, we find that these reforms led to substantial improvements in school performance, raising math achievement by 17 percent and reading achievement by 9 percent.

### [School Performance, Accountability and Waiver Reforms: Evidence from Louisiana](#)

Thomas Dee ; Elise Dizon-Ross

States that received federal waivers to the No Child Left Behind (NCLB) Act were required to implement reforms in designated "Focus Schools" that contribute to achievement gaps. In this study, we examine the performance effects of such "differentiated accountability" reforms in the state of Louisiana. The Focus School reforms in Louisiana emphasized school-needs assessments and aligned technical assistance. These state reforms may have also been uniquely high-powered because they were linked to a new letter-based school-rating system. We examine the impact of these reforms in a sharp regression discontinuity (RD) design based on the assignment of schools to Focus status. We find that, over each of three years, Louisiana's Focus School reforms had no measurable impact on school performance. We discuss evidence that these findings may reflect policy uncertainty and implementation fidelity at the state and local level.

### [The Effect of School Quality on Housing Rent: Evidence from Matsue city in Japan](#)

Yuta Kuroda

This study investigates the effect of public school quality on the housing rent within its school district by using Japanese data. I estimate the causal effect of school quality as measured by average test score on housing rent by using regression discontinuity design to control for unobserved characteristics of neighborhoods. Specifically, I focus on apartment buildings located on school attendance district boundaries. I find that school quality has significantly positive effect on housing rent of apartment for families, where school quality does not have significant effect on housing rent of houses for single person. This results show that parents are willing to pay more to send their child to better school.

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

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

### [The Future of Distance Learning for Theological Education in Romania](#)

Daniel Fodorean (Baptist Theological Institute of Bucharest)

Romanian education system is in constant change, trying to distance itself from the communist approach to education, but also in fast integration with our contemporary new pedagogical methods. In the opinion of some observers especially careful on education, the changes that have occurred in the nearly 27 years since the fall communism in Romania has been too slow. Others believe that in these 27 years has made radical changes Romanian education. A kind of jumps from modern approaches to postmodern approaches, from traditional education methods in education, using innovative pedagogical methods almost most. Distance education has found its place in education specific legislation in 1995, but the first program of distance learning in higher education was launched in the academic year 1998–1999. In theology, the situation was even more different in that it was only in 2005 launched the first distance learning program in the field of theology. This article aims to evaluate and demonstrate that the distance education in theology is the only possible path of development, thus ensuring the future for training religious ministers in Romania.

Keywords: theology, education, distance learning education, online education, university

### [Efficiency of investment in compulsory education: empirical analyses in Europe](#)

Tommaso Agasisti (Politecnico di Milano School of Management Department of Management, Economics and Industrial Engineering) ; Ralph Hippe (European Commission - JRC) ; Giuseppe Munda (European Commission - JRC)



The current economic crisis has put ever more to the forefront the need to achieve educational goals in the most efficient way. Therefore, this report provides an empirical analysis of the efficiency in education in the EU. Efficiency is measured first by using two different but related traditional frontier approaches (Data Envelopment Analysis and Free Disposal Hull) and then the robustness of our findings is checked by means of multi-criteria evaluation. The analysis is based on a number of standard variables from the literature. The results show, among others, that not the amount, but the specific use of resources is what matters; and that the efficiency of an educational system could also contribute to long-term benefits in terms of adults' skills and competences.

#### [Father Absence and the Educational Gender Gap](#)

Lundberg, Shelly (University of California, Santa Barbara)

The educational attainment of young women now exceeds that of young men in most of the developed world, and women account for about 60% of new four-year college graduates in the United States. Several studies have suggested that the increase in single-parent households may be contributing to the growing gender gap in education, as boys are more vulnerable to the negative effects of father absence and economic disadvantage than girls. Using data on recent cohorts of young men and women from the National Longitudinal Study of Adolescent to Adult Health (Add Health), I find evidence consistent with other studies that boys are relatively more likely to experience problems in school, including school suspensions, when their father is absent, but also that girls are relatively more likely to experience depression in adolescence, particularly in step-father families. By the time Add Health subjects are young adults, there is no evidence that father absence early in life is more strongly associated with lower rates of college graduation for men, compared to women, in either cross-sectional or family fixed-effect models.

