



Veille de l'IREDU n°30
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1. Ressources sur le Web

Repéré sur : Amue.fr

Campus France. [3 600 000 étudiants internationaux : l'essentiel des chiffres clés](#), n° 7, juin 2013
Campus France publie une compilation des chiffres essentiels à retenir en termes de mobilité étudiante pour l'année 2011/2012. Ainsi, on apprend que, selon les chiffres du MESR, la France a accueilli 288 544 étudiants étrangers parmi lesquels 212 624 (73,6 %) sont inscrits à l'université. Le Maroc est le premier pays d'origine des étudiants étrangers suivi par la Chine.

Agence universitaire de la Francophonie. [Le livre blanc de l'Agence universitaire de la Francophonie sur le numérique éducatif dans l'enseignement supérieur](#).

L'AUF (Agence universitaire de la francophonie) met à disposition sur son site un livre blanc sur le numérique éducatif dans l'enseignement supérieur qui précise la politique de l'institution en matière de numérique éducatif pour les années 2014 à 2017.

[Recrutement des profils universitaires : perceptions, stéréotypes et freins des managers et des RH de grandes entreprises](#). Paris : IMS - Entreprendre pour la cité, avril 2013

L'Agence "IMS-Entreprendre pour la Cité" propose une étude sur les perceptions et les stéréotypes des RH et des managers sur les profils universitaires. Elle montre comment ces derniers sont générés à la fois par les représentations existantes sur l'Université et ses étudiants, par la méconnaissance du système universitaire mais également par la perception de l'Université en tant « qu'organisation complexe ». L'étude met en évidence l'importance des phénomènes de clonage et de reproduction sociale dans l'entreprise.

Cathy Perret et Julien Berthaud. [Les choix des étudiants et l'efficacité des actions de soutien : évaluation de dispositifs du programme de réussite en licence](#). Les documents de travail de l'IREDU, n° 2013/4, juin 2013

L'Institut de Recherche sur l'Education (IREDU) analyse les effets du "Plan Réussite en Licence" sur la réussite effective des étudiants. Il s'appuie sur des données administratives et des mesures d'efficacité tenant compte de la participation réelle des étudiants et de leur profil (scolaires et sociodémographiques). Le document montre l'existence d'effets différents selon le bagage scolaire des étudiants et souligne les impacts de tels programmes sur la persévérance dans les études.

Commission Européenne. [L'enseignement supérieur européen dans le monde : Communication de la commission au parlement européen, au Conseil, au comité économique et Social européen et au comité des régions](#). Juillet 2013

La Commission européenne a communiqué sa nouvelle stratégie pour l'internationalisation de l'enseignement supérieur. Une stratégie à double objectifs : garantir que les diplômés de l'UE aient les « compétences internationales nécessaires pour travailler partout dans le monde » et faire que l'Europe reste la destination la plus attrayante pour les étudiants. Aujourd'hui, l'UE attire environ 45 % de l'ensemble des étudiants internationaux.

Repéré sur : assemblee-nationale.fr

[LOI n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'école de la République](#)

[Résolution européenne sur la démocratisation du programme Erasmus](#). Assemblée nationale :
Session extraordinaire de 2012-2013, 17 juillet 2013

Carole Delga et M. Xavier Breton. [Rapport d'information déposé en application de l'article 145 du règlement par la mission d'information commune sur la politique d'éducation prioritaire](#).
Enregistré à la Présidence de l'Assemblée nationale le 23 juillet 2013.

