



Veille de l'IREDU n° 97

3 avril 2018

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Gregory Verdugo . Les dangereuses mutations du travail et de l'emploi. Alternatives économiques, 13/03/2018

La mondialisation et le numérique ont bouleversé le travail. Les plus qualifiés ont le mieux tiré leur épingle du jeu, mais le déploiement des robots intelligents pourrait changer la donne.

Repéré sur : cafepedagogique.net

[Ecrire et rédiger : Qu'est ce qui marche ?](#) L'expresso du 16 mars 2018

La seconde journée de la conférence de consensus organisée par le Cnesco et l'IFé, le 15 mars, est entrée dans le vif du sujet : quelles pratiques pédagogiques sont efficaces en classe pour faire écrire et faire acquérir les règles de l'écriture ? Des chercheurs examinent les conditions d'enseignement du lexique, de la grammaire et de l'orthographe, laissant à Jacques Crinon le soin de la synthèse. S'il n'y a pas de recette, il y a des cohérences pédagogiques qui paient. Mais comment faire entrer les résultats de la recherche dans un enseignement ligoté par des oppositions idéologiques aussi forcenées ?

[Une étude de France Stratégie appelle à intégrer école maternelle et crèche.](#) L'expresso du 16 mars 2018

Est ce le retour des "jardins d'enfants", une tentative de réforme de la maternelle lancée en 2008 ? Dans une nouvelle étude , France Stratégie, un service du Premier ministre, dresse un tableau sombre de l'école maternelle.

[Le cerveau et la lecture.](#) L'expresso du 16 mars 2018

"Des chercheurs du CEA, du CNRS et du Collège de France de NeuroSpin, plateforme de recherche en neuroimagerie au CEA Paris-Saclay, viennent de mettre en évidence comment la région spécifique à la reconnaissance des mots se développe lors de l'apprentissage de la lecture. L'étude, au cours de laquelle 10 enfants de cours préparatoire ont été suivis, a permis de localiser cette « boîte aux lettres » dans l'hémisphère gauche, dans une région encore libre de toute spécialisation. Bloquant toutefois le développement de la zone liée à la réponse aux visages dans l'hémisphère gauche et non dans le droit, l'acquisition de la lecture augmente l'asymétrie entre les deux hémisphères", annonce le CNRS. Cette étude, menée par Ghislaine Dehaene Lambertz, Karla Monzalvo et Stanislas Dehaene, montre le développement d'une aire spécifique du cerveau qui est en relation avec l'utilisation d'outils et la reconnaissance faciale.

[Bien-être à l'école : L'OCDE pointe les déceptions des jeunes issus de l'immigration.](#) L'expresso du 20 mars 2018

"Les flux migratoires modifient en profondeur la composition des salles de classe. D'après les analyses des données PISA, en 2015, dans les pays de l'OCDE et de l'UE, près d'un élève âgé de 15 ans sur quatre était né à l'étranger ou avait au moins un de ses parents né à l'étranger", affirme l'OCDE dans un nouveau rapport basé sur PISA. Le rapport évalue les capacités de résilience des élèves des différents systèmes éducatifs c'est à dire "la capacité des élèves issus de l'immigration à disposer de facultés d'adaptation suffisantes dans différentes dimensions du bien-être". Pour la France, le rapport pointe surtout la difficulté de l'Ecole à remédier aux inégalités socio-économiques et l'écart entre les aspirations éducatives des jeunes et leur réalisation. Autrement dit la déception.

[Bien être : Lilia Ben Hamouda : Inviter les savoirs des familles à l'école.](#) L'expresso du 20 mars 2018

"Un climat scolaire serein est la base de toute construction des savoirs, surtout pour les élèves éloignés de la culture scolaire". Et à Stains, dans cette école maternelle Rep+, de nombreux enfants parlent à la maison une autre langue que celle de l'école. Lilia Ben Hamouda et son équipe d'enseignants de l'école maternelle Guy Môquet invitent les parents à parler leur langue maternelle à l'école lors d'événements festifs qui jettent autant de ponts entre les deux mondes et d'étoiles dans les yeux des petits. L'école maternelle c'est aussi celle de la reconnaissance.

[Une étude évalue positivement le clavardage en classe.](#) L'expresso du 20 mars 2018

Alors que le clavardage, l'échange de textes sur support numérique, est une activité quotidienne pour une large majorité d'élèves, par exemple sous forme de SMS, peut-on utiliser cette compétence en classe ? ME Gonthier, C Ouellet et N Lavoie rendent compte dans la revue Alsic d'une expérience menée au Québec en classe d'adaptation avec des élèves de 12 à 14 ans. Le clavardage s'est fait sur ordinateur à partir d'un logiciel Etherpad - Récit, entre deux classes. Les élèves ont du rédiger en commun un texte. Selon les auteurs, "grâce au clavardage, les jeunes des deux niveaux ont mieux réussi à certains critères d'évaluation (orthographe grammaticale, respect des consignes et construction des phrases). Les interactions cognitives centrées sur la tâche dominant dans leurs discussions ; d'ailleurs, ils ont pris en compte plus de la moitié des propositions discutées. En somme, les jeunes ayant un intérêt certain pour le clavardage, il demeure judicieux d'y faire appel afin d'écrire en classe".

[Le contre palmarès des lycées.](#) L'expresso du 21 mars 2018

Le classement des lycées. Connaissez-vous le lycée Camille Desmoulins du Cateau Cambrésis ? Non ? C'est pourtant un des meilleurs lycées de France. Le Palmarès des lycées du Café pédagogique l'inscrit deux fois dans le peloton de tête des lycées français en série S et en série STMG. Du moins dans la lecture que fait le Café pédagogique des indicateurs des lycées. S'il est impossible d'enfermer la réalité du travail effectué dans les établissements dans des statistiques, il est possible d'utiliser les indicateurs de résultats des lycées publiés par le ministère de l'éducation nationale pour dévoiler des traces de ce travail. Encore faut-il vouloir les chercher. Parce qu'il y a plus de mérite à faire réussir les jeunes des quartiers populaire que de sélectionner parmi les bons élèves pour remplir ses terminales, le Café pédagogique exploite les statistiques ministérielles pour mettre en avant les lycées qui font vraiment réussir les jeunes qui ont besoin de l'éducation nationale.

[Palmarès des lycées : Qu'est ce qui fait la réussite du lycée Camille Desmoulins ?](#) L'expresso du 21 mars 2018

"C'est pas moi, ce sont les enseignants". Pour Bernard Butin, proviseur du lycée Camille Desmoulins du Cateau Cambrésis, la réussite de son lycée tient à la qualité de son équipe enseignante. Comment un lycée d'une petite ville isolée, dans une région économiquement déprimée, avec 68% d'élèves de milieu défavorisé, peut-il devenir un des meilleurs lycées de France ? Une situation qui ne doit rien au hasard et tout à un engagement éducatif.

[Le lien entre décrochage et marché du travail confirmé.](#) L'expresso du 21 mars 2018
Selon Localtis, le lien entre marché du travail et décrochage est confirmé et les territoires ne sont donc pas égaux quand il s'agit de lutter contre ce fléau. Une équipe de chercheurs français montre que le dynamisme du marché du travail compte autant que les déterminismes sociaux dans le décrochage. "L'absence de perspective par rapport à l'emploi favorise le décrochage", explique le coordinateur du projet, Pierre-Yves Bernard du CREN. "Lorsqu'il y a moins d'emplois et un taux de chômage important, on observe un taux de décrochage supérieur à la moyenne, alors qu'à l'inverse un marché dynamique joue sur l'engagement dans la scolarité, donc l'accrochage".

[Faut-il réduire la taille des classes ?](#) L'expresso du 23 mars 2018

Il y a des questions qui ne se posent pas sur le terrain mais qui occupent beaucoup les experts. La réduction de la taille des classes est de celles-ci. Longtemps la réduction de la taille des classes a été repoussée avec un brin de mépris par le ministère. On avait fait la preuve de son inefficacité. Mais depuis l'arrivée d'E. Macron à l'Elysée, retournement de veste, elle est devenue la solution officielle aux difficultés pédagogiques. Du coup, les cadres, les experts, tout le petit monde éducatif s'est repositionné en pro et anti, brûlant parfois aujourd'hui ce qu'il chérissait hier. Pourtant la question de l'efficacité est toujours à apprécier dans un contexte. A quelles conditions c'est efficace la réduction de la taille des classes ?

[Pour l'OCDE, il faut améliorer le bien-être des enseignants.](#) L'expresso du 26 mars 2018

"Le réussite éducative ne repose plus sur la restitution des connaissances mais sur la capacité à extrapoler et à appliquer les connaissances de façon créative dans de nouvelles situations en reliant différents champs de connaissances... Cela nécessite de nouvelles façons d'enseigner et d'apprendre et un nouveau type d'enseignants". Dans un nouvel ouvrage publié par l'OCDE, *Valuing our Teachers and Raising their Status*, Andreas Schleicher, directeur de l'éducation de l'OCDE, tire toutes les conséquences de cette évolution. Il met en évidence le lien entre le constructivisme et le niveau des élèves. Il montre aussi l'intérêt qu'ont les autorités à veiller au bien être des enseignants. Car là où il est faible, le niveau l'est aussi...

[Et Le travail personnel de l'élève ?](#) L'expresso du 28 mars 2018

"Faut-il – et, si oui, comment – travailler en dehors de la classe pour réussir à l'école ?... Mes petits frères me déçoivent quand j'apprends mes leçons. Parfois, je ne comprends pas les exercices et, à la maison, il n'y a personne pour m'aider" La Lettre de la pédagogie de l'académie de Nancy-Metz tient la question des deux bouts, coté élève et coté école. Consacrée a travail personnel de l'élève elle présente à la fois des apports savants (P Rayou par exemple) et des documents pédagogiques élaborés dans l'académie.

[L'école et la peur d'échouer](#). L'expresso du 30 mars 2018

L'école décourage-t-elle d'apprendre et cela dès la maternelle ? Dans le débat actuel sur l'école maternelle, le conseil scientifique de la Fcpe publie une nouvelle étude qui montre comment l'école contribue à fabriquer les inégalités scolaires. Fallait-il prendre la maternelle en exemple alors que la scolarisation précoce semble menacée ? Sur l'impact du fonctionnement de l'école sur le sentiment de bien être à l'école dans son rapport aux résultats scolaires, on aurait pu aussi bien sortir, en positif, la recherche de Camille Terrier. C'est ce que nous choisissons de faire...

[Pascale Garnier : Maternelle : Obligation scolaire ou obligation de qualité ?](#) L'expresso du 30 mars 2018

"Nous n'avons rien à gagner dans l'obligation de scolariser les enfants à partir de 3 ans, mais tout à craindre : au lieu d'être facultative et plébiscitée, l'école maternelle peut devenir synonyme de nouvelle « police des familles » et de contrainte scolaire accrue, sans qu'aucun des véritables défis d'un accueil et d'une éducation de qualité auxquels elle est confrontée ne soit relevé". En l'état actuel de l'école maternelle, Pascale Garnier voit dans l'avancement de l'âge de la scolarité obligatoire à 3 ans une décision néfaste et dans l'invocation de la lutte contre les inégalités un leurre.

[Les neurosciences et l'éducation dans Traces](#). L'expresso du 30 mars 2018

"Merci donc aux neurosciences. Mais, nombre d'enseignants avaient par expérience, par culture professionnelle, par innovation ou par observation, pris conscience, depuis longtemps, de ces phénomènes. Nombre de grands pédagogues, de chercheurs en didactique et en sciences de l'éducation avaient aussi analysé ces phénomènes. Tous avaient donc raison. Pas si mauvais ces pédagogues qu'il est de bon ton de décrier aujourd'hui !", écrit Dominique Bucheton dans un long article consacré aux apports des neurosciences à l'éducation. La revue belge Traces consacre son numéro 25 aux neurosciences. On y lira aussi un article sur l'épisode Alvarez.

Repéré sur : cedefop.europa.eu

[Spotlight on VET Bulgaria](#). CEDEFOP, mars 2018

[Vocational education and training in Bulgaria : Short description](#). CEDEFOP, mars 2018

This short description helps improve understanding of vocational education and training (VET) in Bulgaria. It covers the main features, highlighting policy developments and current challenges.

Bulgaria has strong youth education traditions. The share of those with upper secondary and post-secondary education is higher than in the EU; the share with low or no qualification is below EU average. Participation in VET is slightly higher than in general education; family traditions and personal interests are drivers for choosing VET.

Demographic changes have affected the VET population. A declining school population has led to school network optimisation, targeting greater efficiency while safeguarding quality. Many small VET schools have been merged with larger providers.

The 2015 amendments to the Pre-school and School Education Act triggered changes in the VET Act in 2016. These aim to make education pathways more flexible, allowing for greater permeability while helping create a sustainable national dual VET model.

[Which Signals of Skills Pay off in the Labor Market?](#)

Which skills are valued by employers? And how can graduates signal these skills effectively to potential employers? To address these questions, Marc Piopiunik, Lisa Simon, and Ludger Woessmann of the ifo Center for the Economics of Education, together with ifo research professor Guido Schwerdt (Konstanz), have conducted a survey experiment with nearly 600 human-resource managers of German firms who choose between CVs with randomized skill signals. They find that signals in all three studied domains - cognitive skills, social skills, and maturity - have a significant effect on being invited for a job interview. But the signals that prove relevant, expected, and credible differ by context, for example between apprenticeship applicants and college graduates. While grades and social skills are significant for both genders, males are particularly rewarded for maturity and females for IT and language skills.

[Central Exit Exams Improve Student Outcomes](#)

In his contribution to the *IZA World of Labor*, Ludger Woessmann argues that implementing central exams at the end of secondary school may prove much more effective at improving student outcomes than many other resource-intensive educational initiatives. Central exams act as an accountability device that reveals the overall outcome of the efforts of students and schools. They increase external rewards for learning, enhance monitoring of teachers and schools, and decrease peer pressure against learning. As a consequence, central exams improve the learning outcomes and subsequent labor-market performance of students and raise the understanding of grades - their information value - in the labor market.

[The Effect of Classroom Computers Depends on their Use](#)

Many proponents hope that computer-assisted instruction constitutes a technological breakthrough that will fundamentally revolutionize education. On average, however, using computers in the classroom does not lead to an improvement in students' achievement in math and science. But the average result masks the fact that the use of computers has opposing effects in different areas: If computers are used to look up ideas and information, student outcomes improve; but using computers to practice skills reduces student achievement. This is the result of a study by Oliver Falck of the ifo Center for Industrial Organisation and New Technologies, Constantin Mang and Ludger Woessmann of the ifo Center for the Economics of Education which has just been published as the lead article of the new volume of the *Oxford Bulletin of Economics and Statistics*. The study covers the achievement of over 400,000 fourth- and eighth-graders from over 50 countries on the TIMSS international student achievement test. The findings show that a qualitative improvement in teaching will occur only if the use of computers is focused on specific activities where it creates real added value.

[Do Pre-Service Cognitive and Pedagogical Skills Predict Teacher Effectiveness?](#)

What makes an effective teacher? Do students learn more from teachers who had better grades in school and college? In a new ifo Working Paper which is part of his Ph.D. dissertation at the ifo Center for the Economics of Education, Bernhard Enzi addresses this question using data from the German National Educational Panel Study. Better grades in high school and pre-service pedagogical exams of teachers are indeed associated with greater gains in student achievement in math and German. Grades observed before job start thus predict teacher effectiveness.

[Attitudes toward Refugees Are Not Affected by Beliefs about their Education Level](#)

Are attitudes toward refugees affected by beliefs about their education level? To answer this question, in a new CESifo Working Paper Philipp Lergetporer, Marc Piopiunik, and Lisa Simon of the ifo Center for the Economics of Education conduct a survey experiment with more than 5,000 university students. Through information provision, they shift participants' beliefs about refugees' education level. This affects respondents' concerns about labor-market competition. However, these concerns do not change their general attitudes toward refugees because the latter are hardly affected by economic aspects.

[Religious Tolerance Was an Engine of Innovation in Economic History](#)

In a new CESifo Working Paper, Francesco Cinnirella of the ifo Center for the Economics of Education and Jochen Streb of the University of Mannheim argue that tolerance and diversity are conducive to technological creativity and innovation. They show that higher levels of religious tolerance - as measured by religious diversity of the population, churches, preachers, and teachers - are related to higher levels of innovation during the second industrial revolution across 1,278 Prussian cities. Additional investigations suggest that the attraction of high-skilled migrants was a relevant mechanism and that religious diversity fostered interaction rather than segmentation of denominations in the workforce.

[Ph.D. Thesis: Education Economics from a Historical Perspective](#)

The organization of the Prussian school system still resonates in the German education system today. In her dissertation written at the ifo Center for the Economics of Education and accepted by the University of Munich, Ruth Schüler analyzes different aspects of the economic causes and consequences of education in Prussia towards the end of the 19th century. The four chapters address the questions how the funding of the education system emerged in the federal state and how the increasing centralization of education spending affected prosperity and nation building in a setting of religious and ethno-linguistic diversity.

Repéré sur : Cereq.fr

Anne Moysan-Louazel, Gérard Podevin, Nathalie Quintero, Carole Tuchsirer. [Dès 2014, une profonde mutation de l'offre de services des OPCA](#). Céreq Bref, n°362, mars 2018. 4p.

Le métier des OPCA, ces organismes paritaires collecteurs agréés chargés du financement de la formation professionnelle, s'est considérablement transformé depuis la réforme de 2014. Leur rôle initial de collecteur s'est vu en effet largement redéfini, entraînant le développement d'une nouvelle activité de conseil et d'ingénierie ajustée aux attentes des entreprises. Alors qu'une nouvelle réforme de la formation professionnelle continue se prépare, qu'est devenue aujourd'hui l'activité des OPCA ?

P.-L. Rosenfeld et J.-P. Aubert (Intefp), coord. [Construire des espaces de coopération pour l'emploi, la formation et le développement économique](#). Céreq-Intefp, décembre 2017. 122p.

L'Institut national du travail de l'emploi et de la formation professionnelle (Intefp) et le Céreq s'associent pour co-éditer l'ouvrage de restitution des travaux de la 34e session nationale de l'Intefp qui a eu lieu de juin 2015 à juin 2016. La thématique retenue était celle des nouvelles manières de coopérer à l'heure où la numérisation accélère les changements économiques et sociaux.

Un détour par la Silicon Valley et la Haute Bavière à l'occasion de deux voyages d'études permet de saisir l'ampleur des bouleversements engendrés par la révolution numérique. Ces nouveaux enjeux incitent à explorer d'autres formes de collaboration et de coopération : de l'entreprise « libérée » aux coopératives ou aux groupements d'employeurs, l'ouvrage explore de nouvelles manières de travailler ensemble.

Les sessions nationales de l'Intefp rassemblent chaque année une trentaine d'acteurs (les auditeurs) issus du monde de l'entreprise, des syndicats, des collectivités territoriales, des administrations d'Etat, des médias autour de thématiques liées aux évolutions économiques et sociales. Elles sont une occasion inédite pour chaque participant d'amorcer un processus de réflexion et d'action en dehors de ses grilles de lecture habituelles.

Repéré sur : ciep.fr

ARTHUIS Jean. [Erasmus pro : lever les freins à la mobilité des apprentis en Europe](#). Paris : Ministère du travail de l'emploi de la formation professionnelle et du dialogue social, janvier 2018, 40 p.

En 2017, le programme Erasmus a bénéficié à 43 000 étudiants. Dans le même temps, seuls 6 800 apprentis sont partis en mobilité à l'étranger et, le plus souvent, pour de courtes périodes. Sur la base de ce constat, l'auteur, député européen, a été chargé par la ministre du travail, d'une mission visant à formuler des propositions pour permettre d'ouvrir la voie aux mobilités longues et pour développer l'Erasmus de l'apprentissage pour tous, avec l'objectif de porter à 15 000 le nombre d'apprentis partant en Erasmus, d'ici à 2022. Pour l'apprenti, le rapport propose la création d'une garantie de ressources et une garantie de la couverture sociale. Pour que le stage à l'étranger soit pleinement reconnu dans le cursus, il propose également de définir tous les diplômes et les certifications professionnelles en unités d'acquis d'apprentissage ou de blocs de compétences.

