



**Veille de l'IREDU n°89**

**16 novembre 2017**

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## 1. Ressources sur le Web

**Repéré sur : [cafepedagogique.net](http://cafepedagogique.net)**

[Exclusif : Un rapport de l'Inspection soutient les expérimentations numériques de terrain.](#) L'expresso du 6 novembre 2017

« Plutôt que de fustiger les communautés d'enseignants qui essaient de réunir leurs efforts pour mettre en commun leurs pratiques et leurs intuitions pédagogiques, et de se moquer parfois de leur enthousiasme, il vaut sans doute mieux écouter et accompagner leur réflexion, en comprendre les besoins et les attentes implicites, saluer une démarche empirique qui ne cherche pas à s'imposer comme modèle, et les aider à inventer des solutions». Le rapport de l'inspectrice générale Catherine Becchetti-Bizot « Repenser la forme scolaire à l'heure numérique », que le Café pédagogique s'est procuré, appelle à soutenir de multiples façons les expérimentations de terrain développés par des enseignants avec des outils numériques. Il s'intéresse et s'appuie sur une connaissance très étendue des pratiques développées par des enseignants. Surtout, il recommande directement qu'on les écoute et qu'on comprenne leurs attentes. Il invite à « libérer les initiatives » et notamment à « sensibiliser » les chefs d'établissement pour « faire évoluer la forme scolaire ».

[Penser l'hétérogénéité en éducation prioritaire et ailleurs.](#) L'expresso du 7 novembre 2017

Faire d'une apparente faiblesse une force pour les enseignants, c'est l'objectif de cette brochure de la Dgesco « Penser l'hétérogénéité et en tirer profit ». « La diversité des élèves aux aptitudes sociales et scolaires nécessairement différentes constitue la norme au sein d'une classe. Elle est toutefois fréquemment perçue comme un frein à l'efficacité pédagogique. Les classes de niveau fondées sur l'hypothèse d'une meilleure prise en compte des besoins des élèves et d'un enseignement plus facile et efficient des professeurs existent encore souvent. Or, depuis longtemps, les résultats de la recherche fournissent des conclusions favorables à l'hétérogénéité des classes », explique la brochure. « La tentation de constituer une classe homogène sous-estime les effets potentiellement pervers d'une classe ! homogène et néglige les effets importants et potentiellement positifs de la diversité des élèves. La présence de ce qui est parfois appelé « une tête de classe » peut en effet éviter une baisse des attentes, un glissement vers une moindre exigence et un appauvrissement des apports en donnant moins à ceux qui ont moins », explique la Dgesco qui pose aussi la question éthique d'un enseignement basé sur l'entre soi. Mais la brochure veut éviter la culpabilisation des enseignants et donne des pistes pour faire de l'hétérogénéité une force pour les apprentissages.

[Françoise Lantheaume : Comment les enseignants parviennent-ils à durer dans le métier ?](#) L'expresso du 8 novembre 2017

Sociologue, professeure des universités en sciences de l'éducation à l'université Lyon 2, Françoise Lantheaume dirige le laboratoire Éducation, Cultures et Politiques (ECP). Ses travaux portent sur le travail des enseignants et ses évolutions, sur les réformes et leur devenir, et sur l'enseignement de questions controversées.

[Harcèlement : Les résultats d'une politique jusque là continue.](#) L'expresso du 9 novembre 2017

Phénomène très rare à l'éducation nationale. La politique de lutte contre le harcèlement scolaire obtient des résultats car elle s'appuie sur des études scientifiques. Encore plus rare : ces résultats résultent aussi d'une continuité qui ignore les alternances politiques. Du moins c'était vrai jusqu'au départ, révélé par le Café pédagogique, d'André Canvel, délégué ministériel à la lutte contre le harcèlement, à la veille de la Journée nationale du 9 novembre. Là aussi la page se tourne ?

[Olivier Maulini : Comment interroger les pratiques pédagogiques ?](#) L'expresso du 9 novembre 2017

Professeur associé à l'Université de Genève, Olivier Maulini est responsable du Laboratoire Innovation-Formation-Éducation et intervient dans la formation des enseignants du primaire et du secondaire. S'adressant au public d'enseignants présents, il commence par ces mots « Si vous êtes venus là, sur votre temps de vacances, c'est que vous êtes dans cette dimension de remise en cause professionnelle qui est le pourquoi de l'intitulé de la conférence ». Dans le débat public, quand on parle d'école, ce qui se dit est loin de ce qui se passe en classe, d'où l'importance d'interroger les pratiques sur le mode de la compréhension et de la critique.

[Les régions veulent diriger l'orientation et l'enseignement professionnel.](#) L'expresso du 9 novembre 2017

"Alors que les entreprises expriment une volonté de recrutement dans de nombreux domaines dans le cadre de la reprise économique, il faut refonder la chaîne robuste, cohérente et réactive unissant orientation, formation, accompagnement vers l'emploi et développement économique". C'est l'argument avancé par l'association des régions de France qui publie "18 réformes pour relever les défis de la société des compétences". Les régions demandent le contrôle de l'enseignement professionnel et de l'orientation.

[Jean-Paul Delahaye : La lutte contre le décrochage a besoin de continuité.](#) L'expresso du 10 novembre 2017

" Quand le cadre politique est clair et pérenne, avec des valeurs, des objectifs, des indicateurs, et une obligation de résultats, mais aussi quand le pilotage intègre une marge d'autonomie laissée aux territoires et unités éducatives, quand le partenariat notamment avec les collectivités territoriales devient naturel, quand le déverrouillage réglementaire et la simplification libèrent les énergies, alors les résultats sont au rendez-vous." Jean-Paul Delahaye et Frédérique Weixler publient, chez Berger-Levrault, un ouvrage sur la lutte contre le décrochage, une politique à laquelle ils ont beaucoup contribué. Ce livre fait plus qu'in état des lieux. Il montre les points de blocage ainsi que les points de vigilance actuels.

[Bruno Devauchelle : Le coût du numérique scolaire en question.](#) L'expresso du 10 novembre 2017

Dans une tribune publiée le 30 octobre 2017 dans Le Monde, des enseignants ("les raccrocheurs de tableaux noirs") demandent un débat sur le numérique à l'école. Ce texte a le mérite de revenir sur une évidence qui ne devrait jamais être admise comme telle : la pertinence des investissements sur le numérique dans le monde scolaire. Même si une lecture précise de ce texte permet d'en voir les raccourcis et les oublis, elle permet aussi de relever la pertinence de l'interrogation. Si cette question est d'actualité, au vu du silence du ministère de l'éducation sur une vision globale du numérique en éducation, elle n'est pas nouvelle. De plan en plan, de dotation en dotation, on a vu se succéder

depuis le début des années 1980, des équipements et des promesses qui tous et toutes ont représenté des budgets non négligeables. S'ajoutant à une obsolescence organisée (par l'industrie du secteur) au rythme de l'exigence de renouvellement tous les trois à cinq ans, les initiatives qui se sont succédées ne peuvent qu'interroger ceux qui tentent de sauver les tableaux noirs d'antan... et bien avant.

[Collège inclusif et identité enseignante](#). L'expresso du 10 novembre 2017

Dans Recherches en éducation n°30, Benoit Piroux amorce une étude des effets de la scolarisation inclusive sur l'identité professionnelle des enseignants en collège. " Face à une scolarité inclusive dont les différents paramètres peinent à se penser, les ajustements qui en résultent procèdent des valeurs et représentations portées par les enseignants. Les premiers résultats de notre étude sembleraient alors montrer que concevoir une rencontre pédagogique avec l'élève handicapé au sein d'un groupe hétérogène en classe ordinaire, suppose de pouvoir tisser un rapport supportable entre ses représentations du métier, du handicap, de l'inclusion et de soi-même. Et que c'est à cette condition que l'enseignant trouvera suffisamment de cohérence identitaire pour continuer à vivre de manière satisfaisante son métier, et tenter de répondre aux défis de l'école d'aujourd'hui"

[Gérer la classe au cœur du métier enseignant](#). L'expresso du 13 novembre 2017

Plus que toute autre compétence professionnelle, gérer la classe semble au cœur du métier enseignant. C'est ce que rappelle une nouvelle étude de l'OCDE. Si cette compétence semble assez bien dominée par les enseignants des 5 pays concernés, elle reste un problème majeur pour l'Ecole française. Or ce que montre l'étude OCDE, c'est qu'elle est la clé du développement professionnel et du sentiment de bien être des enseignants.

[Une étude sur le pilotage des réseaux d'éducation prioritaire](#). L'expresso du 13 novembre 2017

L'IFé publie une intéressante étude sur le pilotage des réseaux d'éducation prioritaire. " Le réseau n'est pas la préoccupation première. Les enseignants pensent d'abord à leur classe, les directeurs à leur école, l'inspecteur et les conseillers pédagogiques à toutes les écoles de la circonscription (qui ne sont pas forcément toutes en Éducation prioritaire), le principal a son collège à gérer, l'IA-IPR a ses missions académiques et le travail autour de sa discipline... Le coordonnateur est souvent le seul pour qui le réseau est le cœur de son travail. Mais il ne peut le faire exister à lui seul. C'est donc la collaboration plus ou moins facile, plus ou moins organisée, plus ou moins instituée des personnes qui va faire que le réseau prend un sens. Cela ne va pas de soi, et notamment pour les pilotes", écrit l'IFé. L'étude analyse la situation dans trois académies et renvoie à des études de cas précis : concevoir des formations en Rep+, problèmes de métier par exemple. Elle retient 4 points : " Co-piloter, c'est loin d'être simple. Travailler en intermétier ne va pas de soi !... Créer du collectif intermétier, c'est prendre le risque de questionner les limites de son propre métier pour gagner du pouvoir d'agir sur des situations complexes. 2/ Définir les objets prioritaires du travail du réseau, c'est d'abord reconnaître la nature des difficultés du travail des élèves et du travail des enseignants. 3/ Les pilotes qui acceptent de travailler avec les coordonnateurs et les formateurs gagnent en efficacité et en légitimité. 4/ L'accompagnement externe (par les pilotes académiques, comme par des formateurs ou des chercheurs) peut aider à transformer le travail du réseau".

[Réussite scolaire : La mixité est indispensable aux garçons](#). L'expresso du 14 novembre 2017

Pour tous ceux qui se demandent pourquoi les garçons réussissent aussi mal leur scolarité, la nouvelle étude de M Van Hek, G Kraaykamp et B Pelzer apporte un éclairage intéressant. Basés sur près de 300 000 élèves de 33 pays elle montre que la mixité est un facteur de réussite scolaire pour les garçons. Une découverte qui devrait entraîner les chefs d'établissement à tenir compte de ce paramètre dans la constitution des classes. Et surtout à se soucier des filières genrées comme celles de l'enseignement professionnel.

[Lycée : L'académie des sciences veut restructurer la filière S.](#) L'expresso du 14 novembre 2017

« La série S est une filière généraliste dotée d'une légère coloration scientifique » s'indigne l'académie des sciences dans une courte note publiée en octobre 2017. Signé par 19 de ses 262 membres, le communiqué explique la nécessité d'une restructuration de l'enseignement scientifique au lycée. La note met à l'index les nouvelles pratiques pédagogiques telles la classe inversée, la contextualisation et l'évaluation par compétences. Ces dernières « accroissent les inégalités face au savoir et à l'accessibilité aux études ». L'académie des sciences préconise des programmes clairs avec davantage de profondeur. La réduction importante du volume horaire en sciences et des chapitres très descriptifs aboutissent à des connaissances éphémères. Quelles sont les préconisations de l'institution pluricentenaire pour le nouveau lycée ?