Repéré sur : cafepedagogique.net

François Jarraud. [Dix principes pour le "plus de maîtres que de classes "](#). L'expresso du 1^{er} juillet 2013

François Jarraud. [La France dépense-t-elle trop pour l'Ecole ?](#) L'expresso du 1^{er} juillet 2013

François Jarraud. [L'influence des grands parents aussi forte que celle des parents](#). L'expresso du
2 juillet 2013

François Jarraud. [Chômage record pour les jeunes européens](#). L'expresso du 2 juillet 2013

François Jarraud. [Le déclassement des jeunes diplômés confirmé par le Céreq](#). L'expresso du 5 juillet
2013

François Jarraud. Enseignants : [L'alourdissement du temps de travail des enseignants confirmé](#).
L'expresso du 8 juillet 2013

François Jarraud. [L'évaluation au centre de l'Ecole pour l'OCDE](#). L'expresso du 8 juillet 2013

François Jarraud. [La parité](#). L'expresso du 10 juillet 2013

François Jarraud. [Harcèlement : Une étude montre l'importance d'une éducation numérique précoce](#). L'expresso du 2 août 2013

François Jarraud. [Comment encourager l'enseignement des sciences ?](#) L'expresso du 23 août 2013

François Jarraud. [Maternelle : De la recherche à la classe](#). L'expresso du 26 août 2013

François Jarraud. [L'Ecole face aux marchés scolaires](#). L'expresso du 29 août 2013

François Jarraud. [La France compte encore beaucoup de bons élèves](#). L'expresso du 29 août 2013

Repéré sur : campusfrance.org

[Les questions de stratégie d'attractivité des établissements à l'international : Premier Séminaire des Relations Internationales](#). Les notes de Campus France, n° 40, mai 2013

Afin de renforcer l'attractivité des établissements d'enseignement supérieur et de recherche à l'international, Campus France, en concertation avec les établissements d'enseignement supérieur et leurs conférences représentatives, met en place des actions permettant de promouvoir et mettre en valeur les formations supérieures françaises dans le monde, de faciliter l'accueil des étudiants et des chercheurs internationaux et de gérer les programmes de mobilité étudiante et scientifique. Campus France, par la volonté des ministères de tutelle, assume aujourd'hui une position centrale dans l'accompagnement de l'internationalisation des établissements et de la mobilité étudiante. Afin de faciliter les échanges et de favoriser le partage de bonnes pratiques sur l'internationalisation, l'Agence a ainsi décidé d'organiser en janvier 2013 la 1^{ère} édition du Séminaire des Relations Internationales. Cette Note a pour objet de restituer, sans vocation d'exhaustivité, les thèmes principaux qui ont été détaillés par les intervenants et les débats qui ont suivi.

Repéré sur : Cereq.fr

Zora Mazari, Isabelle Recotillet. [Génération 2004 : des débuts de trajectoire durablement marqués par la crise ?](#) Bref du Céreq, n° 311, juin 2013

Malgré la crise financière de fin 2008, le chômage des jeunes entrés sur le marché du travail en 2004 arrive, sept ans plus tard, fin 2011, à un niveau voisin de celui de leurs aînés entrés en 98. Pour autant, les non-diplômés auront dès le départ pâti de la mauvaise conjoncture et des statuts précaires. Les diplômés du secondaire semblent, eux, avoir été largement impactés par la crise. Les progressions de salaire ont aussi été freinées, notamment pour les diplômés de l'enseignement supérieur.

Thierry Berthet, Gérard Boudesseul, Thomas Couppié, Laure Gayraud, Jean-François Giret, Philippe Lemistre, Antoine Véretout, Patrick Werquin, Joël Zaffran (éditeurs). [À l'épreuve du temps : données longitudinales et analyse de l'action publique : XXes journées d'étude sur les données longitudinales dans l'analyse du marché du travail, Bordeaux, 25-26 juin 2013](#). Relief, n°42, juin 2013

Le rapport des données longitudinales à l'action publique n'est pas une question nouvelle. Il restait à l'aborder frontalement, comme thème directeur, et c'est l'objet de cette vingtième édition des " Journées du Longitudinal " dont les contributions sont regroupées dans cet ouvrage.

Laure Gayraud, Patrick Rousset. [Hippocampe S - Incitation au projet professionnel par l'orientation active sur un campus scientifique](#). Net.Doc , n° 113 , 2013 , 154 p.