BOSSARD Thierry, SHERRINGHAM Mark, SAINT-GEOURS Yves. [Les objectifs et l'organisation de l'action internationale au ministère de l'éducation nationale et au ministère de l'enseignement supérieur, de la recherche et de l'innovation : rapport à monsieur le ministre de l'éducation nationale, madame la ministre de l'enseignement supérieur, de la recherche et de l'innovation](#).

Paris : Ministère de l'éducation nationale, mars 2018, 38 p.

Le ministre de l'éducation nationale et la ministre de l'enseignement supérieur, de la recherche et de l'innovation ont souhaité que soit conduite une mission de réflexion sur les grands objectifs que les deux ministères peuvent se fixer en matière internationale comme sur la stratégie à adopter et les moyens à mettre en œuvre pour les atteindre. Outre une réflexion sur les principales finalités de l'action européenne et internationale et sur les grands objectifs que peuvent s'assigner les deux ministères en la matière, la mission s'est attachée à apprécier la façon dont l'organisation actuelle des ministères pouvait leur permettre d'atteindre les priorités fixées ainsi que de renouveler et de renforcer leurs ambitions internationales. Elle propose également des scénarios organisationnels.

Repéré sur : Crifpe.com

Furo, A. (2018). [Decolonizing the Classroom Curriculum: Indigenous Knowledges, Colonizing Logics, and Ethical Spaces](#). Thèse de doctorat inédite, University of Ottawa (Faculty of Education), Ottawa, Ontario.

The current moment of education in Canada is increasingly asking educators to take up the mandate and responsibility to integrate Indigenous perspectives into curricula and teaching practice. Many teachers who do so come from a historical context of settler colonialism that has largely ignored or tried to use education to assimilate Indigenous peoples. This project asks how teachers are (or are not) integrating Indigenous perspectives into the classroom curriculum. It asks if and how Eurocentric and colonial perspectives are being disrupted or reproduced in classroom dialogue, and how learning spaces can be guided by an ethics of relationality and co-existence between Indigenous and non-Indigenous ways of knowing. Finally, it seeks promising pedagogical practices through which curriculum can be a bridge for building a new relationship between Indigenous and non-Indigenous peoples in what is now Canada.

This project is a critical ethnography of five high school English classrooms in which teachers were attempting to integrate Indigenous perspectives into the curriculum. Over the course of a semester classroom observations, interviews, and focus groups gathered the stories, experiences and perceptions of five high school English teachers, their students, and several Indigenous educators and community members. The stories and experiences gathered describe a decolonizing praxis, which pedagogically situates Indigenous and non-Indigenous worldviews in parallel and in relation, each co-existing in its own right without one dominating the other. The teacher and students who took up this decolonizing praxis centered an Indigenous lens in their reading of texts, and saw questions of ethics, responsibility, and reciprocity as key to changing the relationship between Indigenous and non-Indigenous peoples. Despite this promising pedagogical approach, I identify knowledge of treaties and the significance of land to Indigenous peoples as a significant gap in knowledge for students (and some teachers), which allows many colonial misunderstandings to persist.

Repéré sur : Education.gouv.fr

[Baccalauréat - Indicateurs de résultats : Les taux de réussite au bac 2017 lycée par lycée](#). Publié le 21 mars 2018

Gabriel Buresi. [Les entreprises actives en R&D financées par les collectivités territoriales](#). Note d'information, 18.02, mars 2018

L'acte II de la décentralisation a profondément modifié le rôle des collectivités territoriales dans le financement des entreprises actives en recherche et développement. Avec davantage de ressources et une capacité décisionnelle renforcée, elles ont ainsi pu opérer des choix stratégiques. Les collectivités locales, dans leur soutien aux entreprises qui réalisent des travaux de R&D, vont ainsi concentrer leur action au profit des PME ou de certains domaines de recherche. Les entreprises

actives en recherche et développement accompagnées par les collectivités locales ont des caractéristiques communes : elles sont plus intégrées dans le réseau des pôles de compétitivité, innovent davantage, et dégagent plus souvent un chiffre d'affaires à l'étranger. De plus, ces entreprises privilégient la collaboration avec la recherche publique sous plusieurs formes et apparaissent plus souvent bénéficiaires de dispositifs publics de soutien.

Noémie Cavan. [Prévisions d'effectifs d'élèves du premier degré : la baisse des effectifs amorcée en 2017 devrait se poursuivre jusqu'en 2022](#). Note d'information, N° 04 - mars 2018

Le nombre d'élèves dans le premier degré devrait s'établir à 6 747 100 à la rentrée 2018, à 6 683 400 à celle de 2019 et à 6 447 500 à la rentrée 2022 ; il était de 6 783 400 à la rentrée 2017, en légère baisse par rapport à 2016. La poursuite de la baisse résulte essentiellement des évolutions démographiques et affectera à la fois le niveau préélémentaire et le niveau élémentaire.

Nicolas Miconnet. [Prévisions d'effectifs d'élèves du second degré pour les années 2018 à 2022](#). Note d'information, n° 05, mars 2018

Les effectifs du second degré vont augmenter à chaque rentrée scolaire entre 2018 et 2022. En 2018, 26 000 élèves supplémentaires sont attendus. L'augmentation des effectifs devrait être plus marquée entre 2019 et 2021 avec environ 40 000 élèves supplémentaires attendus chaque rentrée. La hausse des effectifs serait moins forte en 2022. Ces évolutions sont liées à la démographie : les générations nées entre 2007 et 2011 qui arriveront dans les établissements du second degré entre les rentrées 2018 et 2022 sont plus importantes que celles qui les quitteront. Une forte augmentation des effectifs en collège se produira aux rentrées 2018 et 2019 (respectivement 34 000 et 38 000 élèves supplémentaires).

Les lycées professionnels, après une baisse en début de période sous l'effet de la démographie, verraient leurs effectifs augmenter, à partir de 2021. Les effectifs des lycées d'enseignement général et technologique se stabiliseraient en 2018 avant de commencer à augmenter à partir de 2019.

Note d'information

Sophie Cristofoli. [En 2016-2017, l'absentéisme touche en moyenne 4,9 % des élèves du second degré public](#). Note d'information - N° 06 - mars 2018

De septembre 2016 à mai 2017, dans les établissements publics du second degré, 4,9 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus par mois, en moyenne. Ce taux d'absentéisme moyen annuel est de 2,7 % dans les collèges, de 6,3 % dans les lycées d'enseignement général et technologique (LEGT) et de 15,9 % dans les lycées professionnels (LP).

Comme chaque année, le taux d'absentéisme varie fortement d'un établissement à l'autre : en janvier 2017, l'absentéisme touche moins de 2,1 % des élèves dans la moitié des établissements, alors que, dans un établissement sur dix, il dépasse 13,4 %. Ces 10 % d'établissements les plus touchés concentrent la moitié des élèves absentéistes.

Du fait de leurs absences non justifiées, les élèves perdent en moyenne 1,5 % de temps d'enseignement. Lorsque toutes les absences, quel que soit le motif, sont prises en compte, ce temps d'enseignement perdu passe à 6,4 %.

L'absentéisme augmente au cours de l'année scolaire : à partir de février, la part des absences non justifiées par rapport à la totalité des absences des élèves dépasse un cinquième ; elle représente un tiers des absences au mois de mai.

Dans 95 % des départements, moins de 1 % des élèves sont signalés pour leur absentéisme persistant.

Stéphane Elshoud, Philippe Perrey (inspection générale l'administration de l'éducation nationale et de la recherche), Jean Debeauvais, Florence Allot (inspection générale des affaires sociales). [Répondre aux besoins de santé en formant mieux les médecins. Propositions pour évaluer et réviser le troisième cycle des études médicales.](#) Rapport I.G.A.E.N.R. - Décembre 2017

Le troisième cycle des études médicales permet aux médecins d'acquérir la formation de spécialité qu'ils exerceront à l'issue de leurs études. Réformé en 2016, ce troisième cycle compte désormais quarante-quatre diplômes d'études spécialisées, au lieu de trente ; leurs contenus pédagogiques sont formalisés dans des maquettes qui peuvent être révisés annuellement en fonction de l'évolution des connaissances médicales, des besoins en santé et de l'organisation du système de soins. La densification de la formation, l'autonomisation progressive et la suppression des diplômes complémentaires redonnent ainsi au post-internat sa raison d'être et doivent permettre une installation plus précoce des médecins.

Ce rapport analyse cette réforme et le début de sa mise en œuvre. Il propose une méthode et des critères d'évaluation et de révision des maquettes de formation, en mettant en perspective les compétences à acquérir et les besoins de santé. Il donne des éléments de comparaison avec l'organisation des études médicales dans plusieurs pays étrangers (Allemagne, Royaume-Uni, Espagne, Italie, États-Unis et Suède). Il fait un focus sur quelques spécialités médicales et les conditions d'évolution de leur troisième cycle. Il met en évidence la nécessité de favoriser les synergies entre systèmes d'information, afin de recueillir les données utiles aux futures évolutions.

Répondre aux besoins de santé en formant mieux les médecins. Propositions pour évaluer et réviser le troisième cycle des études médicales, rapport-IGAENR-IGAS -2017-119, décembre 2017

Repéré sur : Esen.education.fr

Claudette - Vincent Nisslé et Laurent Perrain. [En 2016, les collectivités territoriales consacrent 1,6 milliard d'euros à la recherche et l'enseignement supérieur.](#) Note Flash n°2, mars 2018

Ministère de l'enseignement supérieur, de la recherche et de l'innovation (MESRI), Note Flash n° 2
Les résultats de cette étude sont issus de l'enquête réalisée en 2017 auprès des collectivités territoriales par le ministère. Elle détaille les dépenses des collectivités en faveur de l'enseignement supérieur et de la recherche, les types d'opération de financement, et la distribution géographique de ces financements à l'échelle du territoire français.

Jean-François Naton et Fatma Bouvet de la Maisonneuve. [Pour des élèves en meilleure santé.](#) Conseil économique, social et environnemental (CESE), Mars 2018

Cet avis dresse un bilan de la santé scolaire qui pointe la réduction continue des effectifs de la médecine scolaire, les visites médicales non assurées, les problèmes de santé mal ou trop tardivement diagnostiqués, les inégalités croissantes entre les territoires.

Les auteurs proposent d'impulser un changement autour de 3 axes :

- renforcer l'implication des acteurs dans les actions de promotion et de prévention ;
- garantir une réponse rapide et adaptée aux besoins des élèves ;
- valoriser, évaluer et contrôler l'action de l'école sur la santé.

Daniel Agacinski et Catherine Collombet. [Un nouvel âge pour l'école maternelle ?](#) France Stratégie, Note d'analyse n° 66, Mars 2018

Alors que l'école maternelle à la française a longtemps fait figure de modèle, elle apparaît aujourd'hui isolée dans les comparaisons internationales. Avec un nombre d'enfants par classe sensiblement supérieur à la moyenne européenne, la France consacre également moins que ses voisins au pré-élémentaire. Cette note interroge le fonctionnement et les limites du modèle français de scolarisation des 3-5 ans et propose des évolutions.

OCDE. [Performance et bien-être des élèves issus de l'immigration : comment se situent les différents pays de l'OCDE ?](#) PISA à la loupe n° 82, Mars 2018

En 2015, 23 % des élèves de 15 ans des pays de l'OCDE étaient nés à l'étranger ou avaient au moins un parent né à l'étranger – soit une hausse d'environ 6 % depuis 2003. Selon cette note, les élèves immigrés de la première génération apparaissent moins performants dans les matières scolaires. Ils font part de niveaux plus faibles de sentiment d'appartenance à l'école et de satisfaction à l'égard de la vie, ainsi que d'une plus forte anxiété liée au travail scolaire que leurs pairs non issus de l'immigration. Le désavantage socio-économique et la barrière de la langue constituent 2 des principaux obstacles à la réussite de leur intégration.

Dans certains pays, le système d'éducation et les communautés d'accueil aident les élèves issus de l'immigration à surmonter leurs désavantages et leur permettent de mettre leur forte motivation au service de leur réussite et de leur épanouissement. Différentes mesures ont ainsi prouvé leurs effets positifs, dont :

- l'évaluation précoce des compétences en langue ;
- l'offre d'une formation linguistique ciblée ;
- la sensibilisation du corps enseignant à la question de la diversité ;
- la mise en œuvre de programmes efficaces de lutte contre le harcèlement ;
- la garantie de l'accès et de la participation à des activités extrascolaires ;
- l'engagement des parents.

Repéré sur : halshs.archives-ouvertes.fr

Aurélié Bayle. [Analyser les réponses aux questions ouvertes des questionnaires de MOOC : Considérations méthodologiques.](#) [Rapport Technique] Inria. 2018. <hal-01735880>

Résumé : Ce document a pour objectif de documenter la méthodologie d'analyse des questions ouvertes de nos questionnaires de satisfaction. Nous proposons une approche pragmatique, structurée et reproductible qui permet de prendre en compte les retours des participants à nos MOOC. Nous prenons le MOOC "Bioinformatique : algorithmes et génomes" comme appui pour illustrer notre démarche. En annexe se trouve une application de cette méthodologie à deux autres cours: Introduction to a Web of Linked Data et Accessibilité numérique.

Liliane Pelletier, Driss Alaoui. [Projet de prévention du décrochage scolaire et de « raccrochage » : « Il faut tout un village pour éduquer un enfant ».](#) [Rapport de recherche] Collège Les Tamarins (Académie de La Réunion). 2017. <hal-01724017>

Résumé : Le décrochage scolaire est une réalité complexe qui exige, pour être appréhendée, une

double vigilance : scientifique et éthique. Les qualifications hâtives des élèves en tant que décrocheurs procèdent par réduction provoquant un enfermement d'individus dans des catégories dont les définitions et les indicateurs demeurent flous et peu précis. Plusieurs auteurs (Blaya, 2010 ; Costa-Lascoux, 2002 ; Glasman, 2000, 2014) ont souligné les limites et les effets d'une telle démarche, et proposent un renversement de l'ordre des priorités épistémiques. En effet, la focalisation sur les décrocheurs occulte le phénomène du décrochage scolaire et évacue le caractère multidimensionnel (institutionnel, politique, social...) pour ne retenir, finalement, que la dimension individuelle. Ce glissement d'un phénomène en mouvement, qui mérite davantage d'attention, vers une isolation par catégorisation qui fige et transforme le provisoire en trait définitif est[...]

Christelle Didier, Patrick Simonnin. [I became an Engineer by accident. Engineering, Vocation and Professional Values](#). Carl Mitcham, Bocong LI, Byron Newberry, Baichun ZHANG. Philosophy of Engineering : East and West, 330, Springer, pp.229-236, 2018, Boston Studies in the Philosophy and History of science, 978-3-319-62450-1. <http://www.springer.com/us/book/9783319624488> .
<hal-01667813>

Résumé : Contrary to many other countries, in France, engineering education remains attractive. Paradoxically, French students do not seem to be motivated by the engineering profession and many graduates seem to have become engineers "by accident". The outcome of our research is that engineering students are "pushed" by an invisible parental and social pressure. The most successful ones end up in a very few prestigious schools, which are supposed to open the doors of the higher management positions in big private companies and public administration, the great majority in a school they have hardly heard about before the "concours", with little motivation for applied science, hardly any vocation for engineering. This work is at the crossroad of two developing approaches within the fields of educational sciences and sociology: the choice to study successful students belonging to the upper or upper middle class which are less investigated than lower classes, and the choice to adopt a[...]

Amélie Duguet. Effet [des pratiques enseignantes sur les manières d'étudier en première année universitaire : une approche comparative entre différentes composantes](#). Education et socialisation - Les cahiers du CERFEE, Presses Universitaires de la Méditerranée, 2018, <http://journals.openedition.org/edso/2807>

Résumé : Cet article s'inscrit dans le prolongement des travaux portant sur la construction des manières d'étudier des jeunes entrant à l'université. Il envisage le rôle d'un facteur jusque là peu abordé, celui des pratiques enseignantes, au travers de la façon dont celles-ci sont perçues par les étudiants. Procédant à une comparaison entre les composantes Sciences Humaines et Sociales et Droit, nous montrons à l'appui d'une enquête empirique menée auprès de 677 individus de première année que si la perception des pratiques en cours magistral contribue à expliquer les manières d'étudier des individus en Droit, elle n'a en revanche aucun effet sur celles des étudiants de Sciences Humaines et Sociales.

Julien Calmand, Marie-Hélène Prieur, Wolber Odile. [Los inicios de carrera de los doctores: una fuerte diferenciación de las trayectorias profesionales](#). Calificaciones y empleo, CEREQ, 2017, pp.1-4. <http://www.cereq.fr/publications/Calificaciones-y-empleo/Los-inicios-de-carrera-de-los-doctores-una-fuerte-diferenciacion-de-las-trayectorias-profesionales> . [halshs-01743514](#)

Résumé : Para los doctores titulados en 2010, la principal salida sigue siendo la investigación. En la



investigación pública, sus trayectorias profesionales durante los cinco primeros años de vida activa son sinónimos de tránsitos más o menos largos por empleos de duración determinada. Estos itinerarios contrastan con los de los doctores que se orientan muy tempranamente hacia los empleos del sector privado.

Tanggapan C Tampubolon C. [Improving Students' Motivation in Speaking through Collaborative Learning](#). International Journal of English Literature and Social Sciences, 2018, 3 (2), pp.185 - 191.

Amine Abderma, Rachid Hilal, Driss Beneserighe. [Le management de projets dans l'enseignement supérieur marocain : Une approche explicative selon l'échelle de Grant et Pennypacker](#). Revue du Contrôle de la Comptabilité et de l'Audit, 2018.

Résumé : Cet article a pour objectif de tracer l'état actuel du niveau de maturité des processus liés au management de projet dans l'enseignement supérieur marocain. Cette analyse a concerné les différentes facettes et dimensions standardisées.

Amine Abderma, Benesrighe Driss, M'Hamed Jbira. [L'université marocaine comme institution orientée projet](#). RCCA, 2018

L'objet de cet article est de tracer dans un premier lieu un historique argumenté des grands projets et chantiers de réforme de l'enseignement supérieur marocain. Ensuite nous dresserons un descriptif ciblé des mécanismes de gouvernance dans les différents niveaux de décision de ce département, et ce dans le but de fournir des éléments de réponse à la question suivante : Le management multi projet dans l'université marocaine, représente t'il un choix stratégique comme perspective ou un ensemble de pratiques courantes ?

Nicole Goetgheluck. [Les compétences informationnelles dans la formation des ingénieurs de l'INSA Lyon \[Partie 1\] : Contexte et mise en place d'un enseignement des compétences informationnelles](#).

Article du Blog : Tribune Compétences Informationnelles la collaboration au service du milieu d.. 2018. <hal-01746085>

Résumé : Le contexte de la mise en place d'un enseignement des compétences informationnelles (CI) à la bibliothèque Marie Curie (BMC) de l'INSA Lyon de 2014 à 2016, notre démarche, en équipe, pour la création du référentiel de compétences informationnelles.

Manuela Perez. [La première étape de l'égalité filles-garçons à l'école primaire : ou la nécessité de conduire les élèves à questionner leurs représentations des rôles des filles et des garçons](#). Education. 2017. <dumas-01692757>

Résumé : Ce mémoire tente de répondre aux questions suivantes : Qu'en est-il de l'égalité filles garçons à l'école primaire ? Que pensent les nouvelles générations d'élèves de l'école primaire sur l'égalité, quelles représentations ont-ils/elles des femmes et des hommes ? Les professeur-e-s des écoles peuvent-ils-elles faire réfléchir les élèves sur leurs conceptions des femmes et des hommes ? Suite à l'expérimentation menée dans deux classes de CE1 et de CE1/CE2, il n'est pas simple de faire un état des lieux réaliste des représentations des élèves, mais il est possible d'amener les élèves à se questionner sur l'origine de leurs représentations, à écouter et à comprendre celles des autres.
URL : <https://dumas.ccsd.cnrs.fr/dumas-01692757>

Anne-Ségolène Clerc. [Impact de la mise en place d'un conseil de coopération sur le climat social de classe.](#) Education. 2017. <dumas-01692806>

Résumé : L'étude cherche à évaluer l'impact de la mise en place d'un conseil de coopération sur le climat social de la classe et plus spécifiquement sur les conflits entre les élèves et le respect de certaines règles de classe. L'expérience a été menée sur quatre mois dans une classe de CM1 et la tenue hebdomadaire des conseils s'est accompagnée de passations de questionnaires afin de recueillir les données nécessaires à l'étude. L'analyse des données montre que la mise en place des conseils n'a pas permis d'améliorer le climat social de la classe dans les conditions de l'étude. Ces conditions ont probablement eu un impact fort sur les résultats. Un temps d'expérimentation plus long, un projet porté par l'ensemble de l'équipe éducative à l'échelle de l'établissement et la mise en place d'outils complémentaires sont autant de pistes à explorer pour permettre aux enseignants et aux élèves d'utiliser le conseil de coopération à des fins d'amélioration du climat de[...]