[Choukri Ben Ayed : L'éducation prioritaire et la discrimination positive.](#) L'expresso du 15 novembre 2017

"L'éducation prioritaire donne plus à ceux qui ont moins". C'est cette affirmation, tant répétée, que le sociologue Choukri Ben Ayed démonte de façon magistrale dans un nouveau numéro de la Revue française d'administration publique (n°162, 2017). Sur le plan juridique la politique d'éducation prioritaire ne rompt pas avec le droit commun. Sur le plan de l'allocation des moyens, C Ben Ayed démontre qu'il y a persistance d'une allocation défavorable aux élèves des réseaux d'éducation prioritaire. Si l'éducation prioritaire est utile, on reste loin d'une politique de discrimination positive.

[Etat de l'Ecole : Les inégalités demeurent.](#) L'expresso du 15 novembre 2017

L'édition 2017 de L'état de l'école, une publication annuelle de la Depp (Division des études du ministère) confirme le maintien des inégalités dans le système éducatif français. Inégalités sociales profondes. Mais inégalités aussi dans l'affectation des moyens. Rien de nouveau, des pesanteurs quasi indestructibles...

[Claire Leconte : La semaine de 4 jours, une histoire bien française !](#) L'expresso du 15 novembre 2017

A l'image des rythmes scolaires, l'histoire de la semaine de 4 jours de classe est une histoire bien française. En effet, le terme rythmes scolaires, qui contrairement à ce que certains croient n'est absolument pas une science, est apparu en France à l'époque où la chronobiologie, nouvelle science reconnue par l'académie des sciences, donnait à connaître au grand public l'existence des rythmes biologiques chez tout être vivant, et commençait à faire connaître leur fonctionnement mais également les effets de leur dysfonctionnement.

[L'évaluation en maternelle.](#) L'expresso du 15 novembre 2017

"Développer une évaluation positive, c'est valoriser les réussites; montrer / révéler des réussites pour chaque enfant...; communiquer avec les parents de manière constructive : les progrès - même

minimes - sont valorisés ; des perspectives sont données". L'inspection académique de Charente maritime propose un dossier sur l'évaluation en maternelle avec des indicateurs de progrès.

### ***Repéré sur : Cereq.fr***

Vanessa Di Paola, Arnaud Dupray, Dominique Epiphane, Stéphanie Moullet. [Accès des jeunes femmes et des jeunes hommes aux emplois cadres, une égalité trompeuse](#). Céreq Bref n°359 octobre 2017 4p.

Pour la première fois, en 2013, la part de jeunes femmes qui occupaient, trois ans après leur entrée sur le marché du travail, un emploi de cadre, est devenue équivalente à celle des jeunes hommes. Pour autant, leur accès aux postes de cadres en début de vie professionnelle n'est toujours pas à la mesure de l'importance de leur investissement éducatif. L'évolution de leur niveau de diplôme est supérieure au rattrapage qu'elles opèrent en accédant plus massivement qu'auparavant à l'emploi cadre.

Valentine Henrard et Valérie Ilardi (coordination). [Quand l'école est finie. Premiers pas dans la vie active de la Génération 2013](#). Céreq Enquêtes, n°1, octobre 2017, 76 p.

Depuis une vingtaine d'années, le Céreq conduit une série d'enquêtes à cadence triennale auprès d'un échantillon représentatif de l'ensemble des jeunes quittant le système éducatif une année donnée. Il s'agit des enquêtes Génération dont l'objectif principal est de permettre une mesure régulière de leur insertion professionnelle sur les trois premières années de vie active.

Cette sixième édition de Quand l'école est finie donne à voir des éléments clés des parcours d'entrée dans la vie active des jeunes de la génération 2013 (enquêtés en 2016). Les résultats qu'elle présente permettent de rendre compte de la pluralité des facteurs qui participent à l'explication de l'insertion professionnelle des jeunes en offrant une analyse de leurs parcours au cours des premières années de vie active au regard du niveau de diplôme atteint, de la filière de formation, ainsi que de leurs caractéristiques sociodémographiques.

### ***Repéré sur : Education.gouv.fr***

Laurent Perrain et Maherinirina Razafindrakoto. [Les caractéristiques socioprofessionnelles des chercheurs en entreprise en 2015](#). Note flash, 17.16.

Une forte croissance du nombre de chercheurs en entreprise entre 2007 et 2015. Parmi les chercheurs en entreprise, les femmes (20 %) sont dans l'ensemble plus jeunes que les hommes. Plus de la moitié des chercheurs en entreprise sont diplômés d'une école d'ingénieurs. Les principales disciplines de recherche en entreprise sont les moins féminisées. Les caractéristiques socioprofessionnelles des chercheurs en entreprise sont très dépendantes du secteur de recherche de l'entreprise. Parmi les chercheurs en entreprise 5 % sont de nationalité étrangère, issus pour près de la moitié de l'UE.

DEPP. [L'état de l'École 2017. Coûts, activités, résultats](#). Numéro 27, novembre 2017

La vingt-septième édition de L'état de l'École présente la synthèse des indicateurs statistiques essentiels dans le champ de l'éducation. Cette publication rassemble 34 indicateurs qui permettent

d'analyser notre système éducatif, d'en apprécier les évolutions et de mesurer l'impact des politiques mises en œuvre.

Cette édition s'enrichit de plusieurs fiches exposant les résultats des enquêtes internationales sur les évaluations des élèves (indicateurs 23, 24 et 25), sur l'insertion professionnelle des jeunes sortants de 2013 (indicateur 34) ainsi qu'une analyse sur la ségrégation sociale entre les collègues (indicateur 11).

Cette publication a pour objectif d'alimenter le débat public autour de l'École, avec des données objectives, pour contribuer à améliorer la réussite de tous les élèves.

Julie Bene. [La généralisation des stages dans l'enseignement supérieur recouvre des réalités très diverses](#). Note d'information - Enseignement supérieur et recherche, n°8 - Octobre 2017

Cette note d'information constitue une étude particulière et approfondie sur la pratique des stages par les étudiants, mesurée après la fin de leurs études. L'analyse est centrée sur le parcours complet de stage de l'étudiant.

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

Académie nationale de médecine, Pierre Bégué. [La médecine scolaire en France](#). Paris : Académie nationale de médecine, octobre 2017

Après un état des lieux de la médecine scolaire, l'Académie recommande notamment de remédier à la pénurie de médecins de l'éducation nationale, de recadrer leur activité dans un statut de médecins de la prévention et de réorganiser le système de santé scolaire.

[Missions des agents territoriaux spécialisés des écoles maternelles \(ATSEM\)](#). Inspection générale de l'éducation nationale (IGEN) ; Inspection générale de l'administration (IGA), Juillet 2017

Ce rapport met l'accent sur les fortes évolutions qu'a connu ce métier ainsi que sur la nécessité de maintenir la polyvalence des fonctions exercées par les ATSEM. La mission d'inspection propose des adaptations de leur temps de travail et de leur formation ainsi qu'une revalorisation et une évolution de leur carrière. Elle recommande, par ailleurs, l'élaboration d'un document d'engagement signé par l'association des maires de France et les ministères concernés pour clarifier le cadre et la nature des collaborations entre enseignants et ATSEM.

[Penser l'hétérogénéité... Et en tirer profit](#). Paris : Groupe de travail piloté par le bureau de l'éducation prioritaire de la direction générale de l'enseignement scolaire (DGESCO) du MEN ; Réseau Canopé, 2017

Ce dossier appréhende l'hétérogénéité des élèves comme une source potentielle d'évolution positive des pratiques individuelles et collectives. Il montre comment l'hétérogénéité peut devenir un levier de réussite pour les élèves et propose des ressources issues de la recherche et d'expériences de terrain.

***Repéré sur : [halshs.archives-ouvertes.fr](http://halshs.archives-ouvertes.fr)***

Stéphanie Molinier-Merglen. [La scolarisation des enfants de moins de trois ans peut-elle être un gage de réussite scolaire ?](#). Education. 2017.

Résumé : La scolarisation précoce pourrait être un gage de réussite scolaire mais sous certaines conditions ; il est nécessaire de préparer cette rentrée en amont, d'associer les parents , d'aménager l'espace classe selon certaines modalités, d'aménager également les horaires et de répondre enfin aux besoins de l'enfant (physiologiques, de sécurité, moteur et affectif). Ainsi les apprentissages (langagiers, moteurs de sociabilisation) pourront se réaliser.

Marie Moulin. [La collaboration entre les membres du RASED et les enseignants non spécialisés pour la réussite des élèves en difficulté](#). Education. 2017.

Résumé : Parmi les divers dispositifs qui existent pour venir en aide aux élèves en difficulté nous choisissons ici de nous intéresser aux RASED. Les professionnels de ces réseaux apportent un soutien au travail de différenciation mis en place par les enseignants titulaires dans leurs classes. Ce mémoire aborde la collaboration effective entre enseignants spécialisés et enseignants ordinaires. Il tente notamment de mettre en évidence que certains facteurs sont susceptibles de favoriser une mise en œuvre optimale des projets d'aide auprès des élèves. Pour cette étude nous nous appuyerons à la fois sur trois entretiens semi-directifs menés auprès d'enseignantes spécialisées du RASED et d'une professeur des écoles titulaire d'une classe de Cours Préparatoire. Mais aussi sur une journée d'observation qui a lié la prise en charge rééducative d'élèves par une maîtresse G à l'observation d'une réunion d'un RASED pour le remaniement de leur projet de[...]

Marion Montsarrat. [Pratiquer une évaluation positive, comme les brevets de réussite, permet-elle d'influer sur la motivation des élèves ?](#). Education. 2017. <dumas-01579760>

Résumé : L'évaluation positive est fortement plébiscitée ces dernières années, notamment dans les nouveaux programmes de maternelle. Cette évaluation place l'élève au cœur des apprentissages et permet au maître de réguler son enseignement. Les brevets de réussite sont un exemple d'évaluation positive car ils permettent d'identifier rapidement les réussites, d'en garder des traces et ainsi percevoir la progression des élèves. L'évaluation positive, par ses composantes, influe sur la motivation des élèves, en contribuant à augmenter leur sentiment d'efficacité personnelle et à créer un climat favorisant leur sentiment d'autodétermination. Il existe deux sortes de motivation : la motivation intrinsèque et extrinsèque. La dynamique motivationnelle des élèves est influencée par plusieurs facteurs, dont certains relèvent de l'enseignant, comme les évaluations. La partie pratique de ce mémoire compare les effets de l'évaluation positive sur la[...]

Céline Clément. [Efficacité de l'enseignement : l'exemple de l'enseignement explicite](#). Sandoss Ben Abid-Zarrouk. Estimer l'efficacité en éducation, L'Harmattan, pp.133-150, 2015, ID/Emergences, cheminements et constructions de savoirs, 978-2-343-06590-8. <<http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=47468>> . <hal-01627363>

Résumé : L'objectif de ce chapitre est de présenter brièvement et clairement, en dehors de toute polémique ce qu'est l'enseignement explicite. Nous proposons donc tout d'abord de rappeler quelques éléments sur les déterminants à la réussite scolaire des élèves, puis nous présenterons ce que sont l'enseignement explicite et sa mise en œuvre. Nous présenterons enfin des éléments montrant comment l'enseignement explicite peut répondre à l'inclusion d'élèves à besoins éducatifs particuliers.