Comment renouveler l'attractivité des filières scientifiques et des métiers de la recherche auprès des publics jeunes des filières S ? L'expérimentation Hippocampe S propose des stages de plusieurs jours, permettant aux classes S de lycées de parcourir toutes les étapes de la recherche scientifique, dans un cadre équivalent à un véritable laboratoire de recherche. L'évaluation a été construite pour mesurer l'impact sur l'orientation post-baccalauréat de cette mise en situation, via la mobilisation de la méthode randomisée et de la méthode des jumeaux. Elle montre un effet positif du dispositif, dans

le sens où le taux d'orientation des jeunes vers les filières scientifiques est supérieur chez les "expérimentés".

Repéré sur : cse.gouv.qc.ca

Conseil Supérieur de l'Éducation. [L'enseignement de la science et de la technologie au primaire et au premier cycle du secondaire](#) : Avis à la ministre de l'Éducation, du Loisir et du Sport, Août 2013.

Le Conseil supérieur de l'éducation a rendu public le 22 août 2013 un avis intitulé L'enseignement de la science et de la technologie au primaire et au premier cycle du secondaire. Dans celui-ci, il recommande de rehausser le statut de l'enseignement des sciences au primaire, de renforcer la formation des futurs enseignants dans ce domaine et de mieux coordonner les multiples ressources orientées vers le soutien à l'enseignement de la science et de la technologie.

Repéré sur : eafit.edu.co/escuelas/economiayfinanzas/cief/Paginas/cief.aspx

Breton, Theodore R. [Schooling attainment, schooling expenditures, and test scores what causes economic growth?](#) Documento de trabajo, Centro de Investigaciones Económicas y Financieras, Escuela de Economía y Finanzas, Universidad EAFI, 9-may-2013

Using a dynamic augmented Solow model, I estimate the effect of students' schooling attainment, schooling expenditures, and students' test scores on growth rates over the period 1985-2005. I also estimate the effect of related measures for human capital stocks on national income in a static model in 2005. Individually all of the measures cause growth, and when included in the same model, more than one is statistically significant. Relative measurement error appears to determine which measure provides the best results. The results support the importance of increases in human capital for growth and the validity of the augmented Solow model.

Repéré sur : Ecs.org

July 10, 2013

New From ECS

Open Enrollment

A new [paper](#) from the Education Commission of the States (ECS) concentrates on one aspect of school choice -- open enrollment -- which provides students with a choice among district schools, not charters or private institutions. To be sure, open enrollment is not a one-size-fits-all policy. It may be voluntary or mandatory at the state or district level, and it may allow for intradistrict or interdistrict transfer. Readers may also be interested in the State Policies for Open Enrollment [Database](#), a searchable database which contains information about the state policies for open enrollment in each state.

What States Are Doing

Re-Imagining College Tuition Financing

The **Oregon** Higher Education Coordinating Commission has been directed to consider creation of a Pay Forward, Pay Back pilot program to replace the state's current system of tuition and fees required to attend state institutions of higher education. The idea for the pilot is in a [bill](#) that passed both houses of the legislature unanimously last week and awaits Governor John Kitzhaber's signature. Instead of paying upfront tuition costs, supporters say students would pay about 3% of their incomes for a set number of years after they graduate. Their payments would go into a fund to pay for the next cohort's tuition.

Manufacturing Academy

Massachusetts Governor Deval Patrick [announced](#) creation of the Advanced Manufacturing Regional Partnership Academy, a program designed to provide hands-on learning opportunities to eliminate industry's concerns about finding well-trained employees to fill manufacturing jobs. Such an academy may be the first of its kind in the nation. "Advanced manufacturing is an area of critical focus, one that can help put people to work now and prepare our workers for the 21st century global economy," Patrick said.