Axel Richard. [Influence de l'organisation du travail de l'enseignant sur le burnout et le conflit travail-famille.](#) Education. 2017. <dumas-01755082>

Résumé : Ce mémoire en psychologie sociale du travail a pour objectif d'identifier les habitudes de travail et de loisir des enseignants du second degré permettant de limiter le burnout et le conflit travail-famille ; les enseignants ayant une importante marge de manoeuvre quant à l'organisation de leur travail hors face à face pédagogique. La méthode est quantitative et se veut longitudinale (deux questionnaires). 24 enseignants ont répondu à deux questionnaires. Les résultats tendent à montrer une corrélation positive entre l'intégration forte du travail à la maison avec le burnout et le conflit travail-famille. De plus, l'étude souligne une corrélation négative entre l'activité physique et le burnout et le conflit travail-famille. La significativité des résultats est limitée par le nombre de participants et l'absence de relation de causalité mais l'étude porte l'intérêt d'un questionnement autour des habitudes du travail des enseignants.

Sara Aubineau. [Qu'en est-il des relations entre École et familles?.](#) Education. 2017. <dumas-01643324>

Résumé : L'intérêt de construire des relations efficaces et efficientes entre l'École et les parents n'est plus à démontrer. L'École est à la fois un lieu de socialisation mais également un lieu de partage. La coéducation, symbole d'une coopération étroite entre sphère scolaire et sphère familiale, est largement plébiscitée à tous les degrés de la scolarisation des élèves, même si l'inclusion des parents n'est pas toujours simple. De nombreuses recherches ont démontré les bienfaits d'une collaboration active aussi bien pour la réussite des élèves que pour un climat scolaire serein. Ainsi, les injonctions et directives institutionnelles vont dans le sens de la coéducation. Mais nous nous situons aujourd'hui dans une phase intermédiaire et pleine de contradictions entre moyens accordés à l'École et volonté des acteurs éducatifs. C'est ce que ce mémoire tend à démontrer d'une part à travers des éléments théoriques, d'autre part à[...]

Repéré sur : ife.ens-lyon.fr

Michaela Martin (dir.). [Internal Quality Assurance: Enhancing higher education quality and graduate employability.](#) UNESCO International Institute for Educational Planning (IIEP), 02/2018

L'ouvrage présente les tendances internationales actuelles dans le domaine de l'AQI (assurance qualité interne), notamment les pratiques et principes les plus novateurs. Son objectif global est de guider les établissements d'enseignement supérieur désireux d'élaborer et de mettre en œuvre leur propre système d'AQI.

Les résultats sont tirés d'une enquête internationale menée en collaboration avec l'Association internationale des universités (AIU) et offrent une perspective comparative des tendances internationales. Cet ouvrage s'appuie également sur huit études de cas sur l'Afrique du Sud, l'Allemagne, l'Autriche, le Bahreïn, le Bangladesh, du Chili, la Chine et le Kenya.

German Centre for Higher Education Research and Science Studies - DZHW (dir.). [Social and Economic Conditions of Student Life in Europe](#). Synopsis of Indicators. Eurostudent VI 2016-2018. Eurostudent, 03/2018

Le 6e rapport du programme comparatif européen Eurostudent, a été rendu public à l'occasion d'une conférence internationale les 6 et 7 mars 2018 à Berlin.

Ce programme, mis en place dans les années 90, permet de comparer les conditions de vie et d'études des 28 pays européens participants, et de dresser un panorama des conditions de vie des étudiants européens.

Ce rapport montre notamment que les conditions de vie des étudiants en Europe sont différentes selon le niveau d'études atteint par les parents : en moyenne, les étudiants dont les parents n'ont pas eu accès à l'enseignement supérieur entrent plus tardivement dans l'enseignement supérieur, passent plus de temps à l'exercice d'une activité rémunérée, et sont plus souvent dépendants de leurs revenus pour financer leurs études. Ils prévoient également moins souvent d'étudier à l'étranger.

Il montre aussi qu'être étudiant peut signifier des choses complètement différentes d'un pays à l'autre, et cela en raison premièrement de l'âge moyen des étudiants, qui diffère selon les pays. En effet, l'âge moyen des étudiants est inférieur à 24 ans en Géorgie, en Albanie, en France, en Serbie ou en Slovaquie, alors qu'il se situe entre 28 et presque 30 ans en Islande, en Finlande, en Suède et en Norvège. Par conséquent, les conditions de vie des étudiants sont également très différentes. Par exemple, plus de deux tiers des étudiants maltais et italiens vivent chez leurs parents, alors que c'est le cas de moins d'un étudiant sur 10 en Norvège, au Danemark et en Finlande.

Repéré sur : inegalites.fr

[Les filles stagnent dans les filières scientifiques de l'enseignement supérieur](#). 8 mars 2018

Les filles sont majoritaires dans l'enseignement supérieur mais demeurent sous-représentées dans les formations scientifiques et technologiques. Dans ces domaines, leur progression se ralentit. Une analyse de Valérie Schneider de l'Observatoire des inégalités.

Repéré sur : iiep.unesco.org

Les filles stagnent dans les filières scientifiques de l'enseignement supérieur

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Repéré sur : Insee.fr

Nadège Pradines. [Les TIC dans les microentreprises en 2016](#) - INSEE résultats, 28 mars 2018
L'enquête TIC-TPE est une extension aux entreprises occupant moins de 10 personnes de l'enquête sur les technologies de l'information et de la communication et le commerce électronique en 2016.

Repéré sur : ladocumentationfrancaise.fr

[Quels entrepreneurs pour demain?](#) Cahiers français, N°403, Mars-avril 2018

La figure de l'entrepreneur est au cœur de la vie économique. Tout le monde pense savoir ce qu'il fait : il prend des risques, il innove, il crée des richesses, il embauche, il licencie, mais qui est-il vraiment ? Existe-t-il un profil type ? Quelle est son image en France ? Comment répond-il au défi de la croissance externe ? Quelles sont véritablement les finalités de son activité ? La loi travail de 2017 offre de nouvelles possibilités aux entrepreneurs. Cette loi s'inscrit dans une politique qui donne davantage de place à l'économie de l'offre. L'entreprise sera-t-elle au cœur de la transformation du capitalisme français ?

Cour des comptes. [Les outils du PIA consacrés à la valorisation de la recherche publique - Une forte ambition stratégique, des réalisations en retrait.](#) Paris : la documentation française, Mars 2018. 226 p.

La valorisation de la recherche publique désigne la façon dont les connaissances produites par les chercheurs des organismes publics sont utilisées par les entreprises ou les chercheurs eux-mêmes pour produire de la valeur économique et sociale. Elle peut se faire par le biais de partenariats entre laboratoires publics et entreprises, au moyen de transferts de technologie ou à travers la mobilité des chercheurs entre secteurs public et privé. De nouveaux dispositifs destinés à mieux valoriser la recherche publique ont été créés dans le cadre du programme d'investissements d'avenir (PIA). La Cour dresse un premier bilan de leur fonctionnement afin d'analyser leur efficacité, dans le prolongement du rapport qu'elle a déjà consacré en 2015 à la gestion et la gouvernance du PIA. Le soutien de l'Etat à cette politique ne peut s'apprécier que dans le long terme, estime la Cour des comptes. Néanmoins, les résultats obtenus par certaines structures de valorisation créées par le PIA, très en retrait par rapport aux prévisions initiales, doivent conduire les pouvoirs publics à resserrer rapidement le champ et le financement de ces nouveaux outils.

Repéré sur : lemonde.fr/campus

[Classement des lycées 2018 en France : découvrez la réussite au bac et la note du « Monde » par établissement.](#) Le Monde, 21 mars 2018

Ce palmarès attribue une note aux établissements publics et privés et distingue cent lycées généraux et technologiques, d'une part, cent lycées professionnels, d'autre part.

Séverin Graveleau. [Parcoursup : comment les universités vont-elles classer les candidats ?](#) Le Monde, 30.03.2018

Une fois passée la date limite de confirmation des vœux d'orientation post-bac, le 31 mars, un « outil d'aide à la décision » va permettre à chaque établissement de décider quelle valeur donner aux différents éléments du dossier.



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[La réussite scolaire des élèves autochtones : Pratiques prometteuses.](#) Paris : OECD, 15 Mar 2018.

156 p. ISBN: 9789264291676 (PDF) ;9789264291669(print)

Les peuples autochtones forment un ensemble très diversifié, tant à l'échelle de chaque nation qu'à celle du globe. Toutefois, tous ont connu la colonisation, qui a fragilisé l'accès des jeunes autochtones à leur identité, leur langue et leur culture. De plus, les enfants autochtones n'ont bien souvent pas eu accès à une éducation d'aussi bonne qualité que celle dont peuvent bénéficier les autres enfants de leur pays. La combinaison de ces deux facteurs a eu pour conséquence de limiter les opportunités et les résultats éducatifs de plusieurs générations d'enfants et de jeunes autochtones, avec parfois des effets catastrophiques.

Les six provinces et territoires du Canada ayant participé à cette étude, ainsi que la Nouvelle-Zélande et le Queensland (Australie) tentent de mieux satisfaire les aspirations et les besoins éducatifs des élèves autochtones et de leurs familles.

Cet ouvrage vise à identifier des stratégies, des politiques, des pratiques et des programmes prometteurs susceptibles d'améliorer l'apprentissage et les acquis des élèves autochtones. Il cherche également bâtir une base de faits empiriques sur l'éducation des élèves autochtones. L'étude porte sur quatre domaines de l'éducation des élèves autochtones : le bien-être, la présence, l'engagement et la réussite. Ces domaines sont liés et se renforcent mutuellement. Chacun d'eux est essentiel pour la réussite de chaque élève.

Andreas Schleicher. [Valuing our Teachers and Raising their Status. How Communities Can Help.](#) Paris : OCDE, 2018

There is increasing recognition that teachers will play a key role in preparing students for the challenges of the future. We expect teachers to equip students with the skill set and knowledge required for success in an increasingly global, digital, complex, uncertain and volatile world.

OCDE. [Teaching for the Future : Effective Classroom Practices To Transform Education.](#) Paris : OCDE, 2018.

Teachers are the most important school-related factor influencing student learning. Teachers can help level the playing field and provide opportunities for success to all their students. They can inspire students to innovate; to think and reflect and to work in collaboration with others. Good teachers can also stimulate and guide students' development so that their achievements go beyond their own expectations. Therefore, how teachers achieve this in the classroom is important to understand. Teaching for the Future: Effective Classroom Practices To Transform Education links research and data on key issues facing teachers today with teachers' own experiences to overcome challenges and create an effective classroom. This report builds on the discussions and stories shared at the Qudwa Global Teachers' Forum, organised by the Crown Prince of Abu Dhabi on 7-8 October

2017. It captures the efforts made by teachers, from across the world, to facilitate student learning and transform education to build a fairer, humane and inclusive world. The report provides an in-depth analysis of issues that teachers encounter in their day-to-day professional life, particularly those around equity and reducing personal and social disadvantage, building academic, social and emotional well-being of students through parental engagement and integrating information and communication technology in classrooms.

OCDE. [Engaging Young Children : lessons from Research about Quality in Early Childhood Education and Care](#). Paris : OCDE, mars 2018. 166 p.

The first years of life lay the foundations for a child's future development and learning. Many countries have increased their financial support for provision of early childhood education and care (ECEC) over the past years. More recently, the focus of debate has been shifting from expanding access to affordable ECEC to enhancing its quality. A growing body of research suggests that the magnitude of the benefits for children will depend on the level of quality of early childhood services, with especially strong evidence in the case of disadvantaged children. In light of budgetary constraints, policy makers require the latest knowledge base of the quality dimensions that are most important for ensuring children's development and early learning. However, current research is often narrow in focus or limited to programme-level or national-level conclusions. This book expands the knowledge base on this topic. It draws lessons from a cross-national literature review and meta-analysis of the relationship between early childhood education and care structure (e.g. child-staff ratios, staff training and qualifications), process quality (i.e. the quality of staff-child interactions and developmental activities), and links to child development and learning. This report concludes with key insights, as well as avenues for further research. It was co-funded by the European Union.

Francesca Borgonovi. [How do the performance and well-being of students with an immigrant background compare across countries?](#) Paris : OCDE, 2018

The ability of societies to preserve social cohesion in the presence of large migration flows depends on their capacity to integrate immigrants. Education can help immigrants acquire skills and contribute to the host-country economy; it can also foster immigrants' social and emotional well-being and sustain their motivation to participate in the social and civic life of their new communities – and, by doing so, help them integrate more easily. But ensuring that students with an immigrant background have good well-being outcomes represents a significant challenge, because many immigrant or mixed-heritage students must overcome the adversities associated with displacement, socio-economic disadvantage, language barriers and the difficulty of forging a new identity all at the same time.

Kari Dreyer, Alexandra Cosma, Iveta Hlinková and Jan Henggeormation. [Lessons learned from the PISA4U pilot : The online programme for school improvement](#) . Paris : OCDE, 2018

PISA4U is an online programme developed by CANDENA in association with the Organisation for Economic Co-Operation and Development (OECD) which brings together teachers from around the world in order to learn from one another and develop meaningful, tangible improvements in their schools. This work is supported by an online collaborative learning environment that contributes to the strengthening of these strategic developments across borders and educational silos by providing participants with foundational guidance, inspiration, and support. The programme is based on an innovative collaborative learning format built upon the principles of teamwork, peer-to-peer

feedback and exchange, project-based learning, mentorship, and expert input. The pilot edition of the PISA4U programme conducted in 2017 has resulted in the development of a passionate global community of educators working together to produce innovative ideas and to bring them into their own classrooms. While originally conceived for 2 000 participants, PISA4U has attracted more than 6 000 registered participants from 172 countries and school systems. Overall, the PISA4U pilot programme has shown that educators around the world are in need of connection with, and support from, one another. They are motivated to address the challenges they face in their profession, eager to collaborate and share knowledge with one another, and determined to develop tangible solutions for change. As a result of the programme, participants created over 100 innovative teaching resources which are now available within the PISA4U global library of teaching resources and can be accessed by teachers and educators from around the world free of charge.

OCDE. [Guide de l'OCDE pour l'établissement de statistiques internationalement comparables dans le domaine de l'éducation : Concepts, normes, définitions et classifications](#) . Paris : OCDE, 2018.

Depuis plus de vingt ans, l'OCDE développe et publie chaque année dans Regards sur l'Éducation une large gamme d'indicateurs comparatifs qui fournissent un aperçu du fonctionnement des systèmes éducatifs. Ces outils donnent accès à des informations essentielles sur la participation et le progrès par l'éducation, les ressources humaines et financières investies, et les retombées économiques et sociales liées au niveau de formation. Grâce à un ensemble harmonisé d'indicateurs et de définitions, ils donnent à chaque pays la possibilité de voir son système éducatif à la lumière des résultats, des pratiques et des ressources des autres pays. Les concepts, définitions, classifications et méthodologies, qui ont été élaborés pour guider les statistiques et les indicateurs, sont essentiels à la crédibilité et à la compréhension de ces comparaisons. Ce guide rassemble ces méthodologies en un seul volume de référence, fournissant un outil inestimable aux utilisateurs de Regards sur l'éducation. Ce faisant, le guide vise à faciliter une meilleure compréhension des statistiques et des indicateurs de l'OCDE et permet donc une plus grande efficacité d'utilisation aux fins d'analyse politique. De la même manière, il constitue une référence facilement utilisable sur les conventions et les standards internationaux afin que d'autres acteurs puissent continuer la collecte et l'assimilation des données sur l'éducation. Cette édition est une mise à jour du Guide de l'OCDE pour l'établissement de statistiques internationalement comparables dans le domaine de l'éducation, publié en mai 2004.

Repéré sur : ove-national.education.fr

[Rapport Eurostudent VI](#). German Centre for Higher Education Research and Science Studies (DZHW), 2018

Le 6e rapport du programme comparatif européen Eurostudent, a été rendu public lors d'une conférence internationale qui s'est tenue les 6 et 7 mars derniers à Berlin.

Ce programme, mis en place dans les années 90, permet de comparer les conditions de vie et d'études des 28 pays européens participants, et de dresser un panorama des conditions de vie des étudiants européens.

Ce rapport montre notamment que les conditions de vie des étudiants en Europe sont différentes selon le niveau d'études atteint par les parents : en moyenne, les étudiants dont les parents n'ont pas eu accès à l'enseignement supérieur entrent plus tardivement dans l'enseignement supérieur, consacrent plus de temps à l'exercice d'une activité rémunérée, et sont plus souvent dépendants de

leurs revenus pour financer leurs études. Ils prévoient également moins souvent d'étudier à l'étranger.

Il montre aussi que la notion d'étudiant peut varier de façon significative d'un pays à l'autre, et cela en raison notamment de l'âge moyen des étudiants, qui diffère selon les pays. En effet, l'âge moyen des étudiants est inférieur à 24 ans en Géorgie, en Albanie, en France, en Serbie ou en Slovaquie, alors qu'il se situe entre 28 et presque 30 ans en Islande, en Finlande, en Suède et en Norvège. Par conséquent, les conditions de vie des étudiants sont également très différentes. Par exemple, plus de deux tiers des étudiants maltais et italiens vivent chez leurs parents, alors que c'est le cas de moins d'un étudiant sur 10 en Norvège, au Danemark et en Finlande.

OVE. Orientation, [stages et perspectives d'avenir : Enquête nationale conditions de vie des étudiant-e-s 2016](#), février 2018

De nouvelles données détaillées issues de l'enquête nationale *Conditions de vie des étudiants* 2016 sont disponibles. Celles-ci concernent l'orientation, les stages et les perspectives d'avenir des étudiants :

- orientation par défaut lors de la première inscription dans l'enseignement supérieur ;
- raison du choix de la formation actuelle ;
- niveau d'études maximal envisagé ;
- poursuite du parcours ;
- éléments jugés importants dans la réussite ;
- évaluation des chances d'insertion professionnelle en France et à l'étranger ;
- réalisation d'un stage ;
- évaluation de l'avenir par rapport à la vie menée par les parents.

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[The impact of high school financial education on financial knowledge and choices: evidence from a randomized trial in Spain](#)

Olympia Bover (Banco de España) ; Laura Hospido (Banco de España) ; Ernesto Villanueva (Banco de España)

We study how a 10-hour course about personal finance delivered in compulsory secondary education affects a wide range of student's outcomes over a three months horizon. The contents of the course covered budgeting, banking relationship and saving vehicles, but also awareness about future outcomes. To obtain reliable estimates, we conducted a randomized field experiment where 3,000 9th grade students coming from 78 Spanish high schools received financial education at different points of the academic year. Right after the course, performance in standardized tests of financial knowledge increased by 16% of one standard deviation, and treated youths were more likely to become involved in financial matters at home and showed a higher degree of patience in hypothetical saving choices. An incentivized saving task conducted three months after delivering the course suggests that treated youths displayed more patient choices at various interest rates and maturities than a control group of 10th graders. The results of higher performance in financial test scores and the higher degree of patient choices in the incentivized saving task among the treated are statistically significant in strata with students with a relatively more disadvantaged background.