Philippe Woloszyn, Sandra Safourcade. [Modélisation de la perception des compétences des élèves ingénieurs dans la structure organisationnelle des pratiques apprenantes](#) . 2017. <hal-01628987>



Résumé : Cet article s'inscrit dans la théorie de l'information appliquée aux systèmes complexes évolutionnaires. Il appréhende les pratiques apprenantes en formulant le processus de transfert d'information entre perception des apprenants et pratique d'apprentissage dans sa dimension temporelle. En considérant l'apprentissage comme un processus de spécialisation graduelle d'une situation « totipotente », c'est à dire pouvant évoluer vers toute forme d'organisation au cours du temps, nous chercherons à y décrire l'économie archétypique et symbolique du traitement cognitif de l'information, afin de modéliser la régulation du système d'interaction environnementale lors du processus d'apprentissage. Appliquée à une population d'élèves ingénieurs dont le cursus dure 5 ans, cette approche vise à analyser de manière différentielle, année par année, l'intégration de l'information des apprenants en vue de l'acquisition des compétences attendues en fin de cycle.

Andre Tricot. [Les contraintes spécifiques des apprentissages scolaires](#). Psychologie et Education, AFPEN, 2017.

André Tricot, Jean Rafenomanjato. [Le numérique modifie-t-il le métier d'élève ?](#). Hermès, La Revue-Cognition, communication, politique, CNRS-Editions, 2017. <hal-01628841>

Résumé : Apprendre à l'école implique la réalisation de tâches. Une brève revue de la littérature examine si les technologies numériques modifient ces tâches. Les effets des technologies éducatives, ceux des outils numériques importés au sein des écoles enfin ceux liés à l'évolution de l'environnement informationnel sont distingués. Si les tâches scolaires sont les mêmes, leur mise en oeuvre est parfois facilitée, parfois compliquée, mais surtout, modifiée, pour au bout du compte améliorer ou détériorer les apprentissages.

Nour Eldin Elshaiekh Mohamed, Musa Fadlalla Ali. [The Role of Online Diagnostic Exams on the Higher Education Students Performance](#). International Journal of Engineering and Information Systems, 2017, 1 (8), pp.147-152.

Résumé : Most of the current international exams and certificates have been changed to be conducted electronically online ; and in addition to keep up with current evaluation of ICT, this mechanism is used to improve the Higher Education institutions (HEI) students performance, the online diagnostic exams maybe is the one of ICT tools that could help effectively current century students. This paper focuses on studying the role of the online diagnostic exams and its impact on HEI students' performance. The study was conducted by using survey interviews from some higher institutions teachers/students as a method to get the participants response and opinions about the main questions. The researchers collected data from a sample of universities teachers and students in HEI. The research open ended questions were distributed purposely to 30 participants in the three selected ICT universities, the selected participants were those who were more closely connected to online exams (ICDL Online Exams),[...]

Nina Asloum, Daniel Guy. [La recherche collaborative en éducation et formation. Instrument ou enjeu éthique de la recherche ?](#). Phronesis, Brill Academic Publishers, 2017, 6 (1-2),  
Résumé : Dans le domaine des sciences de l'éducation, les auteurs étudient la place accordée à l'idée de collaboration pour éclairer les processus de coproduction et régulation des pratiques de conduite et d'accompagnement du changement, plus particulièrement quand ces dernières sont soutenues par des recherches-interventions. En appui sur l'analyse d'un ouvrage collectif consacré à la conduite et à l'accompagnement du changement, les auteurs situent l'idée de collaboration dans l'élaboration

théorique de l'objet « conduite et accompagnement du changement » et précisent sa place et son rôle dans les modalités de recherche-intervention mises en œuvre.

Laurent Michel, Stefano Bertone. [Effets d'un dispositif de type coteaching sur le développement professionnel des enseignants novices : études de cas en formation universitaire](#). Recherches en éducation, CREN - Université de Nantes, 2017. <hal-01632448>

**Repéré sur : ife.ens-lyon.fr**

Janet Ilieva & Michael Peak. [The Shape of Global Higher Education \(Volume 2\)](#). British Council, 07/2017

Dans ce rapport, les auteurs analysent les politiques de soutien à la collaboration internationale dans l'enseignement supérieur de 38 pays.

Le rapport s'inscrit dans la continuité d'une enquête publiée en 2016 - The Shape of Global Higher Education -, introduit 12 pays supplémentaires et propose de nouveaux indicateurs sur les engagements internationaux des établissements d'enseignement supérieur.

Principaux résultats :

L'enseignement supérieur devient de plus en plus collaboratif et ces nouvelles formes de collaboration sont une préoccupation constante de systèmes nationaux d'enseignement. L'internationalisation de l'enseignement supérieur est considérée comme un indice d'une plus grande pertinence sur la scène mondiale.

Simon Broeki, Terence Hogarth, Liga Baltina, Amerigo Lombardi. [Skills development and employment: Apprenticeships, internships and volunteering](#). European Parliament, 04/2017

On compte entre 2 et 4 millions d'apprentis, entre 4 et 6 millions de stagiaires, et environ 1,5 million de bénévoles dans les États membres de l'Union européenne. L'apprentissage, les stages et le bénévolat jouent un rôle important dans le développement des compétences chez les jeunes. Ce rapport examine les enjeux liés à ces trois modalités d'apprentissage en situation de travail (apprentissage, stage et bénévolat), tremplin qui facilite le passage du monde de l'éducation à celui du travail.

Un [résumé des principaux résultats](#) est disponible en français

Dominique Gros & Laure Martz. [Etude exploratoire sur les activités culturelles effectuées par les élèves en cadre scolaire : année scolaire 2015-2016](#). Genève : Service de la recherche en éducation, Canton de Genève, 03/2017

Favoriser l'accès à la culture de l'ensemble des élèves de l'école publique est un des axes prioritaires de la politique de la formation et de la culture du canton de Genève. Placé sous la responsabilité du service cantonal de la culture (SCC), le dispositif École & Culture offre aux écoles des trois degrés d'enseignement (primaire, secondaire I, secondaire II) un service d'aide à l'organisation d'activités culturelles. Il vise à éveiller la curiosité culturelle des élèves dans toutes les filières. Cette étude exploratoire propose une photographie, sur une année scolaire, des activités culturelles effectuées par les élèves d'un choix d'établissements des trois degrés.

LY Son Thierry. [Contextes éducatifs et inégalités scolaires](#). Thèse en sciences économiques, soutenue en 2014, sous la dir. de Eric MAURIN (École normale supérieure)

"Il existe aujourd'hui d'énormes inégalités d'accès aux filières d'élite du système éducatif français entre enfants d'origine sociale et géographique différente. une toute petite partie des familles, concentrées dans une minorité de lycées, s'accapare l'essentiel des positions scolaires donnant accès aux élites sociales et intellectuelles. au-delà de ces constats aujourd'hui relativement bien établis, se pose la question des politiques publiques susceptibles de réduire ces inégalités et d'élargir la base sociale et géographique de recrutement des élites en France. Autant la littérature abonde de constats alarmants sur la fermeture sociale des élites françaises, autant elle est pauvre en diagnostic empiriquement étayé sur le type de politique qui serait susceptible d'en ouvrir l'accès. est-il à portée de politiques publiques réalistes d'améliorer la fluidité sociale dans un pays comme la France ou bien la reproduction des élites représente-t-elle une contradiction au coeur des sociétés démocratiques modernes ? Sans s'arrêter au constat fataliste du maintien voire de l'aggravation de la reproduction sociale des élites en France, cette thèse propose grâce à la collecte de données empiriques inédites de repérer scientifiquement les facteurs institutionnels et sociaux qui, à différents niveaux du système éducatif, déterminent les inégalités sociales d'accès aux filières d'élite. La richesse de ce matériel empirique nous permettra par la même occasion de concevoir les politiques publiques qui peuvent modifier le cours des choses de manière réaliste, en utilisant la marge d'action que possède encore le système éducatif pour diminuer la reproduction sociale des élites malgré les inégalités économiques qui caractérisent notre société."

OUMEDDOUR Fatiha. [Des chiffres et des êtres : impact de l'expérience sociale des parents sur la scolarité des enfants : le cas des minorités originaires d'Afrique du nord dans les enquêtes de l'Ined \(1945-2011\)](#). Thèse en Sciences de l'éducation, soutenue en 2016, sous la dir. de Alain VULBEAU (Université Paris-Ouest-Nanterre-La Défense)

"La recherche porte sur la construction de la catégorie statistique immigré qui désigne les personnes résidant en France, nées étrangères à l'étranger. La catégorie statistique est déconstruite au travers de l'exemple des descendants de Maghrébins, diplômés de l'enseignement supérieur, et des conditions d'émigration et d'immigration de leur famille. L'étude s'appuie sur l'analyse de deux corpus : le premier est constitué de deux travaux de l'Institut national d'études démographiques (Ined) qui ont pour objet l'étude des populations étrangères puis immigrées et leurs descendants ; le second est composé de quarante-trois récits biographiques de descendants de Maghrébins recueillis dans le cadre de la dernière enquête représentative de l'Ined, Trajectoires et Origines. Les résultats montrent qu'en dépit d'une transformation du profil des immigrants, la démographie aborde l'immigration maghrébine dans des approches similaires à celles qui caractérisent la période coloniale, à savoir, ethniciste et culturaliste. Cette conception a été réactivée en France depuis l'institutionnalisation de la catégorie statistique immigré (1990) qui ne tient pas compte de la dimension historique des immigrations. Elle ne permet pas, notamment, de contextualiser les vagues migratoires dans leurs cadres historiques différenciés. Les spécificités coloniales et postcoloniales des « Algériens », dont le statut juridique a varié selon les périodes, est néanmoins perceptible dans les deux corpus. Or, la prise en compte des ruptures qui ont rythmées les relations entre la métropole et ses possessions d'Afrique du Nord révèlent les effets, encore actifs, de l'héritage colonial sur les parcours scolaires des descendants de Maghrébins et ceux de leurs parents. L'analyse des

trajectoires dans leurs dimensions temporelle et comparative permet d'avancer que la réussite scolaire des descendants dépend davantage du capital scolaire, socioculturel et économique de leurs parents que de traits culturels particuliers. De l'immigrant colonial illettré des années 1940 à l'intellectuel transnational Maghrébin des années 1990, la recherche française doit intégrer les transformations à l'œuvre dans cette composante de la population française."

***Repéré sur : inegalites.fr***

[Chômage : les jeunes aux premières loges](#). 10 octobre 2017

Entre 1975 et 2015, le taux de chômage a été multiplié par quatre pour les 20-24 ans et par presque autant pour les 25-49 ans. Depuis 2008, la crise a particulièrement touché les plus jeunes. Le taux de chômage des moins de 25 ans atteint désormais un niveau record en France. Mais les plus âgés ne sont pas épargnés non plus.