Good Reads

Encyclopedic Look at Degree Attainment

Detailed interactive data arrays [describe](#) degree attainment at the national, state, and county levels in this annual report. Data for each of the nation's 100 most-populous metropolitan regions also are provided along with breakdowns of the attainment data including race and ethnicity. Selective printing advised: more than 200 pages. (Lumina)

Now Is the Time for Better Information on Student Loan Defaults

With college loan default rates soaring, this [brief](#) indicates the federal government could do a better job of gathering, measuring, and reporting default data. Students and their families are often left in the dark, the authors argue, and some institutions of higher education are allowed to avoid accountability. It examines default rates at American colleges and demonstrates how using input-adjusted rates can indicate if schools are doing better -- or worse -- than expected in preparing students for success. (Education Sector)

Agenda for Higher Education Reform

How to produce more graduates, better educated graduates, and do it at less cost? End enrollment-driven funding, shift the funding formula to student outcomes, and develop a statewide credit transfer policy, for starters. Report data on student outcomes, the authors [advise](#), and respond to shifting demographics and technology with innovation. For example, today's college student tends to be older, working full- or part-time, and often has time and geographic constraints. Online classes may ease the pressure. (American Enterprise Institute)

Kids Count Releases Report on Condition of Children

The bad [news](#) is child poverty still is on the rise, but there's good news too: teen pregnancy declined, as did the number of students not graduating from high school in four years, the child and teen death rate, and the number of children without access to health care. Statewide, New Hampshire, Vermont, and Massachusetts lead in child well-being. (Annie E. Casey Foundation)

Work Readiness

Part of a series that looks at defining, measuring, and interpreting gaps in skills needed for various jobs, this [report](#) examines levels of work readiness for various subgroups using three foundational skills: reading for information, applied mathematics, and locating information. Among other observations, the author found that a higher level of education does always guarantee work readiness. For example, in the high education group the most apparent gaps were in locating information. Tables provide information on fastest-growing occupations, occupations with the most openings, and highest-paying occupations. (ACT)

International Benchmarking Taken to the Nth Degree

More than 400 pages of international benchmarking, this [tome](#) compares countries around the world on such topics as levels of adult education, earnings by education level, amount spent per student, teacher salary, and how early childhood programs differ. Fascinating for the browser, but also addresses the needs of government policymakers, academics who need data, and the general public who want to know how their country shapes up against the others. (OECD)

Library Habits of Younger Americans

Americans aged 16-29 are more likely to use libraries as a study or hang-out space than their older counterparts, according to this [paper](#). Relatively few of them think libraries should be automated. Though almost all Americans that age are online, 75% say they have read at least one book in print in the past year. (Pew Internet & American Life Project)

Early Childhood

A Loss for the Early Learning Community

Ramona Paul, instrumental in developing Oklahoma's early childhood education program, died recently of a stroke. Paul created the state's Pre-K curriculum in the 1980s and worked with the legislature to produce an early childhood program known for its quality and the number of children served. Oklahoma's program served as a model across the nation -- one where all 4-year-olds are welcomed and served in a variety of settings, public schools, Head Start agencies, childcare programs, assisted living centers, Indian Nation centers, YMCAs, hospitals, and faith-based facilities.

July 17, 2013

New From ECS

[Blueprint for College Readiness](#)

This past week, ECS and project partners -- the Charles A. Dana Center, Complete College America, and Education First -- convened teams from eight states to discuss the [Blueprint](#) for College Readiness and next steps for state action (one-page [summary](#) of Blueprint also available). Attendees

heard presentations from project partners on the [need](#) to address college readiness, key considerations in statewide [college- and career-readiness definitions](#), and [three policy options](#) states should consider for increasing the success of entering college students.

English Language Learners

What do four bodies of work (foreign language education, child language research, sociocultural studies, and psycholinguistics) add to our perspectives on second language acquisition? Click [here](#) to see. (New to the ECS Research Studies Database)

What States Are Doing

Minimum Standards for Student Support and Advising

A resolution passed earlier this session by the **Illinois** House of Representatives, [H.R. 296](#), calls for the creation of a working group to examine best practices for providing academic advising to recipients of the Monetary Award Program (MAP), a need-based postsecondary financial aid program. One of the charges to the working group is to recommend minimum standards for student support and advising for MAP recipients to increase college retention and completion, as well as minimum requirements for MAP students to take advantage of such support and advising.