[When does money stick in education? Evidence from a kinked grant rule](#)

Saastamoinen, Antti ; Kortelainen, Mika

We study the effects of intergovernmental grants on school spending within the Finnish system of high school education funding. The system allocates lump-sum intergovernmental grants to local education organizers using a kinked grant rule. Utilizing the quasi-experimental variation in grants given by the rule, we identify the effects of grants on municipal high school education expenditures. Our results indicate that grants stimulate spending while local tax rates or revenues do not seem to be responsive to grants, thus suggesting the presence of a typical flypaper effect. However, we also consider the possibility that grant responses might be heterogeneous among municipalities. Based on our heterogeneity results, the grant response is positively associated with the share of high school age population, while the higher share of elderly is related to a lower propensity to spend on education out of grant funding. This result is in line with the idea of intergenerational conflict in education spending preferences often presented in education finance literature.

[Competitive screening and information transmission](#)

Bó, Inácio Guerberoff Lanari ; Ko, Chiu Yu

We consider a simple model of the competitive screening of students by schools and colleges. Students apply to schools which then perform costly screening procedures of the applicants to select those with high ability. Students who receive more than one offer may choose among those. Colleges select students and can observe the school which they attended. We show a channel through which students' preferences affect schools' screening decisions and outcomes: as schools increase the screening for high-ability students, a greater proportion of them is identified as such by multiple schools and are able to select one among them to attend. Schools' marginal gains from screening therefore depend on other schools' screenings and students' preferences. By focusing on the schools' screening choices (instead of the students' application decisions), we show how the competition for students between schools and colleges affect outcomes and students' welfare. We also show that, simply by observing which school a candidate attended, colleges can "free-ride" on the information produced by a fierce competition between schools for those students. Finally, we show that although colleges make full use of the information contained in the school a student attended, the extent to which students can improve the college that they are matched to by going to a (less desired) high-ranked school is fairly limited.

[The economics of university dropouts and delayed graduation: a survey](#)

Aina, Carmen ; Baici, Eliana ; Casalone, Giorgia ; Pastore, Francesco

This survey organizes and discusses the theoretical and empirical literature on the determinants of university student achievements. According to the theoretical framework, the decision to invest in tertiary education is a sequential process made under gradually decreasing levels of uncertainty on education costs and future returns. Students, applying a learning by doing approach, update their information set each academic year and revise benefits and costs associated to tertiary education. Accordingly, they decide whether to continue university studies in order to get a degree or to withdraw. This university decisional process is discussed by clustering the determinants of university outcomes into four main categories - students' characteristics, abilities and behavior; parental background and family networks; characteristics of the tertiary education system and its institutions;

labor market performance - which are drawn from the empirical evidence. The policy advice resulting from the encompassing analysis is to provide an all-inclusive orientation activity for students, before they enroll at university. A complete understanding of the potential costs and benefits of this human capital investment can in fact reduce the risk of early withdrawal or delayed graduation.

[Can female role models reduce the gender gap in science? Evidence from classroom interventions in French high schools](#)

Thomas Breda (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics) ; Julien Grenet (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics) ; Marion Monnet (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics) ; Clémentine Van Effenterre (Harvard Kennedy School - Harvard Kennedy School)

This paper reports the results of a large scale randomized experiment that was designed to assess whether a short in-class intervention by an external female role model can influence students' attitudes towards science and contribute to a significant change in their choice of field of study. The intervention consists in a one hour, one off visit of a high school classroom by a volunteer female scientist. It is targeted to change students' perceptions and attitudes towards scientific careers and the role of women in science, with the aim of ultimately reducing the gender gap in scientific studies. Using a random assignment of the interventions to 10th and 12th grade classrooms during normal teaching hours, we find that exposure to female role models significantly reduces the prevalence of stereotypes associated with jobs in science, for both female and male students. While we find no significant effect of the classroom interventions on 10th grade students' choice of high school track the following year, our results show a positive and significant impact of the intervention on the probability of applying and of being admitted to a selective science major in college among 12th grade students. This effect is essentially driven by high-achieving students and is larger for girls in relative terms. After the intervention, their probability to be enrolled in selective science programs after graduating from high school increases by 30 percent with respect to the baseline mean.

[Uma Análise econométrica do Programa um Computador por Aluno](#)

Alex Felipe Rodrigues Lima ; Adolfo Sachsida ; Alexandre Xavier Ywata de Carvalho

Este trabalho tem por objetivo avaliar o impacto do Programa Um Computador por Aluno (Prouca), do Fundo Nacional de Desenvolvimento da Educação (FNDE), no desempenho na Prova Brasil e no Exame Nacional do Ensino Médio (Enem), tanto em nível escola, utilizando-se do método diferenças em diferenças combinado com o escore de propensão (propensity score matching – PSM), quanto no nível aluno, empregando-se o PSM. Os resultados apontaram que o programa teve impacto positivo no rendimento dos alunos na Prova Brasil dos anos finais (português e matemática) e nas provas do Enem de linguagens e códigos e redação de 2010, bem como em todas as provas de 2011 – inclusive

na média das provas –, exceto na redação. No nível escola, o programa teve impacto positivo na prova de redação e na média das avaliações do Enem, na análise entre 2009 e 2010, e nas provas de ciências naturais e redação e na média total, na pesquisa entre 2009 e 2011. The purpose of this study is to evaluate the impact of the One Computer Per Student Program (Prouca), from the National Education Development Fund (FNDE), performance in the Brazil Test (Prova Brasil) and the National High School Examination (ENEM), both at school level, using the differences-in-differences method combined with the propensity score matching (PSM), and at the student level, using the PSM. The results showed that the program had a positive impact on students' performance in the final years of the Brazil Test (Portuguese and mathematics) and in the Enem language and codes and writing tests in 2010, as well as in all tests in 2011 - including the average of the exams - except in writing. At the school level, the program had a positive impact on the writing test and the average of the Enem assessments, the analysis between 2009 and 2010, and the natural science and writing tests as well as in the total average, in the research between 2009 and 2011.

[Poor Little Children: The Socio economic Gap in Parental Responses to School Disadvantage](#)

Inés Berniell (CEDLAS-FCE-UNLP.) ; Ricardo Estrada (CAF-Development Bank of Latin America.)

In this paper, we study how parents react to a widely-used school policy that puts some children at a learning disadvantage. Specifically, we first document that, in line with findings in other countries, younger children in Spain perform significantly worse at school than their older peers and – key to causal interpretation – that for children born in winter this effect is not due to birth seasonality. Furthermore, the age of school entry effect is significantly greater among children from disadvantaged families. To understand why, we analyze detailed data on parental investment and find that college-educated parents increase their time investment and choose schools with better inputs when their children are the youngest at school entry, while non-college-educated parents do not.

[The Effect of Education on Mortality and Health: Evidence from a Schooling Expansion in Romania](#)

Ofer Malamud ; Andreea Mitrut ; Cristian Pop-Eleches

This paper examines a schooling expansion in Romania which increased educational attainment for successive cohorts born between 1945 and 1950. We use a regression discontinuity design at the day level based on school entry cutoff dates to estimate impacts on mortality with 1994-2016 Vital Statistics data and self-reported health with 2011 Census data. We find that the schooling reform led to significant increases in years of schooling and changes in labor market outcomes but did not affect mortality or self-reported health. These estimates provide new evidence for the causal relationship between education and mortality outside of high-income countries and at lower margins of educational attainment.

[Infant Health, Cognitive Performance and Earnings: Evidence from Inception of the Welfare State in Sweden](#)

Bhalotra, S.; ; Karlsson, M.; ; Nilsson, T.; ; Schwarz, N.;

We estimate impacts of exposure to an infant health intervention trialled in Sweden in the early 1930s using purposively digitised birth registers linked to school catalogues, census files and tax records to generate longitudinal data that track individuals through four stages of the life-course, from birth to age 71. This allows us to measure impacts on childhood health and cognitive skills at ages 7 and 10, educational choice during young adulthood, employment, earnings and occupation at

age 36-40, and pension income at age 71. Leveraging quasi-random variation in eligibility by birth date and birth parish, we estimate that exposure was associated with substantial increases in earnings and (public sector) employment among women, alongside no improvements for men. This appears to be related to the intervention having made it more likely that primary school test scores for girls were in the top quintile of the distribution and, related, that they attended secondary school. The greater investments of women in education are consistent with their comparative advantage in cognitive tasks, but opportunities are also likely to have played a role. Our sample cohorts were exposed to a massive expansion of the Swedish welfare state, which created unprecedented employment opportunities for women.

[Changing Parental Characteristics and Aggregate Educational Attainment](#)

Christopher Herrington (Virginia Commonwealth University) ; Adam Blandin (Virginia Commonwealth University)

Between 1968 and 2013, two striking changes occurred in the characteristics of US parents. First, the share of households headed by a single parent grew from 19% to 40%. Second, the share of households in which at least one parent has a four-year college degree grew from 17% to 45%, with most of the increase coming from dual parent households. We first conduct simple accounting exercises to show that each of these trends has substantially impacted the aggregate college graduation rate. We then construct a general equilibrium model of intergenerational human capital investment in which households differ by number and education of parents. Consistent with historical data, equilibrium college graduation rates for children from high-education dual-parent households are high and elastic with respect to the college wage premium, while graduation rates for children from low-education, single-parent households are low and inelastic with respect to the college premium. Our analysis suggests that further increases in the college wage premium would increase college attainment for children from one large class of households (high-education, dual-parent), but not increase rates for children from another large class (low-education, single-parent).

[The Labor Market Effects of an Educational Expansion. A Theoretical Model with Applications to Brazil](#)

David Jaume (Department of Economics, Cornell University.)

Most countries are rapidly increasing the educational attainment of their workforce. This paper develops a novel framework to study, theoretically and empirically, the effects of an educational expansion on the occupational structure of employment and distinct aspects of the wage distribution—wage levels, wage gaps, and poverty and inequality indicators—with an application to Brazil. I proceed in three steps. First, I provide some stylized facts of the Brazilian economy between 1995 and 2014: A large educational expansion took place; the occupational structure of employment remained surprisingly fixed; workers of all educational groups—primary or less, secondary, and university—were increasingly employed in occupations of lower ranking as measured by average wages over the period; and wages of primary educated workers increased while wages of more educated workers declined, bringing forth reductions in poverty and inequality. Second, I build a model that traces these heterogeneous patterns of occupations and wages to the educational expansion. The model assigns workers with three levels of education to a continuum of occupations that vary in complexity and are combined to produce a final good. I investigate three different policy experiments: An increase in university level, an increase in secondary level, and a simultaneous increase in both. The predicted effects depend on the policy analyzed. Considering the educational

expansion that took place in Brazil (simultaneous increases in university and secondary levels), the model predicts qualitatively all the observed labor market changes in the occupational structure of employment and the wage distribution. Finally, I calibrate the model with the data from 1995 and show that, through its lens, the observed educational expansion in Brazil explains 66 percent of the occupational downgrading and around 80 percent of the changes in wage levels, inequality, and poverty during the period of 1995-2014.

[Determinantes da Evasão nos Cursos de Graduação da FACEU-FG](#)

Adriana Moura Guimarães (FACE-UFG) ; Sandro Eduardo Monsueto (FACE-UFG)

This paper objectives to conduct an analysis of the academic evasion phenomenon among undergraduate students of FACE-UFG, an Academic Unit of the Universidade Federal de Goiás. Different from other analysis on the phenomenon, this article, attempting an academic dropout before it occurs, identifying the profile of students most likely to abandon the course. For this, questionnaires were applied to students enrolled in the courses of Administration, Accounting and Economics. The estimation of a probability model shows that, in addition to being very different from each other, the students of the three courses are affected in different ways by these profiles when it comes to solving. The models most related to the form of choice, with the pressure or influence of parents, academic performance, as well as insecurity with the future labor market, are more relevant to explain the student's desire to leave the course than social and demographic characteristics. Based on these results, a series of broad lines of action are proposed to try to reduce the problems of academic avoidance and mitigate its impacts on students

[Learning outside the factory: the impact of technological change on the rise of adult education in nineteenth-century France](#)

Claude Diebolt (BETA, University of Strasbourg Strasbourg, France) ; Charlotte Le Chapelain (Centre Lyonnais des Historiens du Droit et de la Pensée Politique, Bureau d'Economie Théorique et Appliquée, Université de Lyon 3) ; Audrey Rose Menard (Laboratoire d'Economie et de Management Nord-Atlantique)

[Spiritual Practices and Dispositional Optimism in an Underprivileged Population](#)

Cid, Alejandro ; Arrieta, Gonzalo ; Ponce De León, María Mercedes ; Stokes, Charles E.

Optimism seems to foster the ability to manage adverse situations better - a finding especially relevant for disadvantaged populations. Employing a unique sample from a small underprivileged village, we study the association between spiritual practices and dispositional optimism. The village belongs to a developing country that is, by far, the most secular country in Latin America: this makes particularly interesting exploring the role of spiritual practices in this context. We find that spiritual practices are positively associated with higher optimism, measured by the Life Orientation Test-Revised (LOT-R): those who practice spirituality, score, on average, 14.4 percentage points higher on the LOT-R than those who do not. And this association seems to be especially robust in the case of the poor and less educated: those with spiritual practices score 20 percentage points higher on the LOT-R. Thus, the role that spiritual practices may play in dispositional optimism in disadvantaged populations deserves more attention

[The Effects of Relative School Starting Age on Educational Outcomes in Finland](#)

Kaila, Martti

In Finland, children start school during the calendar year they turn seven years old. This creates a discontinuous jump in school starting age. I utilize a regression discontinuity design and rich register data to study whether this discontinuous jump in the school starting age affects educational outcomes. I find that the school starting age law generates a significant jump in the school starting age at the turn of the year, which in turn affects educational outcomes. According to my results, those who are born just after new year have on average a 0.15 grade points higher GPA and are significantly more likely to be admitted to and graduate from general upper secondary school. In addition, I study heterogeneity in the results and find that the effect is significantly stronger for females than males. The findings may be taken as a causal effect of relative school starting age. To support this, I show that the density of assignment variable and various background variables evolve continuously in the vicinity of New Year. Theoretical literature offers three potential mechanisms that could explain the effects of school starting age. Firstly, the deviation may arise from the optimal school starting age. Secondly, the gaps may be caused by peer effects and lastly, relatively older children may perform better since they take the exams at an older age. I cannot distinguish between the different channels, and hence my results should be taken as a combined effect of all mechanisms.

[Immigration and the Future of the Welfare State in Europe](#)

Alberto Alesina (Harvard University [Cambridge], IGER) ; Johann Harnoss (UP1 - Université Panthéon-Sorbonne) ; Hillel Rapoport (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics)

We analyze the effect of immigration on attitudes to redistribution in Europe. Using data for 28 European countries from the European Social Survey, we find that native workers lower their support for redistribution if the share of immigration in their country is high. This effect is larger for individuals who hold negative views regarding immigration but is smaller when immigrants are culturally closer to natives and come from richer origin countries. The effect also varies with native workers' and immigrants' education. In particular, more educated natives (in terms of formal education but also job-specific human capital and occupation task skill intensity) support more redistribution if immigrants are also relatively educated. To address endogeneity concerns, we restrict identification to within country and within country-occupation variation and also instrument immigration using a gravity model. Overall, our results show that the negative first-order effect of immigration on attitudes to redistribution is relatively small and counterbalanced among skilled natives by positive second-order effects for the quality and diversity of immigration.

[The Effect of Application of Management Accounting To Performance through Strategy](#)

Ali Muktiyanto (Universitas Terbuka, Jalan Cabe Raya-Pamulang, 15418, Tangerang Selatan, Indonesia)

Objective – The context strategy as process and strategy as content have significant impact to the correlation between strategy and management accounting (Muktiyanto, 2016; Parnell, 2010). In the context strategy as process, this paper aims to investigate the role of management accounting to performance through the choice of strategy. Methodology/Technique – The method by structural equation modeling on 70 (seventy) of undergraduate Accounting Study Program (composition: 70% Private Universities and 30% Public Universities). Opposite with Henry (2006) and Widener (2007)

and support with Speklé and Verbeeten (2014) and Acquaah (2013). Findings – This paper shown that the accounting management directly influence the performance, but not mediated by strategy. The practice of budgetary slack, the implementation of modern accounting such as activity-based costing and target costing, the use of performance measurement techniques such as the balanced scorecard, measurements based performance, and the economic value added, as well as integrated information system is an important factor in improving the performance of Higher Education. Unfortunately, the choice of strategy moderate or "stuck in the middle" has not been able to improve the performance of Higher Education directly nor as a mediating between management accounting and performance. However, in the context strategy as process, management accounting have positive influence to the strategic choice. Novelty – The effort of Higher Education to improve the performance is choose a single strategy or focus on the prospector's strategy.

[Pathways out of poverty in rural Laos](#)

Jonna P. Estudillo ; Keijiro Otsuka ; Saygnasak Seng-Arloun

Using a rare individual-level data set, this paper explores the role of education and farmland on the choice of job of three generations of household members in rural Laos. While the first (G1) and the second (G2) generations are mainly engaged in farming, the youngest generation (G3) is engaged in nonfarm wage and overseas work. Education matters in nonfarm wage work, but not necessarily in overseas work. The female members of G3 are more likely to migrate. Our findings imply a shortage of jobs in rural Laos, pushing the less educated and the females to cross the border to Thailand.

[Does education enhance productivity in smallholder agriculture? Causal evidence from Malawi](#)

Thomas Ferreira (Department of Economics, Stellenbosch University)

Malawi is a low-income country where the majority of the poor live and work in smallholder agriculture. In settings like these, schooling is believed to be a valuable tool in lifting people out of poverty. Yet, little is known about how schooling affects agricultural productivity. The effect of education on smallholder agricultural production has been estimated before but this paper contributes to the literature by estimating, for the first time, the causal effects of education on agricultural productivity using an instrumental variable approach (IV). The introduction of free primary education (FPE) and the age of paternal orphanhood are used as IV's for education. The instruments are shown to calculate local average treatment effects for individuals who only entered school due to FPE and only left school due to paternal orphanhood. It is found that there are large differences in returns to education between the subgroups. Returns are low and insignificant when FPE is used as an IV but they are larger and there is a significant effect when age of paternal orphanhood is used. Thus, while education can have large effects on agricultural productivity, this is not so for individuals specifically targeted by large scale expansions in educational access.

[Mothers' non-farm entrepreneurship and child secondary education in rural Ghana:](#)

Janssens, Charlotte ; Van den Broeck, Goedele ; Maertens, Miet ; Lambrecht, Isabel

In this paper we empirically analyse the impact of mothers' non-farm entrepreneurship on child secondary school enrollment in rural Ghana. We use nationally representative quantitative data from the sixth round of the Ghana Living Standard Survey (GLSS) and qualitative data from focus group discussions throughout rural Ghana. We apply instrumental variable estimation techniques with instruments that pass weak and overidentification tests. We test interaction effects between

mothersâ€™ non-farm entrepreneurship and other important determinants of child schooling. We use qualitative data to support our quantitative findings.

[Education and economic growth in Cape and Natal colonies: learning from history](#)

Biyase, Mduduzi

This paper uses archival data from colonial South Africa over the 1859–1910 period to investigate the impact of education on economic growth. The analysis applies fixed effect to account for unobserved colony-level heterogeneity and minimise the omitted variable bias. It also employs fixed effects two-stage least squares (FE-2SLS) estimator to account for a possible endogeneity bias due to reverse causation between economic growth and education or other forms of endogeneity problem. The results suggest that levels of education (proxied by spending on education) have a robust positive impact on economic growth. Results are robust to addressing the potential reverse causality of education influencing economic growth and using alternative measures of education (proxied by enrolment rate).

[Flipped Classroom Methodology for Hybrid Learning in the Higher Education Context: Students' Satisfaction and Performance](#)

Sousa Santos, Susana ; Peset Gonzalez, Maria Jose ; Muñoz Sepúlveda, Jesús A.

The recent emergence of hybrid education, defined as one that combines face-to-face and online classes, has tried to overcome the weaknesses of the teaching exclusively online. The main goal of this paper is to identify the best methodologies and instruments of the hybrid education in order to develop all its educational potential. In this regard, we have addressed the satisfaction of the students with the hybrid teaching format compared to the exclusively online, as well as their perception with the new Flipped Classroom (FC) methodology as opposed to the traditional methodology in which theory is explained in class and practice is implemented at home. In addition, we have also evaluate the learning outcomes and grades of the students enrolled in these hybrids courses as compared to those enrolled in exclusively online courses. The findings of the research show a high degree of students' satisfaction with the hybrid format and with the application of the FC methodology, as well as higher success rates and lower withdrawal rates in this hybrid courses.