#### [Cost Efficiency and Cost-Benefits Relationship Analysis in the Romanian Education System](#)

Liliana Paschia (Hyperion University Bucharest, Romania)

For reaching a certain level of performance, it is not absolutely necessary to have additional amounts of money, but an amount distribution in a more efficient manner between school units, or their reorganization. One of the important ways to reduce the base cost and in the same time to reach a high level of preparation for students is efficiency growth. In other words, the best way to grow student performance in lack of cost growth is to grow the productivity through management methods specific to teaching activities.

***Repéré sur : worldbank.org***

Halil Dundar, Benoit Millot, Michelle Riboud, Mari Shojo, Harsha Aturupane, Sangeeta Goyal and Dhushyanth Raju. [Sri Lanka Education Sector Assessment: Achievements, Challenges, and Policy Options](#). Washington : World Bank, July 2017

A country's education system plays a pivotal role in promoting economic growth and shared prosperity. Sri Lanka has enjoyed high school-attainment and enrollment rates for several decades. However, it still faces major challenges in the education sector, and these challenges undermine the country's inclusive growth goal and its ambition to become a competitive upper-middle-income country. The authors of Sri Lanka Education Sector Assessment: Achievements, Challenges, and Policy Options offer a thorough review of Sri Lanka's education sector—from early childhood education



through higher education. With this book, they attempt to answer three questions: • How is Sri Lanka's education system performing, especially with respect to participation rates, learning outcomes, and labor market outcomes? • How can the country address the challenges at each stage of the education process, taking into account both country and international experience and also best practices? • Which policy actions should Sri Lanka make a priority for the short and medium term? The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them. To attain inclusive growth and become globally competitive, Sri Lanka needs to embark on integrated reforms across all levels of education. These reforms must address both short-term skill shortages and long-term productivity. As Sri Lanka moves up the development ladder, the priorities of primary, secondary, and postsecondary education must be aligned to meet the increasingly complex education and skill requirements.

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- Does diversification promote risk reduction and profitability raise? Estimation of dynamic impacts using the pooled mean group model  
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- Problems and Prospects in Early Childhood Education Provisioning in Turkey and South Africa  
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- What happened and why? Considering the role of truth and memory in peace education curricula  
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- Standing in need of justification: Michael Apple, R.S. Peters and Jürgen Habermas  
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- Research degrees in Information and Communication Technology (ICT): Why so few doctoral students?  
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- Academic boredom among students in higher education: A mixed-methods exploration of characteristics, contributors and consequences  
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- Motivation of Emirati males and females to study at higher education in the United Arab Emirates  
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- Designing informal learning experiences for early career academics using a knowledge ecosystem model  
Faye Miller, Helen Partridge, Christine Bruce & Brian Hemmings
- Time! What's that? You're joking, I don't have any!  
Denis Feather <http://orcid.org/0000-0002-7477-4776>
- Do student-centred learning activities improve learning outcomes on a BTEC Applied Science course in FE?  
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[International Journal of Inclusive Education, Volume 21, Issue 7, July 2017](#)

- 'He also has the right to be who he is ...'. An exploration of how young people socially represent autism  
Thomas Fondelli & Peter Rober
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- Using indicators as a catalyst for inclusive education in the Pacific Islands  
Umesh Sharma, Chris Forlin, Manjula Marella & Filipe Jitoko
- Exploring the retention and success of students with disability in Australian higher education  
S. Kilpatrick, S. Johns, R. Barnes, S. Fischer, D. McLennan & K. Magnussen
- Inclusive financial literacy education for inspiring a critical financial consciousness: an experiment in partnership with marginalised youth  
Brenda Spotton Visano & Imo Ek-Udofia
- The Hare and the Tortoise: a comparative review of the drive towards inclusive education policies in England and Cyprus  
Caroline Jones & Simoni Symeonidou

[Journal of Psychoeducational Assessment- Volume: 35, Number: 4 \(July 2017\)](#)

- Test-Taking Speed: Predictors and Implications  
Benjamin J. Lovett, Lawrence J. Lewandowski, Heather E. Potts
- Development and Validation of the Internet Gratification Scale for Adolescents  
Amandeep Dhir, , Sufen Chen, Marko Nieminen



- Psychometrics and Assessment of an Empathy Distance Gradient  
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- Diagnostic Utility of the Social Skills Improvement System Performance Screening Guide  
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- Factors Associated With Accuracy in Prekindergarten Teacher Ratings of Students' Mathematics Skills  
Emily C. Furnari, Jessica Whittaker, Mable Kinzie, Jamie DeCoster
- A Psychometric Evaluation of the Achievement Goal Questionnaire—Revised in Singapore Secondary Students  
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- Homework Emotion Regulation Scale: Confirming the Factor Structure With High School Students  
Jianzhong Xu, Xitao Fan, Jianxia Du