Technology Pilots

Eleven **Idaho** schools were chosen from a field of 81 to create [programs](#) using innovative technology, which, if they work, will be scaled up to all Idaho schools. The 11 will get a total of \$3 million and all proposed programs have a research component so best practices can be identified. Each school is listed with a description of its proposal, several of which involve iPads.

Direct Interventions

Missouri Governor Jay Nixon [signed](#) into law a bill that gives the Board of Education more flexibility to intervene when a school district becomes unaccredited. Before passage of [SB125](#), a two-year waiting period was required before the board could act.

Up the Word Count

Talking about your day, telling stories, singing songs, and reading children's books with young children all build school readiness. Referring to multiple supportive studies, **District of Columbia** Mayor Vincent Gray launched a three-month [campaign](#) to raise awareness of the importance parents and caregivers can play in getting children ready to learn. The "Sing, Talk, and Read" campaign targets parents and caregivers of children from birth to 8 years of age.

Nebraska State Board Wants Input on Next Education Commissioner

The **Nebraska** State Board of Education [announced](#) that it is launching an online [survey](#) to help guide selection of the state's next commissioner of education. The survey asks for public comments on the strengths and challenges of the state education department and of public education in the state as a whole. Survey-takers will be asked to identify characteristics they deem most important for the new commissioner.

Good Reads

What Kids Read

In 1907, Julius Caesar, Macbeth, and Silas Marner were required reading for high school students; in 2013, the top three were Fahrenheit 451, Julius Caesar, and the Adventures of Huckleberry Finn (unabridged). Besides lists of required reading by year, this [report](#) lists the 40 most popular books for each grade 1-12. Also featured are lists of Common Core State Standards exemplars, Caldecott and Newbery medal winners, and essays on why kids read what they read. (Renaissance Learning)

Sixty-eight Percent of Private Schools Have a Religious Orientation

Descriptive tables provide [information](#) on numbers of U.S. private schools, students, and teachers by varying characteristics in 2011-12. Selective findings include factoids: In the fall of 2011, there were 30,861 private schools serving nearly 4.5 million students. Sixty-eight percent of the schools had a religious orientation. More private school students in 2011-12 were enrolled in kindergarten than in any other grade level. The average pupil/teacher ratio was 10.7. Ninety-eight percent of 12th-graders enrolled in private schools around October 2010 graduated by the fall of 2011. Of the graduates, 64% attended 4-year colleges by the fall of 2011. (IES National Center for Education Statistics)

Rough Year for In-State Students

Between 2010-11 and 2012-13 average tuition and required fees increased more for in-state students (7%) at 4-year public institutions than for out-of-state students (4%), according to this recent [report](#). Overall and in the same time period, average tuition increased 3% for 4-year nonprofits while for-profits reported a 2% decrease. (National Center for Education Statistics, July 2013)

Millions of Job Openings in the Next Decade

Assuming Congress can resolve budgetary challenges, this [study](#) predicts there will be 55 million job openings through 2020 with 24 million newly created and 31 million due to retiring baby boomers. About 65% of those jobs will require some postsecondary education and -- at current rates of production -- the United States will fall short of workers with postsecondary education by 5 million. (Center on Education and the Workforce, Georgetown University)

State-Sponsored Student Aid

Providing data from all 50 states, this annual [report](#) reveals states awarded \$11.1 billion in financial aid in the 2011-12 academic year, up from the previous year, mostly in the form of grants. Seventy percent of all aid was from eight states: California, New York, Texas, Pennsylvania, Illinois, New Jersey, Washington, and North Carolina. (National Association of State Student Grant and Aid Programs)