[Targeted Funding, Immigrant Background, and Educational Outcomes: Evidence from Helsinki's "Positive Discrimination" Policy](#)

Silliman, Mikko

I estimate the impact of a targeted funding policy that provides disadvantaged schools in Helsinki with extra resources for hiring additional staff. Using a differences-in-differences strategy, I identify significant improvement in transitions to secondary education for low-performing native students and students from an immigrant background. As a result of the policy native students are 3 percentage points less likely to drop out of education after middle school, and students from immigrant backgrounds are 6 percentage points less likely to drop out of education after middle school as well as 7 percentage points more likely to attend the academic track of upper-secondary school. The impacts of the policy are particularly large for male native students and female students from an immigrant background. The analysis suggests that these results are driven by improvements in non-academic skills rather than only in academic coursework. The results, robust to various checks, provide evidence that extra resources can be particularly effective when targeted towards students from an immigrant background.

[International students? transition from pathway program to mainstream university: Insights and challenges](#)

Louise Kaktins (Macquarie University)

This paper is one facet of a larger research project focusing on a case study of an Australian pathway program and involving both student and teacher respondents. The first exposure to higher education (HE) is a particularly vulnerable time for many international students as they cope with challenges on multiple fronts, including their acculturation into a new academic environment. Despite prolific literature on international postgraduate students, it is this formative undergraduate stage of their academic development that has been least studied, especially within the context of a pathway program. Based on focus groups of international students who have successfully completed such a program and are now undertaking a mainstream university degree program, some comparisons are made between these two educational frameworks, especially in relation to how successfully this transition is made. Key concerns raised by the students include the mismatch between the pedagogical approach operating within the pathway program and that at mainstream university, the latter proving much more challenging and demanding, and the perennial difficulties with English language proficiency at an academic level, especially the impact on students' assignments. Implications and recommendations are discussed.

[Frequency of testing. Lessons from a field experiment in higher education.](#)

Cid, Alejandro ; Cabrera, José María ; Bernatzky, Marianne

Purpose The purpose of this study is to investigate the effect of frequent testing on the performance of undergraduate freshmen. **Methodology** The impact evaluation of the intervention is designed as a field experiment -a randomized control trial. First, instructor divided the class in groups of three students in a joint-liability framework, a setting that fosters peer monitoring among students. Then, the groups were randomly assigned to high-frequency testing (tests on a weekly schedule) or a low-frequency testing (tests on a biweekly schedule). Each testing condition lasted for 15 weeks, and data on academic achievement were collected both before and after the intervention. **Findings** Although high-frequency groups show a higher mean performance on academic results, the findings do not indicate a definitive improvement in performance in weekly versus biweekly testing. We related our findings with recent discoveries on students' perception of frequent assessments and its relation to motivation. **Originality** A large body of educational literature investigates the effect of the frequency of testing on learning performance. Less attention has been devoted to explore the mechanisms behind that relationship. We contribute to this emerging literature analyzing the effect of test frequency on a sample of Uruguayan university students, in a novel setting (a joint-liability framework), exploring mechanisms and suggesting lessons for future research.

[Parents' aspirations and commitment with education. Lessons from a randomized control trial in a shantytown](#)

Cid, Alejandro ; Bernatzky, Marianne

This paper documents the impact of an after-school program called Apoyo Escolar, sited in one of the most vulnerable neighborhoods of a developing country, Uruguay. The outcomes of interest are academic achievement, behavior at school and grade retention. By a field experiment, we explore the interaction effects of being randomly assigned to an after-school program with an indicator of parent commitment - an unaddressed question in previous literature. We found novel results that

should guide policy design. Increasing time spent in safe settings does not guarantee academic success: the after-school program is effective in improving academic performance when children have committed parents. And students' performance at school is highly correlated with parents' educational expectations. Thus, the interaction between hope, family and after-school for disadvantaged children deserves more attention in policy design.

[Sorting, School Performance and Quality: Evidence from China](#)

Song, Yang (Department of Economics, Colgate University)

School choice reforms give talented students the option to sort out of low-performing schools but often leave disadvantaged students behind. This study shows how a Chinese city was successful in helping its low-performing schools to catch up by encouraging talented students to sort into these schools. The city identified eleven low-performing middle schools and guaranteed elite high school admission to their top ten-percent graduates. This study documents that the policy improved school performance by 0.19-0.26 standard deviations. Using data on lottery middle school assignment, I further test for potential mechanisms, including strategic sorting and improvement in school value-added.

[Frequency of testing. Lessons from a field experiment in higher education.](#)

Cid, Alejandro ; Cabrera, José María ; Bernatzky, Marianne

The purpose of this study is to investigate the effect of frequent testing on the performance of undergraduate freshmen. Methodology The impact evaluation of the intervention is designed as a field experiment -a randomized control trial. First, instructor divided the class in groups of three students in a joint-liability framework, a setting that fosters peer monitoring among students. Then, the groups were randomly assigned to high-frequency testing (tests on a weekly schedule) or a low-frequency testing (tests on a biweekly schedule). Each testing condition lasted for 15 weeks, and data on academic achievement were collected both before and after the intervention. Findings Although high-frequency groups show a higher mean performance on academic results, the findings do not indicate a definitive improvement in performance in weekly versus biweekly testing. We related our findings with recent discoveries on students' perception of frequent assessments and its relation to motivation. Originality A large body of educational literature investigates the effect of the frequency of testing on learning performance. Less attention has been devoted to explore the mechanisms behind that relationship. We contribute to this emerging literature analyzing the effect of test frequency on a sample of Uruguayan university students, in a novel setting (a joint-liability framework), exploring mechanisms and suggesting lessons for future research.

[A Legal Lethal Education](#)

Perry Spann (The American Literary Society for Higher Education)

In the 1930s, the United States was a global leader in public education by having the largest student populations in the world attend high schools. In the 1980s, school shootings started escalating in the United States, as did profitable investing in the privatization of American prisons, which currently contain half of the world's total prison population of 233 countries. In the 2000s, adversarial laws related constitutionality and impartiality but not resolve for why the United States is where the majority of the world's prison population resides and massive school shootings. There has been debate of whether a correlation authentically or paradoxically exists. There has been debate of why random school shootings cannot be predetermined by traditional means of profiling or quasi-

experimental research, which are two rudiments viably debated as predispositions contributing to high imprisonment in America. There has been debate that penal populations and school massacres may decrease if judicial practices are less politicized, popularized, and localized. While well intended, the decades of debates distract from definite resolve. The American dream of equal access to education in the pursuit of liberty and happiness is a civil right in a nation of exceptionally high imprisonment and indiscriminate school massacres. Resident and nonresident aliens in the United States are not the primary populations of prisoners because native-born citizens conduct the majority of crimes and school massacres in America. Disadvantaged individuals who are young, poor, minorities, and uneducated immensely compile prison populations in the United States. However, in American school massacres, disadvantaged or advantaged individuals can equally and effortlessly become defenseless instructors or deceased students. The contrast is alarming and a foundation to propose the United States Department of Education, which administrates legal regulations and policies for American schools, permit defensive mandatory practices to help foster educational excellence through safety in schools. The proposal merits substantial review due to administrative laws as a necessity in the governance of society, or due to the likely fact that from the time this content is written to the time this content is published and read, another deadly school shooting will occur in the United States.

[Increased Compulsory School Leaving Age Affects Secondary School Track Choice and Increases Dropout Rates in Vocational Training Schools](#)

Anna Adamecz-Volgyi (Budapest Institute)

This paper examines the effects of increasing the compulsory school leaving (CSL) age from 16 to 18 in Hungary using a regression discontinuity design (RDD) identification strategy. The new CSL age was introduced for those entering their first year of elementary school in 1998. Identification is based on compliance with the age of elementary school start rule. Compliance with the age rule creates a discontinuity in the probability of starting school under the higher CSL age regime around a cutoff date of birth. The treated cohort had known about the change since age 6. This fact allows for testing on how the increase affected forward-looking decision making about secondary school track choice which occurs at age 14. The legislation change resulted in an increased probability that children would choose the academic high school track instead of vocational training schools. At the same time, those choosing vocational training schools are more likely to drop out under the higher CSL age scheme. Potential explanations of increased dropout rates include a decrease in the quality of teaching in vocational training schools due to supply constraints, and a shift in student composition to include more students from lower socioeconomic backgrounds.

[Learning outside the factory: the impact of technological change on the rise of adult education in nineteenth-century France.](#)

Claude Diebolt ; Charlotte Le Chapelain ; Audrey Rose Menard

The paper provides an empirical examination of the effect of the use of steam engine technology on the development of adult education in nineteenth-century France. In particular, we exploit exogenous regional variations in the distribution of steam engines across France to evidence that technological change significantly contributed to the development of lifelong training during the 1850-1881 period. Our research shows that steam technology adoption in France was not deskilling. We argue that this process raised the demand for new skills adapted to the development of French industries.

[Effective use of educational platform \(\(Edmodo\)\) for students of mathematics and Computer specialty in t](#)

Yousef Alanezi (Paet)

Of the highlights of the events witnessed this era is the information revolution, which made a big coup in the nature of receiving the information both on the level of the lesson or lecture, or at the level of general culture and knowledge-current technology, and techniques of social communication "Admodo- Edmodo" educational platforms. A modern technological programs that help deliver information to students, and the benefit of educators, parents, coaches and administrators, and generally in the teaching, learning and administration. -Known as electronic "Aladmodo" educational platforms as an interactive learning environment that employs Web 2.0 technology, combining the advantages of e-content management systems and the networks of social networking Facebook, and enables teachers to disseminate lessons and objectives, and the dissemination of the duties, and the application of educational activities, and contact teachers through techniques multiple, as it enables teachers to conduct electronic tests and the distribution of roles and the division of students into working groups, and help to exchange views and ideas between student teachers. And the participation of the scientific content and allows parents to communicate with teachers and see the results of their children, which helps to achieve high quality educational outcomes. This research aims to: First, identify the educational software platforms "Admodo- Edmodo" and its applications and the most important advantages in education and contemporary learning.

[Degrees of Poverty: The Relationship between Family Income Background and the Returns to Education](#)

Timothy J. Bartik (W.E. Upjohn Institute for Employment Research) ; Brad J. Hershbein (W.E. Upjohn Institute for Employment Research)

Drawing on the Panel Study of Income Dynamics, we document a startling empirical pattern: the career earnings premium from a four-year college degree (relative to a high school diploma) for persons from low-income backgrounds is considerably less than it is for those from higher-income backgrounds. For individuals whose family income in high school was above 1.85 times the poverty level, we estimate that career earnings for bachelor's graduates are 136 percent higher than earnings for those whose education stopped at high school. However, for individuals whose family income during high school was below 1.85 times the poverty level, the career earnings of bachelor's graduates are only 71 percent higher than those of high school graduates. This lower premium amounts to \$300,000 less in career earnings in present discounted value. We establish the prevalence and robustness of these differential returns to education across race and gender, finding that they are driven by whites and men and by differential access to the right tail of the earnings distribution.

[Is there an immigrant-gender gap in education? An empirical investigation based on PISA data from Italy](#)

Tindara Addabbo ; Maddalena Davoli ; Marina Murat

Gender and origin background are widely accepted in the economics of education literature as factors that highly correlate with educational outcomes. However, little attention has been devoted so far to the interaction of these two dimensions. We use Italian data from PISA 2015 to investigate potential immigrant-gender gaps in education. We find that, as expected, girls outperform boys in

reading and are outperformed by them in math and science. In addition, immigrant students' scores are persistently below those of natives. However, interestingly, we find that being immigrant and female does not imply a double disadvantage in math and science. On the contrary, immigrant girls slightly compensate for the immigrant gap in all disciplines. Moreover, the wider gap we find is that of immigrant boys in reading: it ranges from 0.66 to 2 school years with respect to native boys. Language spoken at home is one of the main cofactors affecting immigrant boy's scores. Targeted policies should therefore be implemented.

[Assessing the effect of school days and absences on test score performance](#)

Aucejo, Esteban M. ; Romano, Teresa Foy

Abstract While instructional time is viewed as crucial to learning, little is known about the effectiveness of reducing absences relative to increasing the number of school days. Using administrative data from North Carolina public schools, this paper jointly estimates the effect of absences and length of the school calendar on test score performance. We exploit a state policy that provides variation in the number of school days prior to standardized testing and find substantial differences between these two effects. Extending the school calendar by ten days increases math and reading test scores by only 1.7 and 0.8 of a standard deviation, respectively. A similar reduction in absences would lead to gains of 5.5 in math and 2.9 in reading. We perform a number of robustness checks including utilizing flu data to instrument for absences, family-year fixed effects, distinguishing between excused and unexcused absences, and controlling for a contemporaneous measure of student disengagement. Our results are robust to these alternative specifications. In addition, our findings indicate considerable heterogeneity across student ability, suggesting that targeting absenteeism among low performing students could aid in narrowing current gaps in performance.

[Educating to Dialogue: connecting an argumentative approach to Mediation and Educational Transactional Analysis. Some tranSkills signposts for promoting inclusive and participative societies.](#)

Federico Reggio (University of Verona dpt. of Legal Sciences) ; Marina Sartor Hoffer (Free University of Bozen dpt. Education)

The acquisition of relational skills is one of the main goals of an educational system that aims at promoting non-violent, inclusive and participative societies. Dialogue is the key factor for such purpose, acting both as a means and as a goal that education ought to achieve. According to this perspective, education to dialogue matches ethical-behavioural aspects (dialogue as expression of interconnectedness) and logical-argumentative competences (dialogue as instrument of communication). Such elements trace connected dimensions: (1) the ability of managing a healthy communication, which implies both correct reasoning and effective expression; (2) the ability of creating and managing a situation of communicative reciprocity, which is an instrument for preventing and transforming conflict. The goal of this paper is to outline some conceptual and methodological signposts for the education to dialogue in light of the classical notion of 'maieutic?', by drawing perspectives, concepts and methodologies from both Conflict Mediation and Educational Transactional Analysis. This transkills outline is directed to those who are professionally involved at all levels of education, with the purpose of offering a first conceptual framework for developing programmes and proposals aimed at introducing and empowering communicative attitudes and skills.

[The evolution of the gender test score gap through seventh grade: New insights from Australia using unconditional quantile regression and decomposition](#)

Le, Huong ; Nguyen, Ha

This paper documents the patterns and examines the factors contributing to a gender gap in educational achievements in early seventh grade of schooling using a recent and nationally representative panel of Australian children. Regression results indicate that females excel at non-numeracy subjects at later grades whereas males outperform females in numeracy in all grades, whether at the mean or along the distribution of the test score. Our results also reveal a widening gender test score gap in numeracy as students advance their schooling. Regression and decomposition results also highlight the importance of controlling for pre-school cognitive skills in examining the gender test score gap.

[Folk High School as an Educational Alternative for Older Adults](#)

Felska, Angelika

There is just one challenge for a twenty-first century person, and it is an omnipresent change. In order to exist successfully and effectively in such a reality, one should constantly develop and take part in an educational process (formal and informal). A huge number of places directing their educational offer to seniors and use this alternative education, which is, on the other hand, often thought to be directed to children. In the author's opinion, a form of alternative education for adults and seniors is a folk high school in its contemporary version. That thesis is being discussed in this chapter.

[The intergenerational effects of parental higher education: Evidence from changes in university accessibility](#)

Suhonen, Tuomo ; Karhunen, Hannu

We examine the causal effect of parental higher education on their offspring's education, using quasi-experimental variation from the significant regional convergence in parents' access to university occurring in Finland between 1955 and 1975, which was advanced by political decisions to expand the university system to all parts of the country. Our differences-in-differences estimates suggest that, for the children of parents affected by the changes in university accessibility, there is a strong positive intergenerational relationship in higher education attainment. We explore the potential mechanisms behind the intergenerational effects and find that, due to assortative mating, the effect of a mother's higher education may be greatly overstated if estimated separately from that of a father's higher education.

[\(Un\)Obvious Education, or Complexities of the Polish Education Aimed at Older People](#)

Kamińska, Krystyna

The contemporary combination of information infrastructure with the commonly experienced transformation of knowledge created, in relation to education especially for older adults, an entirely new area of activeness. In accordance with the social awareness, education became an accessible good regardless of age. In this context, the maximal extending of the potential group of education receivers means, on the one hand, meeting the real social expectations towards so-called educational services. On the other hand, it is another challenge which the contemporary education faces. Unfortunately, the system of permanent education was not created in Poland since what is missing is both the strategy and some practical resolutions enabling old people the access to

education with regards to their educational. Presently, the University of the Third Age is the only solution in the educational offer. In order to change the present status quo, what is needed is the re-definition of education and the modern perception of education and then perhaps, there will appear, the expected, by the senior citizens, module educational solutions providing them not only with the competencies but also the acknowledged certificate confirming their knowledge.

[Determinants of students' loyalty to university: A service-based approach](#)

Ali, Mazhar ; Ahmed, Masood

This study is conducted to find determinants of student loyalty to the university. The determinants of student loyalty have been studied before, but the majority of the studies have covered just main determinants of loyalty such as student satisfaction, service quality and university image, but ignored university switching cost as a factor of student loyalty, interrelationships of all these antecedents and their collective impact on student loyalty. Despite many studies on student loyalty, the literature still lacks the comprehensive definition of student loyalty. This study has been conducted to fill these knowledge gaps and propose a comprehensive model depicting elaborate relationships of all important antecedents of student loyalty. This study has covered perceived academic quality, perceived administrative quality, physical facilities, student satisfaction, university image, and university switching cost as determinants of student loyalty. The data is analyzed through Exploratory Factor Analysis and structural equation modeling (SEM) using AMOS. The results reveal the significant impact of student satisfaction and perceived university image on student loyalty. This study has important implications for academics to enhance student loyalty.

[Education is Forbidden: The Effect of the Boko Haram Conflict on Education in North-East Nigeria](#)

Eleonora Bertoni ; Michele Di Maio (Università di Napoli Parthenope) ; Vasco Molini (World Bank) ; Roberto Nisticò (Università di Napoli Federico II and CSEF)

This paper quantifies the microeconomic impact of the Boko Haram conflict on various educational outcomes of children living in North-East Nigeria during the period 2009- 2016. Using an individual panel fixed-effects regression and exploiting both over-time and within-district variation in household-level conflict exposure, we show that conflict reduces school enrollment and increases the probability of school dropout. In addition, using a standard difference-in-difference estimation strategy, we show that conflict reduces the years of education completed. As for the mechanisms explaining the decision to abandon school, we document that conflict increases the child's probability of working in the household's non-farm enterprise, a choice likely to be motivated by the conflict -induced worsening in the quality of the school supply. Finally, we find that conflict also worsen the general health conditions of the students.

[Impact of an innovative model for developing standards for online courses in higher education](#)

Marlin Killen (Drexel University)

Online education has become an important part of the landscape of higher education. Indeed, approximately 80% of colleges and universities offer online courses as part of their standard schedule of courses. As online course offerings have become commonplace, accrediting agencies have come to include examination of institutional criteria for setting standards and measuring the quality of those offerings as part of routine site evaluations. Concerns about which standards should be used and how to meet the scrutiny of accreditation agencies have prompted institutions to explore options for pre-formatted checklists of online course quality. Despite a broad range of possible products and

services, many institutions are challenged to find instruments that both meet the critical need of establishing guidelines for online course design, and allow sufficient adaptability to meet unique institutional and programmatic needs and characteristics. In addition, rigid, standardized instruments have prompted faculty to question whether the instruments exert too much influence, restrain their academic freedom, and restrict their choices for methods of instruction. This presentation will report on an innovative model utilized at one institution to address the challenges of creating its own standards for online course design quality and the outcomes of that effort.