[Oxford Review of Education, Volume 43, Issue 3, June 2017](#)

- Putting technology in the hands of learners: perspectives on formal education's initiatives around one-to-one digital technologies  
Chris Davies
- Impact of iPads on break-time in primary schools—a Danish context  
Theresa Schilhab
- Developing personalised education for personal mobile technologies with the pluralisation agenda  
Natalia Kucirkova & Karen Littleton
- Left to their own devices: the everyday realities of one-to-one classrooms  
Neil Selwyn <http://orcid.org/0000-0001-9489-2692>, Selena Nemorin, Scott Bulfin & Nicola F. Johnson
- Assessing the educational value of one-to-one devices: have we been asking the right questions?  
Marte Blikstad-Balas & Chris Davies
- Addressing digital inequalities amongst young people: conflicting discourses and complex outcomes  
Sarah Wilkin, Huw Davies & Rebecca Eynon
- Investigating the lived experience of writing and technology

Kelsey Finkel

- Technological literacy for teachers  
Cathrine Hasse <http://orcid.org/0000-0002-2525-9540>

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- Nullifying quality: the marketisation of higher education  
Carsten Bendixen & Jens Christian Jacobsen
- Scenarios of quality assurance of stakeholder relationships in Finnish higher education institutions  
Anu Lyytinen, Vuokko Kohtamäki, Jussi Kivistö, Elias Pekkola & Seppo Hölttä
- The potential of student narratives to enhance quality in higher education  
Claire Hamshire, Rachel Forsyth, Amani Bell, Matthew Benton, Roisin Kelly-Laubscher  
<http://orcid.org/0000-0002-6379-9943>, Moragh Paxton & 'Ema Wolfgramm-Foliaki
- University teacher preparation programmes as a quality enhancement mechanism: evaluating impact beyond individual teachers' practice  
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- 'Fast and violent integration': school desegregation in a Hungarian town  
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- Being Roma – being Greek: academically successful Greek Romas' identity constructions  
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- Using counter-stories to challenge stock stories about Traveller families

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- Assistant professors of color confront the inequitable terrain of academia: a community cultural wealth perspective  
Melissa A. Martinez, Aurora Chang & Anjalé D. Welton
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Rhema D. Fuller, C. Keith Harrison & Scott J. Bukstein

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- 'Just deal with it': neoliberalism in dyslexic students' talk about dyslexia and learning at university  
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- Undergraduates' personal circumstances, expectations and reasons for attending university  
Kieran Balloo <http://orcid.org/0000-0002-1745-4653>, Regina Pauli & Marcia Worrell
- Ethical issues in transnational higher education: the case of international branch campuses  
Stephen Wilkins <http://orcid.org/0000-0002-0238-1607>
- Should we start worrying? Mass higher education, skill demand and the increasingly complex landscape of young graduates' employment

Hugo Figueiredo <http://orcid.org/0000-0002-4336-2533>, Ricardo Biscaia  
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- Research, teaching and performance evaluation in academia: the salience of quality | Open Access  
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- Focusing the kaleidoscope: exploring distributed leadership in an English university  
Alan Floyd <http://orcid.org/0000-0002-2008-7831> & Dilly Fung <http://orcid.org/0000-0002-5087-4043>
- A measure of professional identity development for professional education  
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- Labour-market orientation and approaches to studying – a study of the first Bologna Students at a Swedish Regional University | Open Access  
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- What works and why? Student perceptions of 'useful' digital technology in university teaching and learning  
Michael Henderson <http://orcid.org/0000-0002-6389-8300>, Neil Selwyn & Rachel Aston
- Grade inflation in UK higher education  
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- Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent  
Shannon V. Ryan, Nathaniel P. von der Embse, Laura L. Pendergast, Elina Saeki, Natasha Segool, Shelby Schwing
- How engaged are pre-service teachers in the United States?  
Elizabeth Kim, Roisin P. Corcoran
- Enhancing quality: Listening to participant voices to improve our Master's program in special education  
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- Facilitating the development of preservice teachers' Pedagogical Content Knowledge of literacy and agentic identities: Examining a teacher Educator's intentional language choices during video-mediated reflection  
Andrea Gelfuso
- Developing pre-service teachers' professional knowledge of teaching: The influence of mentoring  
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- The power of video feedback with structured viewing guides  
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Jill McNew-Birren, Leigh A. van den Kieboom
- Classroom teachers' experiences implementing a movement integration program: Barriers, facilitators, and continuance  
Tan Leng Goh, James C. Hannon, Collin A. Webster, Leslie Podlog
- Generous reading expands teachers' perceptions on student writing  
Lucy K. Spence, Xumei Fan, Liza Speece, Saad Bushaala
- Supporting primary school teachers in differentiating in the regular classroom  
Tessa H.S. Eysink, Manon Hulsbeek, Hannie Gijlers
- The influence of student teachers on student achievement: A case study of teacher perspectives  
Jennifer A. Tygret
- Choose your strategy wisely: Examining the relationships between emotional labor in teaching and teacher efficacy in Hong Kong primary schools  
Hongbiao Yin, Shenghua Huang, John Chi Kin Lee