[Les trois quarts des élèves défavorisés étudient hors de l'éducation prioritaire](#). 13 octobre 2017

Près des trois quarts des élèves défavorisés n'étudient pas dans une école appartenant au réseau de l'éducation prioritaire. Ils ne bénéficient donc pas des mesures qui ne portent que sur ces réseaux. Extrait du Centre d'observation de la société.

***Repéré sur : Insee.fr***

Insee Résultats - [Ménages et familles - Séries longues](#) - paru le 2 novembre 2017

Christophe Bertran. [Le revenu d'activité des non-salariés : plus élevé en moyenne dans les départements du nord que dans ceux du sud](#). Insee Première , n°1672, 2 novembre 2017

Auto-entrepreneurs, gérants de société, professions libérales et autres entrepreneurs individuels, une personne en emploi sur dix relève du non-salariat fin 2014, en France, hors secteur agricole. Les non-salariés perçoivent en moyenne 2 510 euros mensuels de leur activité en 2014. Leur part dans l'emploi et leur revenu moyen varient nettement selon les départements : au nord du pays, ils sont relativement moins nombreux et leurs revenus professionnels sont en moyenne plus élevés. C'est l'inverse dans les départements du sud.

Une forte proportion d'auto-entrepreneurs, dont le revenu d'activité moyen est huit fois moins élevé que celui des non-salariés classiques, ou encore la présence de non-salariés n'ayant dégagé aucun revenu, abaissent la moyenne. Ainsi, hors revenus nuls et hors auto-entrepreneurs, la moyenne nationale passe à 3 610 euros.

Les écarts de revenu moyen entre départements dépendent de la structure par catégorie et secteur d'activité des non-salariés. Ainsi, les professions libérales de la santé ou des services aux entreprises sont plus fréquentes dans la plupart des départements à revenu élevé. À l'inverse, les départements où le revenu moyen est plus modéré comptent plus souvent des non-salariés qui n'emploient aucun salarié, ou qui exercent dans des activités plus saisonnières, comme les services aux particuliers.

L'environnement économique joue aussi : une forte densité de population dans le bassin de vie, un meilleur niveau de vie des habitants ou encore un faible taux de chômage vont de pair avec des revenus plus élevés pour les non-salariés.

Pour autant, même en neutralisant l'influence de tous ces facteurs, le revenu moyen reste plus élevé dans les départements du nord de la métropole, où les non-salariés sont relativement moins nombreux, à l'inverse de ceux du sud, où les non-salariés sont plus nombreux.

INSEE. [Les entreprises en France : édition 2017](#). INSEE références. Paris : INSEE, 2017

Cette nouvelle édition du numéro Les entreprises en France de la collection « Insee Références » offre une vue structurelle complète de notre système productif.

Alexandre Cazenave-Lacroutz et Alexandre Godzinski. [Le jour de carence dans la fonction publique de l'État : moins d'absences courtes, plus d'absences longues](#). Insee Analyses, n°36, novembre 2017

Un jour de carence pour arrêt maladie a été instauré dans la fonction publique au 1<sup>er</sup> janvier 2012, puis supprimé au 1<sup>er</sup> janvier 2014. D'après l'enquête Emploi, la mise en place de ce dispositif n'a pas significativement modifié la proportion d'agents de la fonction publique de l'État absents pour raison de santé une semaine donnée. En revanche, la mesure a modifié la répartition des absences par durée. En particulier, les absences pour raison de santé de deux jours ont fortement diminué, tandis que celles d'une semaine à trois mois ont augmenté. La mesure a également eu des effets hétérogènes : les absences courtes ont davantage baissé chez les femmes, chez les jeunes et chez les employés travaillant peu de jours par semaine.

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

CAROTTI Sabine, FALAIZE Benoît, BOUYSSÉ Viviane, WELTZER Michèle, DEBROSSE Philippe, REBERRY Damien. [Les missions des agents territoriaux spécialisés des écoles maternelles \(ATSEM\)](#). Paris : Inspection générale de l'éducation nationale ; Inspection générale de l'administration, novembre 2017

Les agents territoriaux spécialisés des écoles maternelles (ATSEM) qui travaillent auprès des enseignants des classes maternelles ou enfantines ont vu leur rôle évoluer et leurs missions éducatives fortement augmenter depuis la réforme des rythmes scolaires en 2013. Agents des collectivités territoriales mais considérés comme membres de la communauté éducative, leur contribution est reconnue par de nombreux textes officiels du ministère de l'éducation nationale. Outre une clarification de leurs missions qui nécessite une modification de leur statut, le présent rapport propose des adaptations de leur temps de travail et de leur formation ainsi qu'une revalorisation et une évolution de leur carrière. Il envisage une possibilité statutaire d'accéder à des fonctions de responsabilité. Il recommande par ailleurs l'élaboration d'un document d'engagement signé par l'Association des maires de France et les ministères concernés pour clarifier le cadre et la nature des collaborations entre enseignants et ATSEM.

### ***Repéré sur : [Nber.org](http://Nber.org)***

Sebastian Galiani, Guillermo Cruces, Pablo Acosta, Leonardo C. Gasparini. [Educational Upgrading and Returns to Skills in Latin America: Evidence from a Supply-Demand Framework](#). NBER Working Paper No. 24015, November 2017

This paper documents the evolution of wage differentials and the supply of workers by educational level for sixteen Latin American countries over the period 1991-2013. We find a pattern of rather

constant rise in the relative supply of skilled and semi-skilled workers over the period. Whereas the returns to secondary education fell over time, in contrast, the returns to tertiary education display a remarkable changing pattern common to almost all economies: significant increase in the 1990s, strong fall in the 2000s and a deceleration of that fall in the 2010s. We conclude that supply-side factors seem to have limited explanatory power relative to demand-side factors in accounting for changes in the wage gap between workers with tertiary education and the rest.

Juan Saavedra, Dario Maldonado, Lucrecia Santibanez, Luis Omar Herrera Prada. [Premium or Penalty? Labor Market Returns to Novice Public Sector Teachers](#). NBER Working Paper, No. 24012, November 2017

It is unclear whether public sector teachers are under or overpaid relative to other occupations due to lack of knowledge about teachers' outside labor market options and other unobserved attributes related to compensation. We estimate causal labor market returns to novice public teachers in Colombia. Our approach takes advantage of a national, standardized, teacher-screening exam, scores on which determine eligibility for public teaching jobs. We use four nationwide administrative data sources in a regression discontinuity approach to show that applicants who marginally pass the teacher screening test have greater annual earnings during the first three years of tenure than applicants below the passing cutoff. The total earnings effect is a combination of higher daily wages and greater labor supply, part of which is in outside, predominantly non-teaching jobs for a substantial fraction of public teachers. For infra-marginal high-scoring applicants, we show that being a public teacher in Colombia is as attractive, if not more, as for those at the margin. On the whole, rather than a penalty, public teachers in Colombia across all ability levels earn a substantial labor market premium early in their careers.

### ***Repéré sur : OCDE.fr***

[Obtenir les bonnes compétences: France](#). Paris : OCDE, 2017. 84 p.

Ce rapport identifie des stratégies effectives pour s'attaquer aux déséquilibres de compétences en France. Une évaluation des pratiques et des politiques dans les domaines suivants est présentée : la collection et l'utilisation des informations sur les besoins de compétences afin de promouvoir l'acquisition de compétences mieux alignées aux besoins du marché du travail ; des politiques qui stimulent la demande et l'utilisation des compétences ; des politiques concernant la formation et l'enseignement général et professionnel ; des politiques permettant aux demandeurs d'emploi de développer les compétences appropriées et liées aux offres d'emploi; des initiatives d'orientation professionnelle ; et des politiques facilitant l'accueil des immigrés possédant les compétences demandées. Cette évaluation est fondée sur des visites pays, la recherche et l'analyse de données exécutées par le secrétariat de l'OCDE.

[How do teachers become knowledgeable and confident in classroom management? Insights from a pilot study](#). Teaching in Focus, n° 19, nov 2017

The Innovative Teaching for Effective Learning (ITEL) Teacher Knowledge Survey is the first international study to explore the nature, function and development of teachers' pedagogical knowledge, i.e. what teachers know about teaching and learning. In-service and pre-service teachers exhibited higher knowledge on the classroom management portion of the assessment than in other



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areas related to instructional process, such as teaching methods and lesson planning. Results suggest that the more teachers learn about classroom management, the more confident they feel about mastering the teaching and learning process in general. Classroom management also seems to have a larger impact on self-efficacy than does learning about lesson planning. In-service teachers who report feeling confident about managing classrooms also report higher quality instructional practices in this domain. Knowledge related to learning and development; incorporating aspects of cognitive learning strategies, memory and information processes, is the area with most room for improvement in the pedagogical knowledge base.

[Dans quelle mesure les compétences en littératie de la population en âge de travailler vont-elles changer d'ici 2022 ?](#) Les compétences des adultes à la loupe, n°7, nov 2017

Entre 2012 et 2022, les compétences en littératie des individus en âge de travailler dans les pays participant à l'Évaluation des compétences des adultes (PIAAC) devraient s'améliorer, principalement en raison du faible niveau relatif des compétences des cohortes qui atteindront 65 ans d'ici 2022 et du niveau de compétences en littératie beaucoup plus élevé parmi le groupe d'âge entrant. Les pays participants récoltent les lointains bénéfices des efforts qu'ils ont réalisés en matière d'éducation depuis les années 1970. Ce que ces données montrent, c'est qu'une scolarité de grande qualité ne suffira pas à elle seule à améliorer la qualité de la main-d'oeuvre aussi rapidement qu'augmentent les besoins en compétences. Les gouvernements doivent donc redoubler d'efforts pour faire de l'apprentissage tout au long de la vie une réalité pour tous.

[OECD Skills Strategy Diagnostic Report: Italy 2017](#). Paris : OCDE, 2017

[Education in Lithuania](#). Paris : OCDE, Oct 2017. 196 p. (Reviews of National Policies for Education) ISBN: 9789264281486 (PDF) 9789264281417(print)

Lithuania has achieved steady expansion of participation in education, substantially widening access to early childhood education and care and tertiary education, coupling this with nearly universal participation in secondary education. However, if Lithuania's education system is to help the nation respond effectively to economic opportunities and demographic challenges, improvements in the performance of its schools and its higher education institutions are needed. Improved performance requires that Lithuania clarify and raise expectations of performance, align resources in support of raised performance expectations, strengthen performance monitoring and the assurance of quality, and build institutional capacity to achieve high performance. This orientation to improvement should be carried across each sector of its education system.

This report assesses Lithuania's policies and practices against best practice in education from across the OECD and other countries in the region. It analyses its education system's major strengths and the challenges it faces, from early childhood education and care to tertiary education. It offers recommendations on how Lithuania can improve quality and equity to support strong, sustainable and inclusive growth. This report will be of interest in Lithuania and other countries looking to raise the quality, equity and efficiency of their education systems.

[How does PISA measure students' ability to collaborate?](#) PISA in Focus, n°77, 31 octobre 2017

Solving unfamiliar problems on one's own is important, but in today's increasingly interconnected world, people are often required to collaborate in order to achieve their goals. Teamwork has

numerous benefits, from a diverse range of opinions to synergies among team members, and assigning tasks to those who are best suited to them.

Collaboration can also be fraught with difficulties. Instead of dividing tasks effectively, one team member might reproduce another's work. Interpersonal tension and poor communication might also prevent the team from achieving its full potential. Working with others is a skill that might not be natural to everyone, but it can be developed with time and practice.