[The Flip Side: A case study examining how the refined flipped classroom enhances BAME student performance](#)

Charles Wild (University of Hertfordshire)

Student cohorts within UK Higher Education (HE) institutions have become increasingly diverse over the past decade. This has presented the HE sector with a number of challenges, including the need to evaluate whether the delivery of degree programmes, traditionally targeted at a predominantly white student cohort, are fit-for-purpose when programme cohorts are becoming increasingly culturally diverse and white students account for only the second or third largest ethnic group. For example, in this case study, 75.7% of the student cohort is classed as Black, Asian or Minority Ethnic (BAME), with the largest ethnic group being Asian at 32.4%. The National Union of Students (NUS, 2009) observed that "Black students are less likely to be satisfied with their educational experience and to attain first-class degrees in comparison to their White peers", going on to note that "a simple explanation for the attainment and satisfaction gap of Black students does not exist". Furthermore, Berry & Loke (2011) note that differences between Black and White students centre on the "rate of retention / withdrawal and achievement". In addition, the National Union of Students (2009) reported that a significant minority of BME students viewed their teaching and learning environment negatively, often speaking of alienation, exclusion and feeling invisible to lecturers. Whilst Pewewardy (2008) highlights the fact that BAME students differ in the ways they learn and communicate, Morgan (2010) suggests that such students only differ "from what a given culture considers appropriate or normal." Consequently, the author asserts it is time for HE institutions to re-evaluate the concept of "appropriate or normal" to one based on BAME students rather than that of a predominantly white one. This case study examines the use of a refined flipped-classroom model across an entire undergraduate programme which may prove the key to an increase in the rates of retention and progression of BAME students on undergraduate programmes. This paper examines the use of a refined flipped-classroom model across an entire undergraduate programme which has resulted in a significant increase in the retention of BAME students. Pioneered by Bergmann and Sams, the traditional flipped-classroom allows students to review lectures at times and in locations that suit them. It also provides students with a library of information to refer back to, proving invaluable in the lead-up to assessments. In this regard, a significant improvement in the progression of Home/EU BAME students may be noted during the period 2013/14 to 2014/15.

[Higher Education in an Evolving Economy](#)

Harker, Patrick T. (Federal Reserve Bank of Philadelphia)

Speaking in New York City, Philadelphia Fed President Patrick Harker talked about the challenges facing the U.S. higher education system in an evolving economy. He also discussed the barriers many underrepresented students encounter.

[Do Dutch dentists extract monopoly rents?](#)

Ketel, Nadine ; Leuven, Edwin ; Oosterbeek, Hessel ; van der Klaauw, Bas

We exploit admission lotteries to estimate the payoffs to the dentistry study in the Netherlands. Using data from up to 22 years after the lottery, we find that in most years after graduation dentists earn around 50,000 Euros more than they would earn in their next-best profession. The payoff is larger for men than for women but does not vary with high school GPA. The large payoffs cannot be attributed to longer working hours, larger human capital investments or sacrifices in family outcomes. The natural explanation is that Dutch dentists extract a monopoly rent, which we attribute to the limited supply of dentists in the Netherlands. We discuss policies to curtail this rent.

[Perceived wages and the gender gap in STEM fields](#)

Osikominu, Aderonke ; Pfeifer, Gregor

We estimate gender differences in elicited wage expectations among German University students applying for STEM and non-STEM fields. Descriptively, women expect to earn less than men and also have lower expectations about wages of average graduates across different fields. Using a two-step estimation procedure accounting for self-selection, we find that the gender gap in own expected wages can be explained to the extent of 54-69% by wage expectations for average graduates across different fields. However, gender differences in the wage expectations for average graduates across different fields do not contribute to explaining the gender gap in the choice of STEM majors.

[Do Preferences and Biases Predict Life Outcomes? Evidence from Education and Labor Market Entry Decisions](#)

Uschi Backes-Gellner ; Holger Herz ; Michael Kosfeld ; Yvonne Oswald

Evidence suggests that acquiring human capital is related to better life outcomes, yet young peoples' decisions to invest in or stop acquiring human capital are still poorly understood. We investigate the role of time and reference-dependent preferences in such decisions. Using a data set that is unique in its combination of real-world observations on student outcomes and experimental data on economic preferences, we find that a low degree of long-run patience is a key determinant of dropping out of upper-secondary education. Further, for students who finish education we show that one month before termination of their program, present-biased students are less likely to have concrete continuation plans while loss averse students are more likely to have a definite job offer already. Our findings provide fresh evidence on students' decision-making about human capital acquisition and labor market transition with important implications for education and labor market policy.

[Intergenerational Education for Social Inclusion and Solidarity: The Case Study of the EU Funded Project "Connecting Generations"](#)

Del Gobbo, Giovanna ; Galeotti, Glenda ; Esposito, Gilda

This paper reflects on lessons learned from a validated model of international collaboration based on research and practice. During the European Year for Active Ageing (2012), a partnership of seven organizations from the European Union (EU) plus Turkey implemented the Lifelong Learning Programme partnership "Connecting Generations" which involved universities, non-governmental organizations, third age Universities and municipalities in collaboration with local communities. Reckoning that Europe has dramatically changed in its demographic composition and is facing brand new challenges regarding intergenerational and intercultural solidarity, each partner formulated and

tested innovative and creative practices that could enhance better collaboration and mutual understanding between youth and senior citizens, toward a more inclusive Europe for all. Several innovative local practices have been experimented, attentively systematized and peer-valuated among the partners. On the basis of a shared theoretical framework coherent with EU and Europe and Training 2020 Strategy, an action-research approach was adopted throughout the project in order to understand common features that have been replicated and scaled up since today.

[Un enfoque de modelos mixtos de clases latentes para analizar la trayectoria nutricional y el desempeño escolar de niños y niñas](#)

Alejandra Marroig (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía)

The aim is to analyze the nutritional trajectory of a cohort of Uruguayan boys and girls in school age and its association with school performance. With this purpose, Latent Class Mixed Models and Joint Latent Class Mixed Models were fitted. This methodology is framed in the structural models and allows an analysis of nutritional status change with age of the cohort. In addition, the models assume that it is not possible to capture heterogeneity among individuals by any observed variable and, therefore, this is represented by latent groups. The model identified three groups of boys and girls according to its nutritional trajectories during school. A group of girls have normal nutritional trajectory (50%) for age, another exceeds the overweight threshold for certain ages (40%) and last group have overweight (10%) in school age. Besides, a group of boys have normal nutritional trajectory (70%) for age, another has overweight for certain ages (20%) and, finally, a minority group have obesity (10%). The group of overweight girls is characterized by greater weight and height at birth, however there are no differences in mother's educational attainment. Among boys the obesity group is heavier at birth but size at birth did not show significant differences. In addition, there is a higher proportion of mothers with superior educational attainment in the obese group of boys. Regarding the relationship between nutritional trajectory and school performance, results indicates that boys drop out at younger ages than girls. However, groups according to its nutritional trajectories do not differ in term of school dropout age. None of the groups exhibited a deficit or decrease in nutritional status during school period, although the group with overweight or obesity could be of concern and the object of future research.

[Overeducation Wage Penalty among Ph.D. Holders: An Unconditional Quantile Regression Analysis on Italian Data](#)

Gaeta, Giuseppe Lucio (University of Naples L'Orientale) ; Lubrano Lavadera, Giuseppe (University of Salerno) ; Pastore, Francesco (Università della Campania Luigi Vanvitelli)

The wage effect of job-education vertical mismatch (i.e. overeducation) has only recently been investigated in the case of Ph.D. holders. The existing contributions rely on OLS estimates that allow measuring the average effect of being mismatched at the mean of the conditional wages distribution. This paper, instead, observes the heterogeneity of the overeducation penalty along the wage distribution and according to Ph.D. holders' study field and sector of employment (academic/non-academic). We implement a Recentered Influence Function (RIF) to estimate an hourly wage equation and compare PhD holders who are over-educated with those who are not. The results reveal that overeducation hits the wages of those Ph.D. holders who are employed in the academic sector and in non-R&D jobs outside of the academic sector. Instead, no penalty exists among those

who carry out R&D outside the Academia. The size of the penalty is higher among those who are in the mid-top of the wage distribution and hold a Social Science and Humanities specialization.

[Student Feedback, Parent-Teacher Communication, and Academic Performance: Experimental Evidence from Rural China](#)

Siebert, W. Stanley (University of Birmingham) ; Wei, Xiangdong (Lingnan University) ; Wong, Ho Lun (Lingnan University) ; Zhou, Xiang (University of Birmingham)

This study reports a randomized controlled trial to improve teacher-student-parent feedback, conducted in a rural county in China with many left-behind children. Data are collected from over 4,000 primary schoolchildren (8 to 10 years old) over two school terms. We find that bi-weekly student feedbacks using our special scorecard of schoolwork and behavior improve mathematics results by 0.16 to 0.20 standard deviations, with 0.09 for language. Communicating these assessments also to parents produces further large mathematics benefits for young left-behind children, about 0.30 standard deviations. A low-cost investment in better feedback thus brings significant achievement gains especially for disadvantaged children.

[Could Easier Access to University Improve Health and Reduce Health Inequalities?](#)

Heckley, Gawain (Health Economics Unit, Department of Clinical Sciences, Lund University) ; Nordin, Martin (Department of Economics, Lund University) ; Gerdtham, Ulf-G. (Department of Economics, Lund University)

This paper estimates the impact of university education on medical care use and its income related inequality. We do this by exploiting an arbitrary university eligibility rule in Sweden combined with regression discontinuity design for the years 2003-2013 for students who graduated 2003-2005. We find a clear jump in university attendance due to university eligibility. This jump coincides with a positive jump in prescriptions for contraceptives for females but also a positive jump in mental health related hospital admissions for males. Analysis of the inequality impact of tertiary eligibility finds no clear impact on medical care use by socioeconomic status of the parents. The results imply that easing access to university for the lower ability student will lead to an increase in contraceptive use without increasing its socioeconomic related inequality. At the same time, the results highlight that universities may need to do more to take care of the mental health of their least able students.

[Organization of International Educational Activities at the Universities of the Third Age](#)

Selecký, Erik

The organization of an international education activity has its specifics compared to a national one. It is very important to know the differences in the very organization as well as the opinions of the individual participants. We can find differences not only in the management of education but also in the leisure activities, the nourishment, and the accommodation. Based on experiences with the organization of international events and taking part in international projects in the field of educating older adults, we put together a questionnaire to investigate some important questions related to the organization of an international event. We distributed this questionnaire at two international educational activities. We compiled the questions and answer clearly, which is going to be an asset particularly for the professional community.

[The State of Instructional Management of Teachers in the Social Studies Based on the National Standard-based Curriculum, Thailand](#)

Darunee Jumpatong (Sukhothai Thammathirat Open University)

This study aimed to investigate the current state of social studies instructional management of teachers based on the current standard-based National Basic Education Curriculum B.E. 2551 of Thailand, including its obstacles and limitations, and the proposal for further development. It was a mixed-method research: quantitative method consisted of 150 participants obtained by systematic random sampling. They were educational supervisors and teachers teaching in the Social Studies, Religion and Culture Learning Area in public schools. Statistics for data analysis were the percentage, mean, and standard deviation. In the qualitative part, the key informants were 18 social studies teachers and educational supervisors purposively selected for in-depth interviews. The research findings were as follows: (1) the current practice of teachers regarding social studies instructional management was not in accordance with the underlying concepts and expectation as prescribed in the national core curriculum, even though social studies teachers and educational supervisors had high level of comprehension in it. The teachers tended to organize their social studies lesson plans based on guidelines in textbooks published by private publishers rather than compile them based on the curriculum itself; the prevalent method of instruction was the lecturing method while integrated teaching was rarely practiced; also, evaluation of learning outcomes tended to focus on knowledge rather than on thinking skills and performance; (2) the teachers and educational supervisors agreed at the high level with the principles of standard-based curriculum which had been responsive to the present information-based society rather than the former content-based curriculum prescribed by the Ministry of Education as in the past; thus, they were highly satisfied with the national core curriculum in the Social Studies, Religion and Culture Learning Area; (3) the main obstacles and limitations in social studies instructional management were those concerning the curriculum itself, curriculum implementation, roles of educational supervisors and school principals, all of which contributed to the weakening of the school academic system and the relatively poor student achievements; and (4) regarding the guidelines for further development of social studies instruction management, the following points were addressed: (4.1) the schools should seriously and continuously develop the teachers and support them on their teaching performance; and (4.2) the curriculum itself should be reviewed for further development including the continued emphasis on the enhancement of standard-based curriculum, and the reduction of some overlapping contents within and among the learning areas.

[Early Gender Gaps Among University Graduates](#)

Francesconi, Marco ; Parey, Matthias

We use data from six cohorts of university graduates in Germany to assess the extent of gender gaps in college and labor market performance twelve to eighteen months after graduation. Men and women enter college in roughly equal numbers, but more women than men complete their degrees. Women enter college with slightly better high school grades, but women leave university with slightly lower marks. Immediately following university completion, male and female full-timers work very similar number of hours per week, but men earn more than women across the pay distribution, with an unadjusted gender gap in full-time monthly earnings of about 20 log points on average. Including a large set of controls reduces the gap to 5-10 log points. The single most important proximate factor that explains the gap is field of study at university.

[How do the performance and well-being of students with an immigrant background compare across countries?](#)

Francesca Borgonovi

The ability of societies to preserve social cohesion in the presence of large migration flows depends on their capacity to integrate immigrants. Education can help immigrants acquire skills and contribute to the host-country economy; it can also foster immigrants' social and emotional well-being and sustain their motivation to participate in the social and civic life of their new communities – and, by doing so, help them integrate more easily. But ensuring that students with an immigrant background have good well-being outcomes represents a significant challenge, because many immigrant or mixed-heritage students must overcome the adversities associated with displacement, socio-economic disadvantage, language barriers and the difficulty of forging a new identity all at the same time.

[The Short- and Long-Term Effects of Graduating During a Recession: Evidence from Finland](#)

Päällysaho, Miika Matias

This paper uses matched employer-employee panel data on university graduates who obtained a Master's degree in 1988–2004 to study how facing adverse economic conditions upon graduation affects short- and long-term labor market outcomes in Finland. Among all graduation cohorts, the average graduate faces large and persistent negative effects on real annual earnings that last for at least the first ten years after graduation. There is also a persistently higher probability of being unemployed that lasts for roughly seven years. When only considering the cohorts who graduated after the exceptionally deep Finnish 1990s depression, the effects on earnings only last for the first five years and there appear to be little to no effects on unemployment. Female graduates face smaller earnings losses on average, potentially reflecting gender differences in fields of study, employing sector and labor market attachment. The empirical results appear not to be significantly affected by selective timing or place of graduation.

[The Effect of Language Training on Immigrants' Economic Integration: Empirical Evidence from France](#)

Lochmann, Alexia (University of Paris 1 Panthéon-Sorbonne, PSE) ; Rapoport, Hillel (Paris School of Economics) ; Speciale, Biagio (Université Paris 1 Panthéon-Sorbonne)

We examine the impact of language training on the economic integration of immigrants in France. The assignment to this training, offered by the French Ministry of the Interior, depends mainly on a precise rule: the training is provided if the test score of an initial language exam is below a certain threshold. This eligibility rule creates a discontinuity in the relation between the test result and the variables of interest, which is used to estimate the causal effect of language training, through the method of Regression Discontinuity Design. We find that the number of assigned hours of training significantly increases labor force participation of the treated individuals. The language classes appear to have a larger effect for labor migrants and refugees relative to family migrants, for men and individuals below the median age, and for individuals with higher levels of education. Our estimated coefficients are remarkably similar when we rely on local linear regressions using the optimal bandwidth with few observations around the threshold and when we control parametrically for a polynomial of the forcing variable and use the whole estimation sample. We discuss extensively why manipulation of the entry test score is theoretically unlikely and show robustness checks that consider the possibility of misclassification. We conclude with a discussion of the candidate mechanisms for the improved labor market participation of immigrants.

[Will Skill-Based Immigration Policies Lead to Lower Remittances? An Analysis of the Relations between Education, Sponsorship, and Remittances](#)

Mukhopadhyay, Sankar (University of Nevada, Reno) ; Zou, Miaomiao (Nanjing University)

As more and more developed countries adopt policies that favor highly educated immigrants, the impact of such policies on developing countries remains unclear. Some researchers have argued that migrants who are more educated tend to bring their immediate family members to the host country, and thus, send less money to the source country in remittances. While there is numerous papers documenting association between education and remittance, whether that is related to sponsorship decision remains under-explored. Using individual level panel data from the New Immigrant Survey, we show that sponsoring family members leads to lower remittance. Furthermore, we show that college educated immigrants from high-income families are less likely to sponsor relatives, presumably because of relatively higher opportunity cost of migration of their relatives. Together, these two results suggest a positive association between education and remittances, which is indeed, what we find in the data. Our extended analysis shows that alternative explanations (such as higher income of more educated immigrants, or repaying implicit educational loans) cannot completely explain the positive association between education and remittances. Our results suggest that skill-based immigration policies are likely to result in more remittances.

[A global value chain analysis of offshore medical universities in the Caribbean](#)

McLean, Sheldon ; Charles, Don

This study is intended to be exploratory in nature. It seeks a better understanding of i) how the OMU cluster emerged; ii) the characteristics of the offshore medical universities in the Caribbean cluster; iii) the contribution of the offshore medical universities to the economy of the host Caribbean countries; and iv) the prospects for enhancing the educational quality, and value added captured by the Caribbean in the medical value chain.

[Whom to Educate? Financial Fraud and Investor Awareness](#)

Zhengqing Gui (Department of Economics , The Hong Kong University of Science and Technology) ; Yangguang Huang (Department of Economics , The Hong Kong University of Science and Technology) ; Xiaojian Zhao (Chinese University of Hong Kong (Shenzhen) and Hong Kong University of Science and Technology)

We study how investors are exploited by fraudulent financial products. These investors purchase financial products that are inconsistent with their risk attitudes, and in turn, their behaviors provide an incentive for firms to commit financial fraud. We then conduct experiments and surveys in Shenzhen, China to measure investors' risk preferences and the effect of an eye-opening financial education program. Participating in our education program significantly reduces investors' tendency to invest in fraudulent products, especially among those who are risk-averse. Therefore, compared to randomly assigning the education program to investors, targeting risk-averse investors will be more effective in fighting financial fraud.

[Bubbles and financial professionals](#)

Utz Weitzel ; Christoph Huber ; Florian Lindner ; Jürgen Huber ; Julia Rose ; Michael Kirchler

The efficiency of financial markets and their potential to produce bubbles are central topics in academic and professional debates. Yet, surprisingly little is known about the contribution of financial professionals to price efficiency. To close this gap, we run 86 experimental markets with 294

professionals and 384 students. We report that professional markets with bubble-drivers-capital inflows or high initial capital supply-are susceptible to bubbles, but they are significantly more efficient than student markets. In a survey with 245 professionals and students we show that cognitive skills and risk attitudes do not explain subject pool differences in bubble formation.

[Childless Aristocrats. Inheritance and the extensive margin of fertility](#)

Gobbi, Paula ; Goñi, Marc

We provide new evidence on the two-way link between fertility decisions on the extensive margin and inheritance. We focus on settlements, a popular inheritance scheme among British aristocrats that combined primogeniture and a one-generation entail of the family estates. Using peerage records (1650-1882), we find that settlements affected the extensive margin of fertility: they reduced childlessness rates by 14.7 pp., ensuring the survival of aristocratic dynasties. Since settlements were signed only if the family head survived until his heir's wedding, we establish causality by exploiting variation in the heirs birth order. Next, we show that the extensive margin of fertility can shape inheritance rules. We build a model with inter-generational hyperbolic discounting where inheritance rules affect fertility and, in turn, schemes restricting successors (e.g., settlements or trusts) emerge endogenously in response to concerns over the dynasty's survival. These results highlight the importance of fertility decisions for the analysis of inheritance.