- Pre-service English teachers' attitudes towards English as a lingua franca  
Jean E. Curran, Chiou-lan Chern
- Impact of short-term study abroad program: Inservice teachers' development of intercultural competence and pedagogical beliefs  
Ye He, Kristine Lundgren, Penelope Pynes
- Teachers' professional vision, pedagogical content knowledge and beliefs: On its relation and differences between pre-service and in-service teachers  
Nicola Meschede, Anja Fiebranz, Kornelia Möller, Mirjam Steffensky
- Teachers' self-directed learning and teaching experience: What, how, and why teachers want to learn  
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- An exploratory study of teacher agency for social justice  
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- A cycle of fragmentation in an inclusive age: The case of English learners with disabilities  
Sara E.N. Kangas
- Developing intercultural learning in Australian pre-service teachers through participating in a short term mobility program in Malaysia

Erika Hepple, Jennifer Alford, Deborah Henderson, Donna Tangen, Mary Hurwood, Amyzar Alwi, Zaira Abu Hassan Shaari, Aliza Alwi

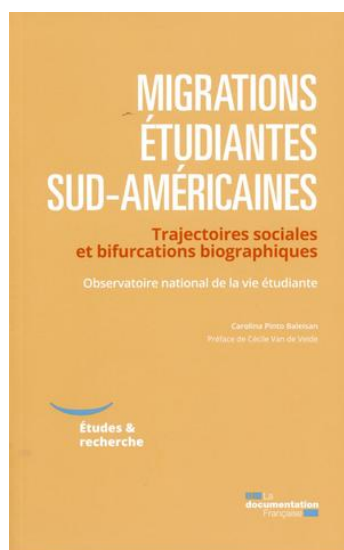
- Using a video club design to promote teacher attention to students' ideas in science  
Melissa J. Luna, Miriam Gamoran Sherin
- See and tell: Differences between expert and novice teachers' interpretations of problematic classroom management events  
Charlotte E. Wolff, Halszka Jarodzka, Henny P.A. Boshuizen
- Building teacher competency for digital content evaluation  
Min Kyu Kim, Kui Xie, Sheng-Lun Cheng
- Balancing comprehension and conversation: How elementary teachers manage multiple purposes for text discussions  
Erika Moore Johnson
- Supporting student teachers' reflection as a paradigm shift process  
Petr Svojanovsky
- Player professional development: A case study of teacher resiliency within a community of practice  
Antero Garcia, Mark Gomez
- Improving teachers' self-efficacy in applying teaching and learning strategies and classroom management to students with special education needs in Hong Kong  
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- Continuum of co-teaching implementation: Moving from traditional student teaching to co-teaching  
Megan Guise, Mireille Habib, Krystal Thiessen, Amy Robbins
- Balancing freedom and limitations: A case study of choice provision in a personalized learning class  
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- How humor makes or breaks student-teacher relationships: A classroom ethnography in Belgium  
Lore Van Praag, Peter A.J. Stevens, Mieke Van Houtte

[Teaching in Higher Education, Volume 22, Issue 6, August 2017](#)

- The role of gratitude in enhancing the relationship between doctoral research students and their supervisors  
Kerry Howells, Karen Stafford, Rosanne Guijt & Michael Breadmore