Every three years, PISA measures students' ability to apply their knowledge in three core subjects – science, reading and mathematics – to familiar settings. These competencies, however, are not sufficient to thrive in life. Hence, PISA 2015 – for the first time ever in any international assessment – measures students' ability to solve problems collaboratively in 52 education systems around the world.

[What are the gender differences and the labour market outcomes across the different fields of study?](#) Education Indicators in Focus, n°55, 01 Nov 2017

Although girls and boys perform similarly in the PISA science assessment at age 15, girls are less likely than boys to envision a career in science and engineering, even in countries where they outperform them. Current gender disparities in the labour market will not be addressed by the inflow of new graduates: in all OECD and partner countries, women significantly outnumber men in education while men largely outnumber women in engineering, manufacturing and construction in both fields of study and the labour market. Male-dominated fields of study such as engineering, manufacturing and construction have high employment rates but also the greatest difference between the employment rates of men and women.

[PISA for Development system-level data.](#) PISA for Development Brief, 18, october 2017

[Neurodiversity in education.](#) Trends Shaping Education Spotlight, 12, 2017

Kristina Sonmark, Nóra Révai, Francesca Gottschalk, Karolina Deligiannidi, Tracey Burns. [Understanding teachers' pedagogical knowledge: Report on an international pilot study.](#) OECD Education Working Papers, n°159, octobre 2017

What is the nature of teachers' pedagogical knowledge? The Innovative Teaching for Effective Learning Teacher Knowledge Survey (ITEL TKS) set out to answer this question in a pilot study that ran in five countries: Estonia, Greece, Hungary, Israel and the Slovak Republic. Using convenience samples, the pilot assessed the pedagogical knowledge base of teachers, teacher candidates and teacher educators. Pedagogical knowledge was broken down into the domains of assessment, instructional processes and learning processes. The link between teachers' knowledge and characteristics of teacher education systems, opportunities to learn and motivational characteristics was also examined.

The ITEL TKS pilot demonstrated the feasibility of researching teachers' pedagogical knowledge profiles across countries, and validated an innovative instrument for assessing general pedagogical knowledge in an internationally comparative way. It also allowed for reflection on potential adaptations to strengthen the design of future work. The results serve as a template for a larger-scale study to explore teacher knowledge and competences in nationally representative samples.



[Eary Academic Outcomes of Funded Children with Disability](#)

John Haisken-DeNew (Melbourne Institute: Applied Economic & Social Research, The University of Melbourne) ; Cain Polidano (Melbourne Institute: Applied Economic & Social Research, The University of Melbourne) ; Chris Ryan (Melbourne Institute: Applied Economic & Social Research, The University of Melbourne)

People with disability face considerable difficulty participating fully in work and the wider community, due in part to poor schooling outcomes. To enable students with disability to meet their potential, the governments provide extra funding to schools to help them meet their special learning needs. Such funding includes extra funding for meeting diverse student needs under formula-based block grant arrangements, funding for specific programs and funding that is targeted at the individual level. In this study, we take a first-step in examining outcomes from targeted funding, over and above outcomes from other funding sources, in mainstream public schools in Victoria under the Program for Student with Disability (PSD). We use information on disability and child development in the first year of school from the Australian Education and Development Census (AEDC), linked to Year 3 NAPLAN and information on PSD receipt from Year 1 to Year 3. We find that only around 17% of mainstream public-school students with disability who are in the bottom quarter of the state developmentally receive ongoing targeted funding under the PSD between 2012 and 2015. Using multivariate regression and rich administrative student data to control for differences between students with disability who do and do not receive targeted funding, we find that the receipt of PSD is strongly associated with being exempt from sitting NAPLAN, which obstructs any proper examination of the educational outcomes from funding. These results raise the prospect of extending existing funding according to developmental need, but caution that any such change should be accompanied with measures that ensure funding outcomes can be assessed.

[Moving On Up for High School Graduates in Russia: The Consequences of the Unified State Exam Reform](#)

Fabián Slonimczyk ; Marco Francesconi ; Anna Yurko

In 2009, Russia introduced a reform that changed the admissions process in all universities. Before 2009, admission decisions were based on institution-specific entry exams; the reform required universities to determine their decisions on the results of a national high-school test known as Unified State Exam (USE). One of the main goals of the reform was to make education in top colleges accessible to students from peripheral areas who typically did not enroll in university programs. Using panel data from 1994 to 2014, we evaluate the effect of the USE reform on student mobility. We find the reform led to a substantial increase in mobility rates among high school graduates from peripheral areas to start college by about 12 percentage points, a three-fold increase with respect to the pre-reform mobility rate. This was accompanied by a 40-50% increase in the likelihood of financial transfers from parents to children around the time of the move and a 70% increase in the share of educational expenditures in the last year of the child's high school. We find no effect on parental labor supply and divorce.

### [The gender gap in intergenerational mobility: Evidence of educational persistence in Brazil](#)

Leone, Tharcisio

This paper employs mobility matrices, univariate regressions and multivariate econometric techniques based on the recently published nationally representative household survey (PNAD-2014) from Brazil to investigate the relevance of the gendered patterns in the intergenerational transmission of educational attainment between parents and their descendants. The empirical evidence from these three different approaches is absolutely unanimous: In Brazil there is a significant variation in degree of mobility across genders, with a higher mobility level for daughters than for sons. The reason for this gender gap in mobility lies in the chances of attaining the educational levels: regardless of the educational background of the parents, females have a lower chance of remaining without school certificate and a greater probability to achieve a tertiary education. The results of this paper point out also that the educational attainment of children is strongly associated with the education of their most educated parent, regardless of their gender and this correlation is higher for female than for male. Concerning the evolution of the persistence in education over time, the findings indicate for both sexes a significant increase in intergenerational mobility over the last decades. However this positive evolution is much more modest when the relative deviation in education across generations is excluded from the investigation. Finally, this study has demonstrated that parental occupation levels and individual characteristics (race, locality of residence and year of birth) also have a statistically significant effect on the prospects for mobility.

### [Why Are Single-Sex Schools Successful?](#)

Christian Dustmann ; Hyejin Ku ; Do Wan Kwak

We exploit two unusual policy features of academic high schools in Seoul, South Korea—random assignment of pupils to high schools within districts and conversion of some existing single-sex schools to the coeducational (coed) type over time—to identify three distinct causal parameters: the between-school effect of attending a coed (versus a single-sex) school; the within-school effect of school-type conversion, conditional on (unobserved) school characteristics; and the effect of class-level exposure to mixed-gender (versus same-sex) peers. We find robust evidence that pupils in single-sex schools outperform their counterparts in coed schools, which could be due to single-sex peers in school and classroom, or unobservable school-level covariates. Focusing on switching schools, we find that the conversion of the pupil gender type from single-sex to coed leads to worse academic outcomes for both boys and girls, conditional on school fixed effects and time-varying observables. While for boys, the negative effect is largely driven by exposure to mixed-gender peers at school-level, it is class-level exposure to mixed-gender peers that explains this disadvantage for girls.

### [Does Maternal Education Affect Childhood Immunization Rates? Evidence from Turkey](#)

Mustafa Özer ; Jan Fidrmuc ; Mehmet Ali Eryurt

We study the causal effect of maternal education on childhood immunization rates. We use the Compulsory Education Law (CEL) of 1997, and the differentiation in its implementation across regions, as instruments for schooling of young mothers in Turkey. The CEL increased the compulsory years of schooling of those born after 1986 from 5 to 8 years. We find that education of mothers increases the probability of completing the full course of DPT and Hepatitis B vaccinations for their children. Furthermore, education increases the age of first marriage and birth, changes women's and

their spouse's labour market status, and significantly affects women's attitude towards spousal violence against women and gender discrimination in a manner that empowers women.

#### [Birth Order and Delinquency: Evidence from Denmark and Florida](#)

Sanni Breining ; Joseph Doyle ; David N. Figlio ; Krzysztof Karbownik ; Jeffrey Roth

Birth order has been found to have a surprisingly large influence on educational attainment, yet much less is known about the role of birth order on delinquency outcomes such as disciplinary problems in school, juvenile delinquency, and adult crime: outcomes that carry significant negative externalities. This paper uses particularly rich datasets from Denmark and the state of Florida to examine these outcomes and explore potential mechanisms. Despite large differences in environments across the two areas, we find remarkably consistent results: in families with two or more children, second-born boys are on the order of 20 to 40 percent more likely to be disciplined in school and enter the criminal justice system compared to first-born boys even when we compare siblings. The data allow us to examine a range of potential mechanisms, and the evidence rules out differences in health at birth and the quality of schools chosen for children. We do find that parental time investment measured by time out of the labor force is higher for first-borns at ages 2-4, suggesting that the arrival of a second-born child extends early-childhood parental investments for first-borns.

#### [Better with Bologna? Tertiary education reform and student outcomes](#)

Hahm, Sabrina ; Kluve, Jochen

This paper analyzes impacts of the Bologna Reform for Germany by using unique micro data from Humboldt-Universität zu Berlin. Variation in treatment introduction generates exogenous assignment of students into a treatment (Bachelor) and control group (Diploma). We account for potentially remaining selection bias by estimating a 2SLS model. Our results indicate i.a. that the reform led to a significant and sizeable increase in the probability of graduating within planned instructional time.

#### [Heterogeneous Peer Effects and Rank Concerns: Theory and Evidence](#)

Michela Maria Tincani

Using a theoretical model where students care about achievement rank, I study effort choices in the classroom and show that rank concerns generate peer effects. The model's key empirical prediction is that the effect on own achievement of increasing the dispersion in peer cost of effort is heterogeneous, depending on a student's own cost of effort. To test this, I construct a longitudinal multi-cohort dataset of students, with data on the geographic propagation of building damages from the Chilean 2010 earthquake. I find that higher dispersion in home damages among one's classmates led, on average, to lower own Mathematics and Spanish test scores. To be able to test the theory, I develop a novel nonlinear difference-in-differences model that estimates effect heterogeneity and that relates observed damages to unobserved cost of effort. I find that some students at the tails of the predicted cost of effort distribution benefit from higher dispersion in peer cost of effort, as predicted by the theoretical model. This finding suggests that observed peer effects on test scores are, at least partly, governed by rank concerns.

#### [Can Financial Incentives Reduce the Baby Gap? Evidence from a Reform in Maternity Leave Benefits](#)

Anna Christina Raute

To assess whether earnings-dependent maternity leave positively impacts fertility and narrows the baby gap between high educated (high earning) and low educated (low earning) women, I exploit a major maternity leave benefit reform in Germany that considerably increases the financial incentives for higher educated and higher earning women to have a child. In particular, I use the large differential changes in maternity leave benefits across education and income groups to estimate the effects on fertility up to 5 years post reform. In addition to demonstrating an up to 22% increase in the fertility of tertiary educated versus low educated women, I find a positive, statistically significant effect of increased benefits on fertility, driven mainly by women at the middle and upper end of the education and income distributions. Overall, the results suggest that earnings-dependent maternity leave benefits, which compensate women commensurate with their opportunity cost of childbearing, could successfully reduce the fertility rate disparity related to mothers'™ education and earnings.