[By ignoring intra-household inequality, do we underestimate the extent of poverty?](#)

Philippe De Vreyer (LEDa - Laboratoire d'Economie de Dauphine - Université Paris-Dauphine, DIAL - Développement, institutions et analyses de long terme) ; Sylvie Lambert (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics)

This paper uses a novel survey to re-examine inequality and poverty levels in Senegal. In order to account for intra-household inequalities, the paper uses consumption data collected at a relatively disaggregated level within households. This data reveal that first, mean consumption is higher than measured by standard consumption surveys; and second, that consumption inequality in this country is also much higher than what is commonly thought, with a Gini index reaching 48. These findings affect global poverty estimates in opposite directions and in this context, nearly compensate for each other. Intra-household consumption inequalities are shown to account for nearly 14% of total inequality in Senegal. These results are robust to the existence of plausible measurement errors. As a result of this intra-household inequality, “invisible poor” exist with 12.6% of the poor individuals living in non-poor households.

[Financial literacy gaps across countries: the role of individual characteristics and institutions](#)

Andrej Cupak (National Bank of Slovakia and LIS: Cross-National Data Center in Luxembourg) ; Pirmin Fessler (Oesterreichische Nationalbank) ; Maria Silgoner (Oesterreichische Nationalbank) ; Elisabeth Ulbrich (Oesterreichische Nationalbank)

We examine recently compiled microdata from the OECD/INFE survey covering information on the financial literacy of adult individuals from twelve countries around the globe. We find large differences in financial literacy across countries and decompose them into those explainable by differences in individual characteristics and those that cannot be explained by such differences. We

show that individual characteristics matter with regard to differences in average financial literacy, but do not fully explain the observed differences. We further relate the unexplained differences in our microeconomic analysis to institutional differences across countries. We find strong relationships between the differences in financial literacy not explained by individual characteristics and life expectancy, social contribution rate, PISA math scores, internet usage, and to a lesser degree by GDP per capita, the gross enrolment ratio and stock market capitalization. Our results suggest that there is room for harmonization of economic environments across countries regarding decreasing inequality in the population's financial literacy.

[Higher Education Subsidy Policy and R&D-based Growth](#)

Takaaki Morimoto (Graduate School of Economics, Osaka University) ; Ken Tabata (School of Economics, Kwansei Gakuin University)

Employing a two-period overlapping generations model of R&D-based growth with both product development and process innovation, this paper examines how a subsidy policy for encouraging more individuals to receive higher education affects the per capita GDP growth rate of the economy. We show that when the market structure adjusts partially in the short run, the effect of an education subsidy on economic growth is ambiguous and depends on the values of the parameters. However, when the market structure adjusts fully in the long run, the education subsidy expands the number of firms but reduces economic growth. These unfavorable predictions for the education subsidy on economic growth are partly consistent with empirical findings that mass higher education does not necessarily lead to higher economic growth. A higher education subsidy policy is perhaps inappropriate for the purpose of stimulating long-run economic growth.

[Are They Coming Back? The Mobility of University Students in Switzerland after Graduation](#)

Oggenfuss, Chantal (Swiss Co-ordination Center for Research in Education) ; Wolter, Stefan C. (University of Bern)

We analyze the internal mobility of university graduates in Switzerland. An empirically interesting question because not all the cantons have a university and therefore in some cantons students have to leave their home for studying but all the cantons have to bear the public costs for studying for their students irrespective of their study place. On average, approximately half of the students who had left their home canton in order to study, return to their home canton, and about half of those who do not return move onward from the canton where they studied to a third canton. Controlling for several factors explaining graduate mobility, we find that top performing students return less often than do low performers. As a consequence the home cantons, which cover the bulk of the costs also for the students that had left for studying in another canton, face a quantitative and qualitative disadvantage when losing mobile graduates.

[Engaging universities in social innovation research for understanding sustainability issues](#)

Karine Oganisjana (Riga Technical University) ; Anna Svirina (Kazan National Research Technical University) ; Svetlana Surikova (LU - University of Latvia) ; Gunta Grīnberga-Zālīte (Latvia University of Agriculture) ; Konstantins Kozlovskis (Riga Technical University)

The paper presents the analysis of a three-stage research conducted by the authors within a social innovation project in collaboration with international master students of Riga Technical University for determining the factors, which motivate people to be involved in the solution of social problems. The authors not only analyse and use the outcomes of the students' research but also provide feasibility

study of using the potential of study research at the university, for implementing serious research projects. Data collection from Africa, Asia, America and Europe was organised jointly by all the students via web-based survey for creating an original data base for the collaborative use. The qualitative and quantitative content analysis of the respondents' texts revealed three groups of factors: intrapersonal, interpersonal and external factors which motivate people to be involved in the solution of social problems. Having conducted content analysis of the same texts and comparing the outcomes of the students' and their own research, the authors concluded that study research is worth being used for research projects. Keywords: social problems, social innovation, study research, learning research by doing research, qualitative content analysis Reference to this paper should be made as follows: Oganisjana, K.; Svirina, A.; Surikova, S.; Grīnberga-Zālīte, G.; Kozlovskis, K. 2017. Engaging universities in social innovation research for understanding sustainability issues, *Entrepreneurship and Sustainability Issues* 5(1): 9-22. <http://doi>.

[The impact of authentic assessment on academic performance, higher order thinking, and perceptions of authenticity in online undergraduate psychology courses](#)

MARLIN KILLEN (DREXEL UNIVERSITY)

Authentic pedagogy is a broad term that describes an active learning perspective with a focus on the construction of meaning and intellectual quality in the learning process. Although most of the work associated with authentic pedagogical approaches have been done in conjunction with elementary and secondary school reform, there is little research on the use of authentic pedagogical models of instruction in higher education, and even less research on models of authentic assessment. This presentation will report on a study which examined the effect of authentic assessment on measures of academic performance, higher order thinking, and perceptions of authenticity in online undergraduate psychology courses. The presentation will discuss issues related to implementation of authentic assessment approaches in online course delivery and impact of this pedagogical model on learning outcomes in higher education.

[Family Background, School Choice, and Students' Academic Performance: Evidence from Sri Lanka](#)

Harsha Aturupane (The World Bank) ; Tomokazu Nomura (Aichi Gakuin University and Kobe University) ; Mari Shojo (The World Bank)

Sri Lanka has made great strides in increasing access to schooling. The country stands out as the only country in South Asia that has attained universal primary completion. Despite this past progress, Sri Lankan students still display weak performance. The key challenge now is to enhance the quality of education and improve student academic performance. This paper investigates how the student- and school-level factors are related to the academic performance of Sri Lankan grade 8 students in public schools. It also analyzes the factors related to school choice and how the school choice affects the students' performance. The results of the study suggest that there are large dispersion of average test score among the schools. Looking at the school type, Type 1AB schools outperforms the other types of schools. Students who come from a family with high socioeconomic status are more likely to attend Type 1AB school, and treatment effect of attending Type 1AB school on academic performance is considerably large. Socioeconomic status also explains a significant part of dispersion of academic performance within a school. However, the result does not clearly show the relation between the observable characteristics of the teachers and academic performance of the students.

[Does increasing compulsory education decrease or displace adolescent crime? New evidence from administrative and victimization data](#)

Ylenia Brilli ; Marco Tonello

This paper estimates the contemporaneous effect of education on adolescent crime by exploiting the implementation a reform that increases the school leaving age in Italy by one year. We find that the Reform increases the enrollment rate of all ages, but decreases the offending rate of 14-year-olds only, who are the age group explicitly targeted by the Reform. The effect mainly comes from natives males, while females and immigrants are not affected. The Reform does not induce crime displacement in times of the year or of the day when the school is not in session, but it increases violent crimes at school. By using measures of enrollment and crime, as well as data at the aggregate and individual level, this paper shows that compulsory education reforms have a crime reducing effect induced by incapacitation, but may also lead to an increase of crimes in school facilities plausibly due to a higher concentration of students.

[Emotional Intelligence and Job Performance of Accounting Students Undertaking Internships](#)

Arif Lukman Santoso (Universitas Sebelas Maret Surakarta, Indonesia)

Objective – This paper investigates the influence of emotional intelligence on job performance among accounting students undertaking Student Internships. Methodology/Technique – This study adopts a quantitative research approach, using questionnaires to collect data. The study examines accounting students at Sebelas Maret University. The sample consists of 201 participants who were selected using a purposive method, from the final year students studying Accounting (Undergraduate and Diploma Programs) at Sebelas Maret University. Regression analysis is used to examine the relationship between emotional intelligence and job performance in accounting students. Findings – The results show that emotional intelligence has a positive influence on job performance among students undertaking internships. Further analysis suggests that the ability to motivate oneself and build meaningful relationships are the most important variables in explaining the relationship between emotional intelligence and job performance of students undertaking internships. Novelty – This research contributes to emotional intelligence literature by providing meaningful management implications to the university administrators in the Indonesian higher education system.

[Early smoking, education, and labor market performance](#)

Palali, Ali (Tilburg University, School of Economics and Management)

This study investigates the effects of early smoking on educational attainment and labor market performance by using mixed ordered and mixed proportional hazard models. The results show that early smoking adversely affects educational attainment and initial labor market performance, but only for males. The probability to finish a scientific degree is 4%-point lower for an early smoker. The effect of early smoking on initial labor market performance is indirect through educational attainment. Once the indirect effect is controlled for there is no direct effect. Moreover, for males only, early smoking has a negative effect on current labor market performance even after conditioning on educational attainment. The probability to have an academic job is 4%-point lower for an early smoker. For females neither education nor labor market performance is affected by early smoking.

[Promoting Educational Opportunities: Long-run Implications of Affirmative Action in College Admissions](#)

Joao Ramos (University of Southern California) ; Bernard Herskovic (UCLA Anderson School of Management)

This paper investigates the implications of affirmative action in college admissions for welfare, aggregate output, educational investment decisions and intergenerational persistence of earnings. We construct an overlapping-generations model in which parents choose how much to invest in their child's education, thereby increasing both human capital and likelihood of college admission. Affirmative action improves the pool of admitted students, although it changes incentives towards educational investments. We calibrate the model to quantify affirmative action long-run effects. We find that affirmative action targeting the bottom quintile of the income distribution is a powerful policy to reduce intergenerational persistence of earnings and improve welfare and aggregate output.

[Integrating Community, Creativity, and Literacy to Support Refugees Transitioning to Our Schools and Community](#)

Kara Kavanagh (James Madison University) ; Holly McCartney (James Madison University)

In summer of 2016, members of the Harrisonburg,VA (USA) refugee community, Harrisonburg City Schools, James Madison University's Department of Early, Elementary, and Reading Education, and Church World Service Refugee Resettlement Agency, implemented a three week summer program for refugee children and parents that integrated literacy, creativity, and community-based field trips. College pre-service teachers earned 6 graduate credits for organizing, implementing, and facilitating integrated lessons, morning meetings, rituals, and routines to help ease the transition of newly arrived children ages 4-9 into our community and schools. This presentation will provide an overview of how this program started and illuminate the challenges and opportunities of sustaining a partnership between universities, local schools, community agencies, and leaders in the refugee community who wish to support and advocate for refugees in their community. Findings from our empirical investigation into the pilot CARE (Creativity and Reading Education) program will be discussed. Initial findings from the second implementation of this program (Summer 2017) will also be shared.

[Increasing Student Improvement: Giving autonomy to students of International College at Rajamangala University of Technology Krungthep in Thailand the complete Peer Teaching Method to their peers in c](#)

Komm Pechinthorn (Rajamangala University of Technology Krungthep)

This research assessed the students' improvement of their learning outcomes toward business subjects, specifically in the class of Production & Operation Management, after having peer teaching method by group with complete autonomy. The before and After period of study was implemented in order to compare the expected improvement between the selected groups of students who are assigned to participate in complete peer teaching activity as a group in front of class. To challenge all levels of students in this project, six to seven students are randomly selected into groups in their 3rd year with different rank of GPAs from highest to lowest at International College of Rajamangala University of Technology Krungthep (ICUTK) in Thailand. They are assigned to read the chapter and prepared the presentation to educate their classes in each chapters by using the peer teaching method. Questionnaires were given to 46 students in order to collect useful data. The results indicated the positiveness toward the introduction and implementation of the peer teaching method and showed many improvements in different areas within the semester.

[Inter-Ethnic Friendship and Hostility between Roma and Non-Roma Students in Hungary - The Role of Exposure and Academic Achievement](#)

Tamas Hajdu (Institute of Economics, Center for Economic and Regional Studies of the Hungarian Academy of Sciences) ; Gabor Kertesi (Institute of Economics, Center for Economic and Regional Studies of the Hungarian Academy of Sciences) ; Gabor Kezdi (Survey Research Center, University of Michigan and senior research fellow Institute of Economics, Center for Economic and Regional Studies of the Hungarian Academy of Sciences)

This study examines friendship and hostility relations between Roma students and the ethnically homogeneous non-Roma majority in Hungarian schools. Using data on friendship and hostility relations of 15-year-old students from 82 schools the study focuses on the interaction between exposure to the other ethnic group and academic achievement of Roma students. High-achieving Roma students are shown to have significantly more friends and fewer adversaries than low-achieving ones, due to better inter-ethnic relations while having similar within-ethnic group relations. As a result, higher exposure to Roma students translates to more friendship and less hostility from non-Roma students in environments where more of the Roma students have higher achievement. Therefore, policies helping the achievement of Roma students can have immediate as well as long-term positive effects. Simulations suggest that a mixed policy of desegregation and closing the achievement gap may best foster positive interethnic relations. The results also support that exposure is more likely to improve intergroup contact if status is more equal.

[Exploring the Role of Customer Relations Management in enhancing service delivery between Support Staff and Students in a selected Higher Education Institution](#)

Sharon Mashau (Southern Business School) ; Nico Schutte (GIFT Talent Research Niche Area North-West University)

The main objective of this research was to determine the role of customer relationship management in enhancing the service delivery between support staff and students in a selected higher education institution. A qualitative research approach was followed with semi-structured interviews done with students and support staff from a selected South African higher education institution (N=8). The participants in the study felt that the current level of service delivery by the institution does not necessarily exceed their expectations. The findings further showed that higher education institutions should determine the needs of students and provide the best service possible to keep them satisfied. Recommendations are made.

[L'università conviene? Un'analisi dei costi, dei rendimenti e dei rischi dell'investimento in istruzione universitaria nel sistema del 3+2](#)

Giovanni Abbiati ; Giulia Assirelli ; Davide Azzolini ; Carlo Barone

Literature on the profitability of tertiary studies usually agrees that university graduates enjoy better occupational premia when compared to secondary school graduates. Yet, these studies often base their claims on simple mean comparisons of wages and employment opportunities between tertiary and secondary graduates, disregarding important factors, such as dropout risks, opportunity costs and field-of-study heterogeneity. This study tackles these issues by estimating short and long-term returns of the university investment in Italy. Our proposed approach to compute returns to tertiary education emphasizes three key aspects that are often neglected in previous studies: i) drop-out and delayed-graduation, ii) age-earnings profiles, iii) gender, social-origin and residential heterogeneity in

returns. Relying on several nationally representative data sources, we show that in Italy the profitability of university studies is low on average, mainly because of the modest wage gaps between young secondary and tertiary graduates. According to our simulations, the economic convenience of university studies arises only in the long run, when the entry opportunity costs are counterbalanced by the higher wages. For the Humanities this does not happen even in late career stages.

[Perceived Wages and the Gender Gap in STEM Fields](#)

Osikominu, Aderonke (University of Hohenheim) ; Pfeifer, Gregor (University of Hohenheim)

We estimate gender differences in elicited wage expectations among German University students applying for STEM and non-STEM fields. Descriptively, women expect to earn less than men and also have lower expectations about wages of average graduates across different fields. Using a two-step estimation procedure accounting for self-selection, we find that the gender gap in own expected wages can be explained to the extent of 54-69% by wage expectations for average graduates across different fields. However, gender differences in the wage expectations for average graduates across different fields do not contribute to explaining the gender gap in the choice of STEM majors.

[The Effects of Computers and Acquired Skills on Earnings, Employment and College Enrollment: Evidence from a Fields Experiment and California UI Earnings Records](#)

Robert W. Fairlie ; Peter Riley Bahr

This paper provides the first evidence on the earnings, employment and college enrollment effects of computers and acquired skills from a randomized controlled trial providing computers to entering college students. We matched confidential administrative data from California Employment Development Department (EDD)/Unemployment Insurance (UI) system earnings records, the California Community College system, and the National Student Clearinghouse to all study participants for seven years after the random provision of computers. The experiment does not provide evidence that computer skills have short- or medium-run effects on earnings. These null effects are found along both the extensive and intensive margins of earnings (although the estimates are not precise). We also do not find evidence of positive or negative effects on college enrollment. A non-experimental analysis of CPS data reveals large, positive and statistically significant relationships between home computers, and earnings, employment and college enrollment, raising concerns about selection bias in non-experimental studies.

[Specializing in growing sectors: Wage returns and gender differences](#)

Graves, Jennifer. (Departamento de Economía y Hacienda Pública. Universidad Autónoma de Madrid.) ; Kuehn, Zoë. (Departamento de Análisis Económico (Teoría e Historia Económica). Universidad Autónoma de Madrid.)

We test whether specializing in a field of study when related sectors are growing matters for future labor market outcomes. For eight high-income OECD countries we match data on individuals' specialization decisions in higher education from PIAAC (Programme for the International Assessment of Adult Competencies) with national statistics on value added of related economic sectors. We find that individuals who chose fields of studies when related sectors were growing earn higher wages later in life. We also find that men are less likely to specialize in growing sectors. However, this is entirely driven by the fact that men avoid specializing in traditionally female fields, whose related sectors have grown more over recent decades (e.g. health, education). Only for men

who obtained at least a Bachelor's degree can this avoidance be explained by lower wages. Men who obtained a vocational degree in growing female fields earn similar wages later in life as those specializing in shrinking male fields. We present suggestive evidence that gendered specialization decisions, paired with growth in traditionally female sectors could have contributed to narrowing gender wage gaps in recent decades

[Pushed away from home? Spatial mobility of prospective higher education students and the enrolment decision](#)

Diogo Lourenço (Faculty of Economics, University of Porto) ; Carla Sá (School of Economics and Management, University of Minho) ; Orlanda Tavares (Agency for Assessment and Accreditation of Higher Education)

We examine the impact of spatial mobility on enrolments in higher education. Candidates are grouped per their willingness to move and the district of placement. Findings point to a sizeable group who are voluntarily mobile or immobile. About 20% of students, however, were not placed in their first choice of destination. Using a logit model, estimation shows that candidates pushed away face a probability of enrolment about 17 percentage points lower than that of those who voluntarily stay in their home district. The availability of private sector alternatives in the home district has a role in the enrolment likelihood.

[The Impact of Healthy Harlem on Student Fitness Outcomes after Two and Three Years](#)

Martha Bleeker ; James Mabli ; Mary Kay Fox ; Betina Jean-Louis ; Marlene Fox

This issue brief focuses on fitness outcomes of overweight and obese middle and high school students who received both the Prevention and Get Fit components of Healthy Harlem, after two and three years.

[The Impact of Healthy Harlem on the Body Mass Index and Weight Status of Adolescents after Two and Three Years](#)

Martha Bleeker ; James Mabli ; Mary Kay Fox ; Betina Jean-Louis ; Marlene Fox

This issue brief focuses on body mass index (BMI)-based outcomes of overweight and obese middle and high school students who received both the Prevention and Get Fit components of Healthy Harlem, after two and three years.

[Accounting for Tuition Increases at U.S. Colleges](#)

Aaron Hedlund (University of Missouri) ; Grey Gordon (Indiana University)

We develop a quantitative model of higher education to test explanations for the steep rise in college tuition between 1987 and 2010. The framework extends the paradigm in Epple, Romano, Sarpca, and Sieg (2013) of imperfectly competitive, quality-maximizing colleges and embeds it in an incomplete markets, life-cycle environment. We measure how much changes in college costs, reforms to the Federal Student Loan Program (FSLP), and the returns to college have contributed to tuition inflation. Taken together, the changes can fully explain the tuition increases seen at U.S. colleges. Our findings suggest that the FSLP and college costs are the main drivers of college tuition.