Indicators of Child Well-Being

The signature [report](#) from the Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being*, features statistics on children and families in the United States across a range of domains, including family and social environment, economic circumstances, health care, physical environment and safety, behavior, education, and health. (Federal Interagency Forum on Child and Family Statistics)

July 24, 2013

New From ECS

Different Tuition Levels for Engineering, Business, and Nursing

Most colleges and universities charge the same tuition for undergraduate programs, regardless of faculty, facility, and instructional costs. With state support for higher education declining, however, institutions are looking for innovative ways to raise tuition revenue. This [study](#) analyzes how setting different tuition levels for engineering, business, and nursing degree programs affects enrollment and degree share of these majors at colleges. (New to the ECS Research Studies Database)

Common Core State Standards for Mathematics? They're Good!

Debate persists about the quality of the Common Core State Standards for mathematics as 46 states move toward implementation. Comparing the Common Core standards to the highest achieving nations on the 1995 Third International Mathematics Study, [study](#) authors found a high degree of similarity between the two tests. Then they found a wide variation in mathematics standards among the states and, further, that states closest to embracing Common Core standards did better on the 2009 National Assessment of Educational Progress. (New to the ECS Research Studies Database)

What States Are Doing

For Working Adults

Self-paced, competency-based degrees will be offered by two University of **Wisconsin** institutions. Called the [UW Flexible Option](#), the program will be launched with three bachelor's degrees and a certificate: a bachelor's degree in nursing for registered nurses who need additional college to qualify for higher professional credentials, a bachelor's degree in diagnostic imaging, a bachelor's degree in information science and technology, and a certificate in professional and technical communication. According to a [release](#), financial costs will vary. Enrolled students may choose from an "all-you-can-learn" option, which would cover financial aid, advising, tutoring, and other services offered UW students. Or they may choose assessment only.

Upping the Ante

Becoming a teacher in **Virginia** just got harder. The Virginia Board of Education voted in June to [increase](#) the minimum acceptable scores on assessments required for entry into teacher-preparation programs and state licensure. Also, the board ended the practice of allowing composite scores, which may hide particular weaknesses. Reading scores went from 20 to 26 out of a total 35, writing multiple choice went from 23 to 29 out of a total of 41, and writing assignments went from 23 to 29 out of 40.

Good Reads

For Some, a Pot of Gold

Title I's [schoolwide](#) model can be a powerful tool for improving student outcomes, but schoolwide programs haven't been used to their fullest potential. The problem is that many schools eligible for the schoolwide approach limit Title I spending because of misunderstandings about how the federal

"supplement not supplant" requirement applies to schoolwide programs. They use Title I targeted assisted funds instead for individual at-risk students. This brief explains how schools operating a schoolwide model could use Title I funds to turn around low-performing schools and upgrade the curriculum, teacher support, school climate interventions, formative or interim assessments, expanded learning opportunities, and family or community engagement activities. (Mass Insight Education, State Development Network for School Turnaround)

Implementing the Common Core: Challenges and Opportunities

Some states might have greater success implementing the Common Core State Standards than others. Using data from the National Assessment of Educational Progress (NAEP), this [paper](#) compares states' rates of improvement from 2003 to 2011 and their relative performance in 2011. Then they are rated overall and by how subgroups did on the NAEP. While states' past track records don't necessarily predict the future, the author writes that they might foreshadow challenges and strengths. (Education Trust)

The Voluntary Institutional Metrics Project

For two years, a coalition of 18 institutions of higher education worked on a "[dashboard](#)" of five critical issues to inform policymaker decisions about how colleges and universities compared and could be improved. The issues are: repayment and default rates on student loans (revealing whether students who've graduated can get a job that allows them to repay student loans), student progression and completion -- including critical momentum points, cost per degree (the cost for an institution to produce a degree), employment outcomes for graduates, and student learning outcomes. Coalition members consider the results a breakthrough framework. (HCM Strategists)