#### [Effects of a Government-Academic Partnership: Has the NSF-Census Bureau Research Network Helped Secure the Future of the Federal Statistical System?](#)

Daniel H. Weinberg ; John M. Abowd ; Robert F. Belli ; Noel Cressie ; David C. Folch ; Scott H. Holan ; Margaret C. Levenstein ; Kristen M. Olson ; Jerome P. Reiter ; Matthew D. Shapiro ; Jolene Smyth ; Leen-Kiat Soh ; Bruce D. Spencer ; Seth E. Spielman ; Lars Vilhuber ; Christopher K. Wikle

The National Science Foundation-Census Bureau Research Network (NCRN) was established in 2011 to create interdisciplinary research nodes on methodological questions of interest and significance to the broader research community and to the Federal Statistical System (FSS), particularly the Census Bureau. The activities to date have covered both fundamental and applied statistical research and have focused at least in part on the training of current and future generations of researchers in skills of relevance to surveys and alternative measurement of economic units, households, and persons. This paper discusses some of the key research findings of the eight nodes, organized into six topics: (1) Improving census and survey data collection methods; (2) Using alternative sources of data; (3) Protecting privacy and confidentiality by improving disclosure avoidance; (4) Using spatial and spatio-temporal statistical modeling to improve estimates; (5) Assessing data cost and quality tradeoffs; and (6) Combining information from multiple sources. It also reports on collaborations across nodes and with federal agencies, new software developed, and educational activities and outcomes. The paper concludes with an evaluation of the ability of the FSS to apply the NCRN's research outcomes and suggests some next steps, as well as the implications of this research-network model for future federal government renewal initiatives.

#### [Higher Education Funding Reforms: A Comprehensive Analysis of Educational and Labor Market Outcomes in England](#)

Azmat, Ghazala (Sciences Po, Paris) ; Simion, Stefania (University of Edinburgh)

This paper investigates the impact of changes in the funding of higher education in England on students' choices and outcomes. Over the last two decades – through three major reforms in 1998, 2006 and 2012 – undergraduate university education in public universities moved from being free to students and state funded to charging substantial tuition fees to all students. This was done in conjunction with the government offering generous means-tested maintenance grants and loans. Using detailed longitudinal micro-data that follows all students attending state schools in England (more than 90 percent of all school-aged children) from lower education to higher education, we document the socio-economic distributional effects of the 2006 and 2012 policy reforms on a comprehensive set of outcomes, including enrolment, relocation decisions, selection of institution,

program of study, and performance within university. For a subset of students, we track them after completing higher education, allowing us to study the labor market effects of the policy reforms. Despite the substantial higher education funding reforms, we do not find large aggregate effect on student enrolment or on other margins. Moreover, the small negative impacts found on the enrolment were largely borne on those in higher parts of the wealth distribution – reducing the enrolment gap across socio-economic groups.

#### [The Local Effects of the Texas Shale Boom on Schools, Students, and Teachers](#)

Marchand, Joseph (University of Alberta, Department of Economics) ; Weber, Jeremy (University of Pittsburgh)

This study explores how the Texas shale boom affected schools, students, and teachers. Using variation in geology across school districts and oil prices over time, the evidence shows that test scores in the average shale district declined despite tripling the tax base and creating a revenue windfall. Greater spending went to capital projects and servicing debt, not to teachers. Higher labor market wages did not affect student completion rates, but a growing gap in wages between the private and education sectors contributed to greater teacher turnover and more inexperienced teachers, which helps explain the decline in test scores.

#### [Do Boys Benefit from Male Teachers in Elementary School? Evidence from Administrative Panel Data](#)

Puhani, Patrick A.

With girls having overtaken boys in many education indicators, the “feminization” of elementary school teaching is causing debates about disadvantages for male students. Using administrative panel data on the universe of students, teachers and schools for a German state, I exploit within school and within teacher variation to determine teacher characteristics’ effects on students’ tracking outcomes. Germany tracks students at age 10 into more or less academic school types. I find hardly any effects of teacher’s gender, age, pay level, qualifications, or working hours on boys’ or girls’ school track recommendations or school choice. Even when following students into middle school, no effects of elementary-school teacher gender on school type change or grade repetition can be detected.

#### [How does PISA measure students’ ability to collaborate?](#)

OECD

Solving unfamiliar problems on one’s own is important, but in today’s increasingly interconnected world, people are often required to collaborate in order to achieve their goals. Teamwork has numerous benefits, from a diverse range of opinions to synergies among team members, and assigning tasks to those who are best suited to them. Collaboration can also be fraught with difficulties. Instead of dividing tasks effectively, one team member might reproduce another’s work. Interpersonal tension and poor communication might also prevent the team from achieving its full potential. Working with others is a skill that might not be natural to everyone, but it can be developed with time and practice. Every three years, PISA measures students’ ability to apply their knowledge in three core subjects – science, reading and mathematics – to familiar settings. These competencies, however, are not sufficient to thrive in life. Hence, PISA 2015 – for the first time ever in any international assessment – measures students’ ability to solve problems collaboratively in 52 education systems around the world.

#### [The Consequences of Academic Match between Students and Colleges](#)

Eleanor Wiske Dillon ; Jeffrey Andrew Smith

We consider the effects of student ability, college quality, and the interaction between the two on academic outcomes and future earnings using data on two cohorts of college enrollees drawn from the NLSY-79 and the NLSY-97. We find that student sorting has increased modestly between cohorts, and that student ability and college quality strongly improve degree completion and earnings. These patterns imply that, on average, students benefit from “overmatch” of the sort generated by affirmative action in admissions. We find little evidence of match effects on degree completion at eight years or on STEM degree completion, but suggestive evidence of some complementarity between student ability and college quality in degree completion at four years and long-term earnings. Such complementarity implies a tradeoff between equity and efficiency for policies that move lower ability students to higher quality colleges.

#### [Sleep and Student Success: The Role of Regularity vs. Duration](#)

Luong, Phuc (University of California, Davis) ; Lusher, Lester (University of Hawaii at Manoa) ; Yasenov, Vasil (University of California, Berkeley)

Recent correlational studies and media reports have suggested that sleep regularity – the variation in the amount of sleep one gets across days – is a stronger determinant of student success than sleep duration – the total amount of sleep one receives. We identify the causal impacts of sleep regularity and sleep duration on student success by leveraging over 165,000 student-classroom observations from a large university in Vietnam where incoming freshmen were randomly assigned into course schedules. These schedules varied significantly: some had the same daily start time across the week, while others experienced extreme shifts. Across a multitude of specifications and samples, we precisely estimate no discernible differences in achievement between students with highly varying start times versus students with consistent schedules. Moreover, we find much smaller gains to delayed school start times compared to previous studies.

#### [Measuring success in education: the role of effort on the test itself](#)

Uri Gneezy ; John List ; Jeffrey Livingston ; Xiangdong Qin ; Sally Sadoff ; Yang Xu

Tests measuring and comparing educational achievement are an important policy tool. We experimentally show that offering students extrinsic incentives to put forth effort on such achievement tests has differential effects across cultures. Offering incentives to U.S. students, who generally perform poorly on assessments, improved performance substantially. In contrast, Shanghai students, who are top performers on assessments, were not affected by incentives. Our findings suggest that in the absence of extrinsic incentives, ranking countries based on low-stakes assessments is problematic because test scores reflect differences in intrinsic motivation to perform well on the test itself, and not just differences in ability.

#### [Relationships between Parental Involvement and Adolescents’ Academic Achievement and Aspiration](#)

Midori Otani (Ph.D., Osaka School of International Public Policy (OSIPP))

This study investigates two aspects of maternal and paternal involvement. First, what are the associations of parental involvement with adolescents’ academic achievement? Second, how does adolescent’s educational aspiration mediate the relationship between parental involvement and achievement? Samples of middle school students were analysed separately according to adolescents’ gender. The analyses were conducted by using a generalised structural equation model. The results

show that both maternal and paternal involvement is associated with adolescent's academic outcome even though some differences are also found. Adolescent's educational aspirations mediate the association between parental involvement and academic grade. Discussion topic that are related to adolescents' schooling is more significantly and positively associated with grade.

#### [How much will the literacy level of the working-age population change from now to 2022?](#)

Between 2012 and 2022, the literacy proficiency of the working-age population in the countries that took part in the Survey of Adult Skills is set to improve, mainly driven by the relatively low proficiency of the cohorts who will reach 65 between now and 2022 and the much higher literacy skills among the incoming age group. The participating countries are thus reaping the distant rewards of their investment in education since the 1970s. What these data show is that high quality schooling alone will not be enough to raise the quality of the workforce nearly as quickly as skills requirements are rising. Governments therefore need to redouble their efforts to make lifelong and lifewide learning a reality for all.

#### [Education, signaling and the allocation of entrepreneurial skills](#)

Arozamena, Leandro ; Ruffo, Hernán

We assess the allocative importance of education when workers can choose to self-employ. To do so, we build a model combining educational choices with the labor market and selfemployment. Education can increase workers' human capital and may signal their ability as well. Both roles can be more important for working in a firm than for self-employment. We show that when education performs worse its signaling role, firms cannot distinguish high and low productivity workers, and there is a higher proportion of workers that allocate in less productive activities as self-employed. This option further reduces incentives to educate, given that education is less valuable for a worker if self-employed. Lowering the cost of education increases the number of educated workers, but does not solve the signaling problem, and could generate stronger misallocation.

#### [The Effects of Mandatory and Free College Admission Testing on College Enrollment and Completion](#)

Vansuch, Mary

Between the years 2001 and 2015, twenty-three states and the District of Columbia implemented a policy providing mandatory and free college admission exams (ACT or SAT) to all public high school juniors. As such, the policy reduced to zero out of pocket expenses for exam fees, and likely reduced out-of-pocket expenses for exam preparation, because schools might have been induced to provide such a service in-house. The policy also reduced the time cost of test taking because the test is administered during class time and at a student's school. Because the mandatory exam is administered during the junior year, the policy may also have increased the amount of information a student has about her college prospects earlier on in her decision making process. In this paper I hypothesize that the decreased costs and increased information may induce more students to apply to and enroll in college. I use both college-level longitudinal data (IPEDS) along with cross-sectional student-level data (ACS) to test these predictions. Specifically, I exploit the fact that not all states implemented the policy and that those which did so implemented the policy at different points in time. In the college-level analysis, I find that the average college saw an increase in about 88 enrolled students and 460 applications from the policy without any effect on their graduation rates. In the individual-level analysis, I find that treated individuals have approximately 1.03 times the odds of

untreated individuals of attending college. In the appendix I propose a model for the decision to apply, enroll, and complete college.

#### [Does Low Skilled Immigration Cause Human Capital Polarization? Evidence from Italian Provinces](#)

Brunello, Giorgio (University of Padova) ; Lodigiani, Elisabetta (University of Padova) ; Rocco, Lorenzo (University of Padova)

While there is a vast literature considering the labour market effects of immigration, less has been done to investigate how immigration affects the educational choices of young natives. Using Italian provincial data and an instrumental variables strategy, we show that the recent increase in the immigration of low skilled labour has produced human capital polarization, i.e. the contemporaneous increase in the share of natives with less than high school and not enrolled in school and in the share with a college degree or enrolled in college. This evidence is stronger for males than for females. We adapt the standard Card's model of educational choice and spell out under what conditions human capital polarization occurs. We estimate wage equations by gender and find that these conditions are satisfied, especially for Italian males.