[Early Childcare and Child Non-Cognitive Outcomes](#)

Daniela Del Boca ; Enrica Maria Martino ; Chiara Pronzato

In this study, we analyze the impact of attendance of formal early childcare on a number of non-cognitive child outcomes, conditional on several socio-demographic characteristics of the household and the child. While several studies have explored the determinants of cognitive outcomes, in our analysis we focus on non-cognitive skills that were found to be important determinants of cognitive skills and of later life outcomes. Using a newly available data-set for Northern Italy on child care and child outcomes, we consider the impact of attendance of formal childcare on non-cognitive outcomes, such as attitudes to schooling and social behavior, identified among children born in 2006 at the end of the first year of primary school. Using innovative empirical strategies to deal with endogeneity and imperfect measurement of non-cognitive outcomes, we show that attending an infant toddler center significantly improves school readiness and social interactions a few years later. Coherently with previous literature, these results are more significant for boys and for children of lower educated mothers.

[From numbers to practice - identification and analysis of the indicators related to the quality of the didactic process in the primary education in Macedonia](#)

Ana Mickovska-Raleva ; Ana Tomovska-Misoska ; Olimpija Hristovska-Zaeva ; Suzana Cerepnalkovska ; Vesna Kostik Ivanovik

[The Influence of Good University Governance on Human Capital](#)

Noorina Hartati (Universitas Terbuka, Cabe Raya Street, Pondok Cabe, Pamulang, 15418, South Tangerang, Indonesia Author-2-Name: Rini Dwiyani Hadiwidjaja Author-2-Workplace-Name: Universitas Terbuka, Cabe Raya Street, Pondok Cabe, Pamulang, 15418, South Tangerang, Indonesia Author-3-Name: Ali Muktiyanto Author-3-Workplace-Name: Universitas Terbuka, Cabe Raya Street, Pondok Cabe, Pamulang, 15418, South Tangerang, Indonesia)

Objective – This paper examines the influence of Good University Governance ('GUG') on Human Capital ('HC') and Quality, as well as the influence of CUG on HC through the use of Quality .
Methodology/Technique – This research uses an explanatory survey design. The data was collected by visiting state and private universities in Indonesia that offer an S1 Accounting Study Program. Twenty cities were covered and responses to 70 questionnaires were processed. The influence of GUG on HC was analysed using a Structural Equation Model (SEM).
Findings – The study found that GUG has a significant positive effect on Quality and GUG has a significant positive effect on HC. However, the influence of Quality on HC and the indirect influence of GUG on HC through Quality were negatively significant. Overall, the total influence of GUG on HC was positively significant.
Novelty – This study suggests that GUG improves HC and the Quality of services in Indonesian universities. However, improved quality of HC seems to lead to a deterioration in the quality of university services. Further, quality of services fails to mediate the influence of GUG on HC.

[Upward Income Mobility and Legislator Support for Education Policies](#)

Bellani, Luna (University of Konstanz) ; Fabella, Vigile Marie (University of Konstanz)

This paper investigates how upward mobility affects legislator voting behavior towards education policies. We develop an electoral competition model where voters are altruistic parents and politicians are office seeking. In this setting the future economic status of the children is affected both by current public education spending and by the level of upward mobility. Using a newly compiled dataset of roll call voting on California education legislation matched with electoral district-level upward mobility we find that the likelihood of a legislator voting "no" on redistributive

education bills decreases by 10 percentage points when upward mobility in his electoral district decreases by a standard deviation.

2. Sommaires de revues en éducation

Revues francophones :

[Diversité Ville-École-Intégration, n° 191, janvier-avril 2018](#)

Thème : L'expérience du territoire. Apprendre dans une société durable

- Entretien avec Bernard Stiegler : « Proposer à l'ensemble du territoire de devenir progressivement un laboratoire »
- Entretien avec Michel Lussault : « Mettre l'expérience extrascolaire en lien avec la pratique scolaire »
- Entretien avec Dominique Bourg : « Le citoyen est au cœur de la démocratie comme de l'environnement »

Qu'est-ce qu'un territoire apprenant ?

- Habiter, c'est (aussi) savoir
Olivier Lazzarotti
- La sociologie au service de la citoyenneté des élèves
Bernard Lahire
- Entretien avec Jean-François Caron : « Le territoire apprenant, c'est le lieu qui permet à l'individu d'aller vers la sphère publique »
- À la découverte du « milieu », avec Mabel Barker - Thierry Paquot
- Entretien avec Yves Helbert : « Les CAUE sont des plateformes de dialogue, de concertation entre les différents acteurs des territoires »
- Apprendre par et pour les territoires
Éric Favey
- Éducation et territoire. De la didactique du territoire au territoire apprenant ?
Pierre Champollion et Catherine Rothenburg
- Territoire, apprentissages et cocréation
Margarida Romero

- Témoignage de Nicolas Le Luherne « L'Eure-et-Loir : des territoires apprenants? »

Les habitants du territoire comme ressources

- Des « cités éducatives » pour arrimer les cités à la République ?
Vincent Léna
- Entretien avec Olivier Klein : « L'école ne doit pas être un sanctuaire mais un lieu d'expérimentation »
- Mixité sociale à l'école, quelles interactions avec les territoires ?
Étienne Butzbach
- Entre craintes et célébration, élever son enfant en contexte de mixité sociale
Clément Rivière
- Témoignage « Debout Tranquebar ! »
- Une école rayonne grâce aux parents
Émilie Carosin, Angélique de la Hogue et Nathalie Philogène
- Témoignage de Renaud Antal, Agnès Vrinat-Jeanneau et Frédéric Miquel « Alter Égaux », ou la recréation d'un territoire
- Entretien avec Alain Ayong Le Kama : « La question de l'adaptation de l'éducation dans les territoires reste cruciale »
- Entretien avec Daniel Baur : « L'école est au service d'une population auprès de laquelle elle a été placée »

Le territoire pour apprendre

- Entretien avec Jean-François Chanet : « Le territoire est à la fois une ressource, et un défi à relever tous les jours »
- Territoires apprenants, la pédagogie à l'épreuve du terrain
Luc Gwiazdzinski et Guillaume Drevon
- Témoignages d'Aurélien Gack, Gabriel Kleszewski, Natalie Malabre et Dimitri Saputa : « Démarche prospective et empowerment dans le bassin minier du Nord-Pas-de-Calais »
- Témoignages de Émilie Dhenin et Élisabeth Lignier « Territoires de proximité, territoires apprenants »
- Témoignage de Pascal Mériaux : « Penser les territoires de demain en classe de seconde »

- Témoignages de Fanny Egger et Yves Leblanc : « Un établissement apprenant sur un territoire nouvellement dessiné »
- Témoignages de David Chappez et Claudine Bride « Vers un collège pédagogiquement durable »
- Témoignages de Nathalie Bain et Annaïg Collias « Territoire, communs et développement durable : faire bouger les lignes ! »
- Témoignage de Julie Higounet : « Le FORUM pédagogique. Le territoire apprenant à l'échelle d'un « réseau monde » »

[Formation et profession, Volume 26 \(1\), 2018](#)

- Regards croisés sur les enjeux actuels et futurs du numérique en éducation
KARSENTI, Thierry
- Avantages et défis des classes d'apprentissage actif au collégial selon les enseignants et les étudiants : les résultats d'une première itération d'une recherche de type « design-based »
POELLHUBER, Bruno; DUCLOS, Anne-Marie; FOURNIER ST-LAURENT, Samuel; MOUKHACHEN, Madona
- Apprendre à programmer un robot humanoïde : impacts sur des élèves de l'adaptation scolaire
BUGMANN, Julien; KARSENTI, Thierry
- État des connaissances sur la demande d'aide : quel apport pour la formation universitaire en ligne?
FATOUX, Caroline; MOTTET, Martine; ROUISSI, Soufiane
- Usages et perceptions des enseignants lors de l'utilisation de la tablette en contexte scolaire
FIÉVEZ, Aurélien; KARSENTI, Thierry
- Émergence et mobilisation de la compétence à collaborer chez les élèves d'une école secondaire intégrant les tablettes numériques
COULOMBE, Sandra; GIROUX, Patrick; CODY, Nadia; GAUTHIER, Diane; GAUDREAU, Suzie
- Quels apports éducatifs du jeu vidéo Minecraft en éducation ? Résultats d'une recherche exploratoire menée auprès de 118 élèves du primaire
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- La compétence TIC des enseignants du primaire et du secondaire : un état de la situation
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- Articuler langue et écriture : un travail de planification... signifiant!
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- La formation à l'enseignement au Québec : bilan des 25 dernières années et perspectives pour l'avenir (Partie 1)
TARDIF, Maurice
- Quand les robots entrent en classe
BUGMANN, Julien; KARSENTI, Thierry
- Les enfants réfugiés, la déscolarisation et les technologies mobiles
CANEVA, Christiane
- Les enseignants, les arts et la culture : une connivence possible?
SIMARD, Denis

[Recherche et formation, n°83/2016](#)

Thème : Interactions tutorales et apprentissages en situation de travail : volume 1

- Introduction générale aux deux numéros : « Interactions tutorales et apprentissages en situation de travail »
Long Pham Quang et Vanessa Rémy
- L'apprenti et son maître
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- Tutorat et construction des compétences professionnelles par les enseignants stagiaires
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- Potentiel de transmission professionnelle et configurations de tutorat en situation de travail
Une illustration dans le secteur agricole
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- Des configurations comme ressources pour devenir tuteur
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- Enjeux et retombées de l'analyse interactionnelle de la participation en situation de formation par le travail
Vassiliki Markaki-Lothe

[Revue internationale de Pédagogie de l'enseignement supérieur, 34-1, 2018](#)

- La pédagogie de l'enseignement supérieur : d'une science à des pratiques diversifiées

Christelle Lison

- L'innovation pédagogique en question : analyse des discours de praticiens
Denis Lemaître
- Du savoir savant au savoir enseigné, analyse de l'exposition des connaissances en cours
magistral de physique : une étude de cas
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- En quoi la diversité des stratégies pédagogiques participe-t-elle à la motivation à apprendre
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- Interagir avec la « machine » à l'ère du numérique : des représentations des étudiants à
l'évaluation de leur performance académique en anglais
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- Apprendre en s'observant sur vidéo : une revue systématique de la littérature
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- La carte conceptuelle comme outil favorisant l'apprentissage de la modélisation des bases de
données
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- Accompagner l'acculturation aux écrits universitaires : les cours de méthodologie du travail
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Revue anglophones :

[American Economic Journal: Applied Economics, Vol. 10, Issue 2, April 2018](#)

- School Finance Reform and the Distribution of Student Achievement
Julien Lafortune, Jesse Rothstein and Diane Whitmore Schanzenbach
- Financial Incentives and the Fertility-Sex Ratio Trade-Off
S Anukriti
- Asymmetric Information and Remittances: Evidence from Matched Administrative Data
Thomas Joseph, Yaw Nyarko and Shing-Yi Wang
- The Effects of Micro-entrepreneurship Programs on Labor Market Performance:
Experimental Evidence from Chile
Claudia Martínez A., Esteban Puentes and Jaime Ruiz-Tagle

- Neighborhood Sanitation and Infant Mortality
Michael Geruso and Dean Spears
- Borrowing Trouble? Human Capital Investment with Opt-In Costs and Implications for the Effectiveness of Grant Aid
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- The Economic Impact of Hurricane Katrina on Its Victims: Evidence from Individual Tax Returns
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- Education and Mortality: Evidence from a Social Experiment
Costas Meghir, Mårten Palme and Emilia Simeonova
- Banking the Unbanked? Evidence from Three Countries
Pascaline Dupas, Dean Karlan, Jonathan Robinson and Diego Ubfal
- Do Risk Preferences Change? Evidence from the Great East Japan Earthquake
Chie Hanaoka, Hitoshi Shigeoka and Yasutora Watanabe

[American Educational Research Journal- Volume: 55, Number: 2 \(April 2018\)](#)

- Making English Learner Reclassification to Fluent English Proficient Attainable or Elusive: When Meeting Criteria Is and Is Not Enough
Peggy Estrada and Haiwen Wang
- Challenges and Choices: A Multidistrict Analysis of Statewide Mandated Democratic Engagement
Julie A. Marsh and Michelle Hall
- Student-Teacher Racial Match and Its Association With Black Student Achievement: An Exploration Using Multilevel Structural Equation Modeling
Lisa M. Yarnell and George W. Bohrnstedt
- Linking the Timing of Career and Technical Education Coursetaking With High School Dropout and College-Going Behavior
Michael A. Gottfried and Jay Stratte Plasman
- How Readability Factors Are Differentially Associated With Performance for Students of Different Backgrounds When Solving Mathematics Word Problems
Candace Walkington, Virginia Clinton, and Pooja Shivraj

[Asian Economic Journal, Volume 32, Issue 1, March 2018](#)

- Developing a Risk Group Predictive Model for Korean Students Falling into Bad Debt

Jun-Tae Han, Jae-Seok Choi, Myeon-Jung Kim and Jina Jeong

- Financial risk exposure of returns to education: Panel evidence from Korea*
Jaeram Lee and Jungjoon Ihm

[Community College Journal of Research and Practice vol. 42 no. 6](#)

- Tennessee Promise: A Response to Organizational Change
Littlepage; Clark; Wilson; Stout
- An Instrumental Case Study Analysis of Anticipatory Leadership Practices in Community Colleges
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- Engineering an Associate Degree-Level STEM Workforce Education Curriculum
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- Applied Opportunity: Transfer Pathways of the Associates in Applied Sciences Degree in Kentucky
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[Computers & Education, Volume 121, June 2018](#)

- Enhancing student learning experience with technology-mediated gamification: An empirical study
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- The effects of metacognition on online learning interest and continuance to learn with MOOCs
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- Mobile learning for science and mathematics school education: A systematic review of empirical evidence
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- A model of factors affecting learning performance through the use of social media in Malaysian higher education
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- Applying game mechanics and student-generated questions to an online puzzle-based game learning system to promote algorithmic thinking skills
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- AugmentedWorld: Facilitating the creation of location-based questions
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- Are digital natives open to change? Examining flexible thinking and resistance to change
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- Multivariate characterization of university students using the ICT for learning
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- Development and measurement validity of an instrument for the impact of technology-mediated learning on learning processes
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- Teachers as digital citizens: The influence of individual backgrounds, internet use and psychological characteristics on teachers' levels of digital citizenship
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- Teaching in a Digital Environment (TIDE): Defining and measuring teachers' capacity to develop students' digital information and communication skills
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[Economics of Education Review, Volume 63, April 2018](#)

- Admission to higher education programmes and student educational outcomes and earnings—Evidence from Denmark
Eskil Heinesen

- Stability of income and school attendance among NYC students of low-income families
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- How I met your mother: The effect of school desegregation on birth outcomes
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- The effects of computers and acquired skills on earnings, employment and college enrollment: Evidence from a field experiment and California UI earnings records
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- Do migrant students affect local students' academic achievements in urban China?
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- The causal effect of age at migration on youth educational attainment
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- Does greater primary school autonomy improve pupil attainment? Evidence from primary school converter academies in England ☆
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- The impact of state-mandated Advanced Placement programs on student outcomes
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- Construct validity of the Nepalese school leaving english reading test
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- Median Growth Percentiles (MGPs): Assessment of Intertemporal Stability and Correlations with Observational Scores
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- Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa
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- The role of governing bodies in the management of financial resources in South African no-fee public schools
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- Contextual leadership practices: The case of a successful school principal in Malaysia
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- Beyond the status quo – setting the agenda for effective change: The role of leader within an international school environment
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[Educational Measurement: Issues and Practice, Volume 37, Issue 1, Spring 2018](#)

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- Using Learning and Motivation Theories to Coherently Link Formative Assessment, Grading Practices, and Large-Scale Assessment
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- Learning Is the Primary Source of Coherence in Assessment
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- Desegregation Policy as Social Justice Leadership?: The Case for Critical Consciousness and Racial Literacy
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- The Power of the Network: Teach For America's Impact on the Deregulation of Teacher Education
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- Ahead of the Curve: Implementation Challenges in Personalized Learning School Models
Andrea J. Bingham, John F. Pane, Elizabeth D. Steiner, and Laura S. Hamilton

[Educational Researcher- Volume: 47, Number: 3 \(April 2018\)](#)

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- Sexual Orientation and School Discipline: New Evidence From a Population-Based Sample
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- Lessons From Hurricane Katrina: The Employment Effects of the Mass Dismissal of New Orleans Teachers
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- Examining the Interstate Mobility of Recent College Graduates
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[Gender and Education, Volume 30, Issue 3, April 2018](#)

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- Mapping the margins and searching for higher ground: examining the marginalisation of black female graduate students at PWIs
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- Black women's bodies, ideology, and the public curriculum of the pro- and anti-choice movements in the US
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- Neoliberal narratives and the logic of abstinence only education: why are we still having this conversation?
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- Types and dynamics of gendered space: a case of Emirati female learners in a single-gender context
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- Gender representation in Japanese EFL textbooks – a corpus study
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- Relational aggression among boys: blind spots and hidden dramas
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- Motivation, organisational support and satisfaction with life for private sector teachers in Brazilian Higher Education
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- Exploring regional and institutional factors of international students' dropout: The outh Korea case
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- Intelligibility is equity: Can international students read undergraduate admissions aterials ?
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[International Journal of Educational Development, Volume 59, March 2018](#)

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- Constructing resource sharing collaboration for quality public education in urban China: Case study of school alliance in Beijing

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- Demand rationalities in contexts of poverty: Do the Poor respond to market incentives in the same way?
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- Education, leadership, and conservation: Empowering young Q'eqchi' women in Guatemala
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- Patterns and determinants of private tutoring: The case of Bangladesh households
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- Determinants of willingness to study in Poland among members of Polish Diaspora
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- Just add women and stir?: Education, gender and peacebuilding in Uganda
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- Assessment of geologic programs in higher educational institutions of Chile
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- Reading and numeracy skills after school leaving in southern Malawi: A longitudinal analysis
Erica Soler-Hampejsek, Barbara S. Mensch, Stephanie R. Psaki, Monica J. Grant, Christine A. Kelly, Paul C. Hewett
- Differential pathways of South African students through higher education
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- Examining the secondary effects of mother-tongue literacy instruction in Kenya: Impacts on student learning in English, Kiswahili, and mathematics
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- The management of Nigerian primary school teachers
Hafsat Lawal Kontagora, Michael Watts, Terry Allsop
- Primary education completion in Egypt: Trends and determinants
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[International Journal of Educational Research, Volume 88, March 2018](#)

- Effects of physical education continuing professional development on teachers' physical literacy and self-efficacy and students' learning outcomes

K.W.R. Sum, T. Wallhead, S.C.A. Ha, H.P.C. Sit

- “Our job is to deliver a good secondary school student, not a good university student.”
Secondary school teachers’ beliefs and practices regarding university preparation
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- Cultivating epistemic empathy in preservice teacher education
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- Pre-service teachers' implicit and explicit beliefs about English language learners: An implicit association test study
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- Development of liberatory pedagogy in teacher education: Voices of novice BLACK women teacher educators
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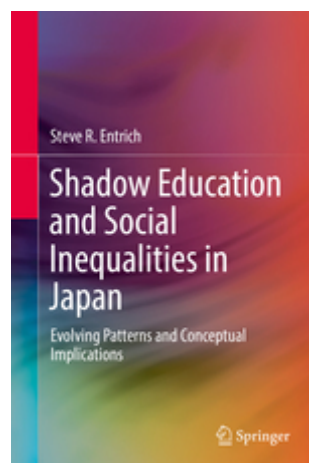
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3. Livres intéressants



François-Xavier Bernard. **Les apprentissages collectifs instrumentés : Modélisation des situations, analyse des interactions**. Paris : l'harmattan, mars 2018. ISBN : 978-2-343-13747-6 - 21.5 €

Cet ouvrage s'intéresse aux interactions communicatives en situations éducatives, collectives et instrumentées. Il vise en particulier à examiner comment s'élaborent les connaissances lors de l'apprentissage à plusieurs à l'aide d'artefacts médiatisant les contenus de savoir, en milieu scolaire et non-scolaire.



Enrich, S. R. (2018). **Shadow Education and Social Inequalities in Japan. Evolving Patterns and Conceptual Implications**. New York, USA : Springer International Publishing. ISBN 978-3-319-69119-0

- des outils favorisant l'expression de la sensibilité des élèves
- des techniques de renforcement de la résilience des élèves et des activités de développement des compétences attentionnelles (avec des résultats de statistiques à l'appui)