Federal Contributions to Early Childhood

Soon after it was founded, the Institute of Education Sciences (IES) launched a range of research to better understand the links between early childhood education, early intervention, and children's learning and development. Of particular importance was how to close the gap between at-risk children and those more advantaged. This publication is an informative [synthesis](#) of IES-funded research in early childhood. (Institute for Education Sciences)

Ocean of Facts

An annual [collection](#) of public elementary and secondary education data collected by the U.S. Census Bureau, with most of the information presented by way of tables. Factoids: per pupil state and local revenues increased by 0.2%, and expenditures decreased by 1.6%. Per pupil spending ranged from \$6,326 in Utah to \$20,793 in the District of Columbia. Next highest spending states were New York, New Jersey, Alaska, Connecticut, and Wyoming. Of note: ARRA funds, by state (C-9), percent spent on instruction by states (Table 6), inflation-adjusted per pupil expenditures (Table 5), federal/state/local percentages (Table 1) (National Center for Education Statistics)

July 31, 2013

New From ECS

Initial Beliefs about Majors Tempered by Experience

Students enroll in college quite optimistic about their ability to match their interests and skills with an appropriate major. This [study](#) uses an innovative student longitudinal survey to show that initial beliefs about majors were tempered by experience in courses and within specific programs of study. From a policy perspective, it is important to study which intervening factors affect choice of major, especially when misconceptions about program rigor or personal ability can steer students away from math and science fields. Understanding more about how students' expectations change as they navigate through college could improve policies related to timing and selection of degree program. (New to the ECS Research Database)

Negative Impact of Teacher Turnover

Student achievement in mathematics and English language arts frays when teachers leave. Turnover is particularly harmful to students in schools with large populations of low-performing and black students, this [research](#) shows. Teachers who stay also are hurt by turnover because they bear the responsibility of mentoring new teachers, carry more of the instructional burden, and have fewer opportunities for professional development. (New to the ECS Research Studies Database)

What States Are Doing

Equitable Education for Rural Students

A [resource](#) of online high school courses, **Alaska's** Learning Network (AKLN) will be run by the University of Alaska Southeast School of Education under an agreement with the Alaska Department of Education and Early Development. Students across the state will be able to access online and blended-learning models, as well as dual-credit courses and introductions to the state's university system. AKLN helps level the playing field for rural students.

Ensuring Diversity

North Carolina [legislation](#) signed by Governor Pat McCrory last week requires charter schools, within one year of starting operations, to make efforts for the student population to reasonably reflect the racial and ethnic population of residents of the surrounding district -- or the racial and ethnic composition of the special population the charter school seeks to serve.

Dual Enrollment Legislation

This session, **Rhode Island** passed its first-ever dual enrollment legislation. The Dual Enrollment Equal Opportunity [Act](#) calls for a work group to advise the state board of education on policy, including ways in which low-income students could access the program. While many states do not collect data on dually enrolled students, the new provisions require districts to report each year on the number of dually enrolled students and the number of credits students are enrolled in at postsecondary institutions, among others.

Good Reads

Asynchronous Learning, Formative Assessment, and Bloom's Taxonomy

Is there a field more fraught with jargon and acronyms than education? For head-scratchers out there, here is a solution: the [Glossary](#) of Education Reform for Journalists. Just a few months old with

more than 100 entries, the list is receiving quite a few hits. Most popular are Proficiency-Based Learning (297 views), Learning Standards (136), Blended Learning (128), and Rigor (104). Most recent additions are Summative and Formative Assessment, Differentiation, Computer-Adaptive Test, and Assessment. (Great Schools Partnership, Education Writers Association, and Nellie Mae Education Foundation)

Most States Adopting the Common Core Would Welcome Federal Help

The Common Core State Standards (CCSS) still face some resistance, largely due to the perception that the standards are federally related or controlled though the initiative was launched by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Still, most deputy state superintendents [polled](#) said they would welcome federal help in implementing the new, rigorous standards, and they didn't see pockets of CCSS opposition as a looming problem. Reauthorization of the Elementary and Secondary Education Act could help or hinder states in getting federal help with implementation. (Center on Education Policy)