#### [Impacts of Late School Entry on Children's Cognitive Development in Rural Northwestern China—Does Preprimary Education Matter?](#)

Qihui Chen

This article estimates the causal effect of primary school entry age on children's cognitive development in rural northwestern China, using data on nearly 1,800 primary school aged children from the Gansu Survey of Children and Families. Instrumental variable estimates, exploiting the discontinuity structure in children's school entry age around the enrolment cut-off date, indicate that a 1-year delay in school entry reduces children's scores on a cognitive ability test administered when they were aged 9–12 by 0.11–0.16 standard deviations (of the distribution of test scores). The negative late-school-entry effect is significantly larger in villages with no preprimary schools. It also persists as children advance to higher grades. These findings suggest that delayed school entry, even if it may be rural parents' rational response to resource constraints, can be harmful for children's cognitive development in developing areas with underdeveloped preprimary school systems.

#### [The Effects of Deferred Action for Childhood Arrivals on the Educational Outcomes of Undocumented Students](#)

Hsin, Amy (Queens College, CUNY) ; Ortega, Francesc (Queens College, CUNY)

Deferred Action for Childhood Arrivals (DACA) is the first large-scale immigration reform to affect undocumented immigrants in the United States in decades and offers eligible undocumented youth temporary relief from deportation and renewable work permits. While DACA has improved the economic conditions and mental health of undocumented immigrants, we do not know how DACA improves the social mobility of undocumented immigrants through its effect on educational attainment. This paper uses administrative data on students attending a large public university to estimate the effect of DACA on undocumented students' educational outcomes. The data are unique because they accurately identify students' legal status, account for individual heterogeneity, and allow separate analysis of students attending community colleges versus baccalaureate-granting, 4-year colleges. Results from difference-in-difference estimates demonstrate that as a temporary work-permit program, DACA incentivizes work over educational investments but that the effect of DACA on educational investments depends on how easily colleges accommodate working students.



At 4-year colleges, DACA induces undocumented students to make binary choices between attending school on a full-time basis or dropping out of school to work. At community colleges, undocumented students have the flexibility to simply reduce course work to accommodate increased work hours. Overall, the results suggest that the precarious and temporary nature of DACA creates barriers to educational investments.

#### [Early Tracking, Academic vs. Vocational Training and the Value of 'Second Chance' Options](#)

Biewen, Martin (University of Tuebingen) ; Tapalaga, Madalina (University of Tübingen)

This paper employs the dynamic treatment effects methodology proposed by Heckman et al. (2016, 2017) to examine educational transitions and expected returns in the German education system which is characterized by rigid early tracking but with options to revise track choices at later stages. We document strong sorting of individuals along observed and unobserved characteristics across the stages of the system. We consider expected wage returns to track choices including the continuation values arising from the options opened up by choosing a certain track. Expected returns to choosing higher tracks are generally positive but highly heterogenous. We find sorting on gains at many but not all stages of the system. A considerable percentage of the population exercises 'second chance' options to revise earlier track choices. The value of these options strongly depends on parental background as individuals from higher backgrounds are better able to exploit the possibilities opened up by these options at later stages. We present estimates of wage returns to different forms of vocational and academic training free of ability and sorting bias. Returns to academic training are particularly heterogenous.

#### [Maternal Employment and Child Outcomes: Evidence from the Irish Marriage Bar](#)

Mosca, Irene (Trinity College Dublin) ; O'Sullivan, Vincent (Lancaster University) ; Wright, Robert E. (University of Strathclyde)

This paper investigates the relationship between maternal employment and child outcomes using micro-data collected in the third wave of The Irish Longitudinal Study on Ageing. A novel source of exogenous variation in the employment decisions of women is used to investigate this relationship. Between the 1920s and the 1970s in Ireland, women working in certain sectors and jobs were required to leave their jobs once they married. The majority of women affected by this "Marriage Bar" then became mothers and never returned to work, or returned only after several years. Regression analysis is used to compare the educational attainment of the children of mothers who were required to leave employment on marriage because of the Marriage Bar to the educational attainment of the children of mothers who were not required to do so. It is found that the children of mothers affected by the Marriage Bar were about seven percentage points more likely to complete university education than the children of mothers who were not. This is a sizeable effect when compared to the observation that about 40% of the children in the sample completed university education. This effect is found to be robust to alternative specifications that include variables aimed at controlling for differences in maternal occupation, personality traits, and differences in paternal education.

#### [Youth Enfranchisement, Political Responsiveness and Education Expenditure: Evidence from the U.S.](#)

Bertocchi, Graziella (University of Modena and Reggio Emilia) ; Dimico, Arcangelo (Queen's University Belfast) ; Lancia, Francesco (University of Salerno) ; Russo, Alessia (Norwegian Business School (BI))

This paper studies the effect of preregistration laws on government spending in the U.S. Preregistration allows young citizens to register before being eligible to vote and has been introduced in different states in different years. Employing a difference-in-differences regression design, we first establish that preregistration shifts state-level government spending toward expenditure on higher education. The magnitude of the increase is larger when political competition is weaker and inequality is higher. Second, we document a positive effect of preregistration on state-provided student aid and its number of recipients by comparing higher education institutions within border-county pairs. Lastly, using individual-level data on voting records, we show that preregistration promotes a de facto youth enfranchisement episode. Consistent with a political economy model of distributive politics, the results collectively suggest strong political responsiveness to the needs of the newly-enfranchised constituent group.

### [Understanding Parental Choices of Secondary School in England Using National Administrative Data](#)

Simon Burgess ; Ellen Greaves ; Anna Vignoles

We study the process of school choice in England, using a new dataset giving all the preferences of all parents seeking a school place in state secondary schools. We set out new facts on the number of choices made, the chance of getting an offer from the first choice, and whether the nearest school is first choice. We use the rich data available to describe these choices by pupil characteristics, school characteristics and neighbourhood characteristics. We show that parents do pro-actively use the choice system, but that the admissions criteria do not work well for poorer families.

### [Antecedents of Overtime Work: The Case of Junior Academics](#)

Frei, Irina (RWTH Aachen University) ; Grund, Christian (RWTH Aachen University)

Despite the ongoing public debate about precarious working conditions in academia, there is only little evidence on working hours and overtime work for the group of (non-tenured) junior academics. By using unique longitudinal survey data on the occupational situation and careers of doctoral students and doctorate holders in STEM fields in Germany, we explore potential antecedents of overtime. We find that overtime hours are less pronounced among firm employees holding a doctorate and among postdocs than they are among doctoral students. This result holds in the cross-section and also when examining status changes (from doctoral student to postdoc or to firm employee holding a doctorate) in difference-in-differences estimations. In contrast to firm employees, overtime hours are considerably positively associated with part-time contracts for doctoral students. Furthermore, our results reveal that individuals' career orientation is positively associated with extra hours. In contrast, individuals with family responsibilities and a stronger preference for leisure time spend significantly fewer hours at work.

### [How do teachers become knowledgeable and confident in classroom management?: Insights from a pilot study](#)

OECD

The Innovative Teaching for Effective Learning (ITEL) Teacher Knowledge Survey is the first international study to explore the nature, function and development of teachers' pedagogical knowledge, i.e. what teachers know about teaching and learning. In-service and pre-service teachers exhibited higher knowledge on the classroom management portion of the assessment than in other areas related to instructional process, such as teaching methods and lesson planning. Results suggest that the more teachers learn about classroom management, the more confident they feel about

mastering the teaching and learning process in general. Classroom management also seems to have a larger impact on self-efficacy than does learning about lesson planning. In-service teachers who report feeling confident about managing classrooms also report higher quality instructional practices in this domain. Knowledge related to learning and development; incorporating aspects of cognitive learning strategies, memory and information processes, is the area with most room for improvement in the pedagogical knowledge base.

[Big Data Measures of Well-Being: Evidence from a Google Well-Being Index in the United States](#)

Algan, Yann ; Beasley, Elizabeth ; Guyot, Florian ; Higa, Kazuhito ; Murtin, Fabrice ; Senik, Claudia  
We build an indicator of individual well-being in the United States based on Google Trends. The indicator is a combination of keyword groups that are endogenously identified to fit with weekly time-series of subjective wellbeing measures collected by Gallup Analytics. We find that keywords associated with job search, financial security, family life and leisure are the strongest predictors of the variations in subjective wellbeing. The model successfully predicts the out-of-sample evolution of most subjective wellbeing measures at a one-year horizon.

[Strategic Default Among Private Student Loan Debtors: Evidence from Bankruptcy Reform](#)

Darolia, Rajeev (Federal Reserve Bank of Philadelphia) ; Ritter, Dubravka (Federal Reserve Bank of Philadelphia)

Bankruptcy reform in 2005 restricted debtors' ability to discharge private student loan debt. The reform was motivated by the perceived incentive of some borrowers to file bankruptcy under Chapter 7 even if they had, or expected to have, sufficient income to service their debt. Using a national sample of credit bureau files, we examine whether private student loan borrowers distinctly adjusted their Chapter 7 bankruptcy filing behavior in response to the reform. We do not find evidence to indicate that the moral hazard associated with dischargeability appreciably affected the behavior of private student loan debtors prior to the policy.

[Nighttime Lights as a Proxy for Human Development at the Local Level](#)

Anna Bruederle ; Roland Hodler

Nighttime lights are increasingly used by social scientists as a proxy for economic activity and economic development in subnational spatial units. However, so far, our understanding of what nighttime lights capture is limited. We construct local indicators of household wealth, education and health from geo-coded Demographic and Health Surveys (DHS) for 29 African countries. We show that nighttime lights are positively associated with these indicators across DHS cluster locations as well as across grid cells of roughly 50 x 50 km. We conclude that nighttime lights are a good proxy for human development at the local level.

***Repéré sur : repository.upenn.edu***

Ingersoll, Richard M.; Sirinides, Philip; and Dougherty, Patrick. (2017). School [Leadership, Teachers' Roles in School Decision making, and Student Achievement](#). CPRE Working Papers

This working paper summarizes the results of a study of leadership in elementary and secondary schools. The study focused in particular on instructional leadership – the extent to which school leaders focus on the core activities of teaching and learning – and teacher leadership – the extent to

which teachers have input into school decision-making. This paper is drawn from the full report of the study, entitled *School Leadership Counts* (Ingersoll, Dougherty and Sirinides 2017), available at [www.newteachercenter.org](http://www.newteachercenter.org).

Gray, Abigail M.; Sirinides, Philip M; Fink, Ryan; Flack, Adrienne; DuBois, Tesla; Morrison, Katrina; and Hill, Kirsten. (2017). [Discipline in Context: Suspension, Climate, and PBIS in the School District of Philadelphia](#). *CPRE Research Reports*.

The report details a two-year exploratory, mixed-methods research study on the disciplinary practices and climate of schools serving K–8 students in the School District of Philadelphia (SDP). Findings reveal that SDP schools are making efforts to reduce suspensions and improve climate, but critical barriers to these efforts include resource limitations and philosophical misalignments between teachers and school leaders. The study identified three profiles among SDP schools serving K–8 students based on information about disciplinary practices and climate, and found that these profiles are predictive of suspension and academic outcomes. Students attending schools with collaborative climates and less punitive approaches to discipline have lower risk of being suspended and better academic outcomes. The report offers a series of recommendations for strengthening the implementation of climate initiatives, including Positive Behavioral Interventions and Supports (PBIS), in challenging urban settings.