- Reassessing the value of university lectures  
Sarah French & Gregor Kennedy
- Supporting and constraining factors in the development of university teaching experienced by teachers  
Päivikki Jääskelä, Päivi Häkkinen & Helena Rasku-Puttonen
- Enhancing civic consciousness through student pro bono in legal education  
Alperhan Babacan & Hurriyet Babacan
- Doing feminist difference differently: intersectional pedagogical practices in the context of the neoliberal diversity regime  
Sandra Smele, Rehanna Siew-Sarju, Elena Chou, Patricia Breton & Nicole Bernhardt
- Assessing visual literacy: a case study of developing a rubric for identifying and applying criteria to undergraduate student learning  
Tracey Bowen
- Responding to the challenges of student-staff partnership: the reflections of participants at an international summer institute | Open Access  
Elizabeth Marquis <http://orcid.org/0000-0002-7362-678X>, Christine Black & Mick Healey
- Change levers for unifying top-down and bottom-up approaches to the adoption and diffusion of e-learning in higher education  
Gurmak Singh & Glenn Hardaker

### 3. Livres intéressants



PINTO BALEISAN Carolina. **Migrations étudiantes sud-américaines. Trajectoires sociales et bifurcations biographiques.** Paris : La Documentation française, Observatoire de la vie étudiante, mai 2017. (Études & recherches), 15 €

Cet ouvrage se propose d'explorer le vécu d'étudiants d'origine chilienne ou colombienne au cours de leurs études à Paris, New York ou Boston. Bien que les trajectoires individuelles ne soient pas complètement libres, du fait de règles juridiques et institutionnelles précises por ce qui concerne les migrations, l'analyse des biographies éclaire le réagencement des déterminismes sociaux par les individus. Cette recherche va ainsi à l'encontre de certaines idées reçues sur les migrations étudiantes - comme la garantie pour les étudiants d'une réussite assurée à leur retour, l'assouplissement des conditions de séjour pour les migrants très qualifiés, l'existence d'une classe internationale sans ancrages locaux, ou encore l'expatriation forcée des chercheurs des pays du Sud. Ces états de fait, s'ils existent, doivent être nuancés - comme l'exposent les comptes rendus d'enquête de cet ouvrage.



VEILLARD Laurent - **La formation professionnelle initiale. Apprendre dans l'alternance entre différents contextes.** Rennes : Presses Universitaires de Rennes, 2017. 308 p. (Paideia), ISBN : 978-2-7535-5263-0

Ce livre, qui s'adresse tout autant aux chercheurs qu'aux formateurs, propose une synthèse de nombreux travaux sur la formation professionnelle initiale. Il montre notamment que l'alternance entre différents contextes d'apprentissage s'est beaucoup développée depuis quelques années. Mais cette alternance pose de nouveaux problèmes qu'il convient de mieux cerner si l'on veut que les apprenants puissent bénéficier au mieux des parcours d'apprentissage complexes qui leur sont proposés.



Alexander Frame, Muriel Henry, Gilles Brachotte, Olivier Soichot. **L'université à l'ère des réseaux sociaux : logiques, relations, communautés : Le cas d'uB-link**. Paris : l'harmattan, 2017. (des Hauts et Débats)

Ce livre retrace la genèse et le lancement de la communauté uB-link (réseau de service public dédié à l'insertion professionnelle et à la mise en relation des membres de la communauté universitaire), ses dynamiques de croissance et ses problèmes. Il met en évidence les logiques sociales, relationnelles, de réseau et de service et les conditions institutionnelles et symboliques qui le sous-tendent. Un livre riche d'enseignements sur la communication institutionnelle numérique et ses questions à propos des liens sociaux, générationnels et professionnels, à l'heure des réseaux sociaux.



Thériault, G., Baillet, D., Carnus, M.-F. & Vincent, V. (2017). **Rapport au(x) savoir(s) de l'enseignant et de l'apprenant. Une énigmatique rencontre**. Bruxelles : De Boeck Supérieur, 2017

Comment interagissent les rapports au(x) savoir(s) de l'enseignant et de l'apprenant ? Voilà la question au cœur de cet ouvrage qui se veut une première exploration de cette rencontre énigmatique.



Voyer, B., Ouellet, S. & Zaidman, A. M. (2017). **Accompagnement de formation individualisé en milieu de travail. Récits de coaches, mentors et compagnons.** Québec, Québec : PUQ, 2017. 222 pages, ISBN 978-2-7605-4683-7 - 38 \$

Comment interagissent les rapports au(x) savoir(s) de l'enseignant et de l'apprenant ? Voilà la question au cœur de cet ouvrage qui se veut une première exploration de cette rencontre énigmatique.