***Repéré sur : worldbank.org***

Peter Darvas, Shang Gao, Yijun Shen and Bilal Bawany . [Sharing Higher Education's Promise beyond the Few in Sub-Saharan Africa](#). Washington : World Bank, 2017. 121 p.

There is a significant body of research that measures inequality in educational attainment across all levels of education. Research in this regard, with a specific focus on Sub-Saharan Africa (SSA), is even more difficult to come by . This book intends to fill some of the knowledge gap with regard to access and equity in tertiary education in SSA by collecting, generating, and analyzing empirical evidence on these indicators and, on the basis of this analysis, highlighting key policy entry points for addressing equity. The book is structured in the following manner: Chapter 2 discusses the supply and demand of tertiary education in SSA, demonstrating that growth in the demand for tertiary education has far outpaced increased supply. Chapter 3 analyzes key patterns of equity in tertiary education. Chapter 4 focuses on understanding why inequities persist in tertiary education and what factors contribute to the erosion or exacerbation of inequity in tertiary education in SSA. Chapter 5 demonstrates that tertiary education yields substantial benefits. Chapter 6 discusses key policy interventions that governments have adopted for the purposes of targeting specific populations to increase access to tertiary education. Chapter 7 presents country case studies to demonstrate how different tertiary education policies influence outcomes and patterns of equity or inequity.

Vimala Ramachandran, Tara Béteille, Toby Linden, Sangeeta Dey, Sangeeta Goyal and Purna Goel Chatterjee. [Getting the Right Teachers into the Right Schools: Managing India's Teacher Workforce](#). Washington : World Bank, 2017. 293 p.

India's landmark Right of Children to Free and Compulsory Education Act (2009) guarantees education to all children aged 6-14 years. The Act mandates specific student-teacher ratios and emphasizes teacher quality. Writing this into legislation took seven years, but the seven years since

has proven that ensuring effective teachers are recruited and placed in all schools in a time-bound manner is considerably more challenging. This report takes a detailed look at the complexity of the teacher management landscape in elementary and secondary schools in nine Indian states. On a daily basis, the administrative machinery of these states has to manage between 19,000 to nearly a million teachers in different types of schools and employment contracts, and cope with recruiting thousands more and distributing them equitably across schools. This report examines the following issues: official requirements for becoming a schoolteacher in India; policies and processes for teacher recruitment, deployment and transfers; salaries and benefits of teachers; professional growth of teachers; and grievance redress mechanisms for teachers. For the first time in India, this report compares and contrasts stated policy with actual practice in teacher management in the country, using a combination of primary and secondary data. In so doing, the report reveals the hidden challenges and the nature of problems faced by administrators in attempting to build an effective teacher workforce which serves the needs of all of India's 200 million school children. The report examines states with varying characteristics, thus generating knowledge and evidence likely to be of interest to policy makers and practitioners in a wide range of contexts

Samer Al-Samarrai, Unika Shrestha, Amer Hasan, Nozomi Nakajima, Santoso Santoso and Wisnu Harto Adi Wijoyo. [Introducing a Performance-Based School Grant in Jakarta: What Do We Know about Its Impact after Two Years?](#)

This paper evaluates the early impact of introducing a performance component into Jakarta's school grant program on learning outcomes. Using administrative data, it applies difference-in-differences and regression discontinuity approaches to identify the impact of the grant by exploiting differences in program coverage over time, as well as by comparing changes in test scores between schools that received the additional performance award with schools that did not. The paper finds that the introduction of the performance component had different impacts on government primary and junior secondary schools. The program improved learning outcomes for primary schools at the bottom of the performance distribution and narrowed performance gaps across schools. However, improvements in equity were also driven by negative impacts of the program on better performing primary schools. Overall, the program reduced primary examination scores albeit by a small amount. In contrast to the results at the primary level, the performance component improved examination scores in government junior secondary schools. However, the impact seemed to be greatest among better performing schools and has therefore widened performance gaps. The findings also suggest that program impact was largely through competition between schools to receive the performance component. There is little evidence that the additional resources schools received from the award had any additional impact. The evaluation utilized preexisting administrative data and the paper offers some suggestions on how education information systems can be strengthened to create more robust feedback loops between research and policy.

## 2. Sommaires de revues en éducation

**Revues francophones :**

[Cahiers pédagogiques, n° 539, septembre 2017](#)

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- Chefs, libérez vos établissements !  
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- Esprit scientifique, esprit critique  
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- Nous partimes trente, mais par un prompt renfort...  
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- « Mon expérience à l'école illustre bien ce dont je parle aujourd'hui »  
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#### [Éducation et formations, n° 94, septembre 2017](#)

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- Programmes scolaires et apprentissage de la notion de fraction à l'école élémentaire. Quelques enseignements tirés de TIMSS 2015  
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- Nouvelles analyses de l'étude TIMSS Advanced 2015 en mathématiques. Une application du modèle d'analyse des niveaux de mise en fonctionnement des connaissances (NMFC)  
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- L'allocation des moyens dans le premier degré public. Mise en oeuvre d'un nouveau modèle  
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- Du métier exercé au métier enseigné : transition, ruptures et continuités  
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- Résoudre la dissonance cognitive entre identité visée et identité prescrite. Le cas des moniteurs de maisons familiales rurales

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- Inégalités en formation : développement identitaire et compétences littéraciées  
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- Tutorat de mémoires, courriels et rapport au temps  
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- Aux origines du Conseil national des programmes (1983-1990) : instruments et acteurs d'une nouvelle gouvernance des contenus d'enseignements  
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- L'œuvre des « caravanes scolaires » : un programme d'éducation globale à la périphérie de l'école républicaine (1874-1934)  
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- Des « héritières » dans la formation d'assistante de service social ? Aspiration au travail social et reclassement  
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[STICEF - Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation](#), Volume 24, N° 2, 3 - 2017

Thème : Numéro spécial : Recherches actuelles sur les MOOC

- Retour d'expérience sur deux années de MOOC Inria  
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- Cadre d'analyse de la personnalisation de l'apprentissage dans les cours en ligne ouverts et massifs (CLOM)  
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- L'utilisation du manuel numérique en contexte postsecondaire : avantages et inconvénients  
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#### **Revue anglophone :**

[Child Development, Volume 88, Issue 6, November/December 2017](#)

- How Children Construct Views of Themselves: A Social-Developmental Perspective  
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- Children's Theories of the Self  
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- Young Children's Self-Concepts Include Representations of Abstract Traits and the Global Self  
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- When Parents' Praise Inflates, Children's Self-Esteem Deflates  
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- Parental Co-Construction of 5- to 13-Year-Olds' Global Self-Esteem Through Reminiscing About Past Events  
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- Clear Self, Better Relationships: Adolescents' Self-Concept Clarity and Relationship Quality With Parents and Peers Across 5 Years  
Andrik I. Becht, Stefanie A. Nelemans, Marloes P. A. van Dijk, Susan J. T. Branje, Pol A. C. Van Lier, Jaap J. A. Denissen and Wim H. J. Meeus

- Anxious Solitude and Self-Compassion and Self-Criticism Trajectories in Early Adolescence: Attachment Security as a Moderator  
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- The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal  
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- When Peer Performance Matters: Effects of Expertise and Traits on Children's Self-Evaluations After Social Comparison  
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- Why Most Children Think Well of Themselves  
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- A Model of Maternal and Paternal Ethnic Socialization of Mexican-American Adolescents' Self-Views  
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- Does Reading Cause Later Intelligence? Accounting for Stability in Models of Change  
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- Shyness and Social Conflict Reduce Young Children's Social Helpfulness  
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- The Development of Selective Copying: Children's Learning From an Expert Versus Their Mother  
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- The Role of Auditory and Visual Speech in Word Learning at 18 Months and in Adulthood  
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- Hand–Eye Coordination Predicts Joint Attention  
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[Assessment- Volume: 24, Number: 8 \(December 2017\)](#)

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- Does Need for Cognition Have the Same Meaning at Different Ages?  
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- Evaluating the Construct Validity of the Levenson Self-Report Psychopathy Scale in China  
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- Higher and Lower Order Factor Analyses of the Temperament in Middle Childhood Questionnaire  
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- Experiences of Students with Disabilities Transitioning from 2-Year to 4-Year Institutions  
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- Strategies for Increasing Faculty Involvement in Institutional or Program Assessment  
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- “Math Is What I Love. I Think If I Got Anything from Community College, It’s the Beauty of Math.”: Promoting Mathematics Teacher Education Through Community College Outreach  
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- PhD students' presenting, staging and announcing their educational status - An analysis of shared images in social media

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- Understanding the Reading Process: One Path to Strengthening Classroom Instruction  
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- Moving on Up: Urban to Suburban Translocation Experiences of High-Achieving Black American Students  
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[Educational Administration Quarterly- Volume: 53, Number: 5 \(December 2017\)](#)

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- The Every Student Succeeds Act: Strengthening the Focus on Educational Leadership Michelle D. Young, Kathleen M. Winn, and Marcy A. Reedy
- The Every Student Succeeds Act, State Efforts to Improve Access to Effective Educators, and the Importance of School Leadership Edward J. Fuller, Liz Hollingworth, and Andrew Pendola
- Will Decentralization Affect Educational Inequity? The Every Student Succeeds Act Anna J. Egalite, Lance D. Fusarelli, and Bonnie C. Fusarelli
- The ESSA in Indian Country: Problematizing Self-Determination Through the Relationships Between Federal, State, and Tribal Governments Hollie J. Mackey
- College and Career Readiness and the Every Student Succeeds Act Joel R. Malin, Debra D. Bragg, and Donald G. Hackmann

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- Origin and decline of the first university radio web in France  
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- Developing a reading comprehension test for cognitive diagnostic assessment: A RUM analysis  
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[Theory and Research in Education- Volume: 15, Number: 3 \(November 2017\)](#)

A Special Issue on Big Data in Education

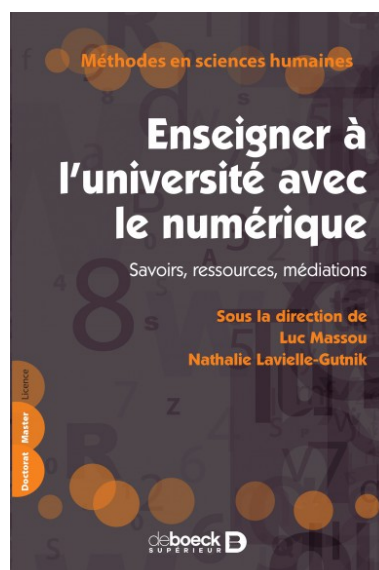
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### 3. Livres intéressants



Nathalie Lavielle-Gutnik, Luc Massou (coord.) **Enseigner à l'université avec le numérique : Savoirs, ressources, médiations.** Bruxelles : De Boeck, 2017 - 272 pages. ISBN : 9782807313309 - 24, 50 €  
Une analyse et une mise en perspective des pratiques enseignantes par rapport à l'usage des TIC lors de la création, de la diffusion et du partage du savoir universitaire.



Pierre-Yves Bernard. **Le décrochage scolaire.** Paris : PUF. (Que sais-je ?)

Qu'attend-on de l'école aujourd'hui ? Quel est le niveau d'étude minimal que chacun devrait avoir atteint à la sortie du système scolaire ? Comment y parvenir et éviter les ruptures précoces de scolarité ?

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