School for Over-Age and Under-Credited Students Evolves into Postsecondary Prep

Aged 16-20, North Queens (NY) Community High School students come from other high schools for small classes, student-centered support, accelerated credit acquisition and, finally, a high school diploma. But after its first class graduated and none went to college, the school's leaders began to think more needed to be done. So this case [study](#) chronicles Years One, Two, Three, and Four as they discover what works and improve even more on an already-improved school. Tools for innovation follow, including a college specialist, college and career student profile, letters to parents, and outcomes-based grading. (Jobs for the Future)

August 7

New From ECS

White Parents' Good Intentions and Anxiety Collide

This [study](#) examines white, upper-middle class parents' interactions with a market-based school choice policy and finds two contradictory yet simultaneous trends. Upper-middle class white parents are bothered by racial and socioeconomic segregation that results from the school choice policy but are also anxious and concerned that their children be enrolled in the school that has the best educational program. (New to the ECS Research Studies Database)

Integrating CTE, High School Curriculum Didn't Hurt, Help Math Achievement

Federal legislation has attempted to move career and technical education (CTE) from a segregated component of the high school curriculum to an integrated element that jointly improves both academic and career readiness. While this [study](#) found integrating CTE and the high school curriculum didn't hurt math achievement, the federal Perkins III act was an investment that emphasized academic "upscaling" of CTE courses with the hope that this would enhance rigor and bolster academic achievement. These expectations, at least at the time of the ELS:2002 study, did not materialize. (New to the ECS Research Studies Database)

Early Intervention

The ability to [identify](#) at-risk students prior to their high school transition, and intervene on their behalf, is perhaps the single most important goal of an early-warning system.

What States Are Doing

Reverse Credit Transfer

Iowa community college students who transfer to a public university before earning an associate degree now can submit university credits to the community college for that degree. The [idea](#) is to improve students' job opportunities as well as to contribute to the state's economy by adding educated workers to the workforce. The student's community college will be responsible for evaluating university credits and advising students on requirements for associate degree completion.

Idaho High Schools to Connect to High-Speed Wireless Internet

Idaho's legislature appropriated \$2.25 million for a managed service that will give all the state's high schools access to high-speed wireless for a variety of mobile devices. A managed service saves millions over buying the infrastructure, according to a [release](#) from the Department of Education.

Plans for School Safety

Legislators in **Rhode Island** considered elements connected with the school tragedy in Connecticut, then put together a [bill](#) that addresses many of those safety elements. This is one of the more detailed school safety bills we have seen. It includes development of collaborations with state and local law enforcement and firefighters; protocols for responding to bomb threats, hostage takings, intrusions, and kidnappings; policies for responding to acts of violence by students, teachers, and school visitors; and improving communication among students and between students and staff by use of, for example, youth-run programs, peer mediation, conflict resolution, designation of a mentor for students concerned with bullying or violence, and creating an anonymous reporting mechanism.

Good Reads

Higher Education Reinforces White Racial Privilege

While the good news is that postsecondary access has increased for African American and Latino students, whites are largely responsible for growth at the 468 most selective colleges, and students of color have crowded into the under-resourced open-access two- and four-year colleges, say this [study's](#) authors. Meanwhile, completion rates are way higher at the selective colleges than at the open-access ones. Students with low test scores at the selective colleges graduate at higher rates than students with high test scores at open-access two- and four-year colleges. (Georgetown Public Policy Institute)

What Works

Hopefully, you are familiar with the What Works Clearinghouse, but another great [resource](#) for what works in education is Johns Hopkins University's *Best Evidence Encyclopedia* (BEE), which presents reliable, unbiased review of research-proven educational programs to help policymakers, principals,

teachers, and researchers. Reviews are divided into sections: mathematics, reading, science, comprehensive school reform, and early childhood.

Early Warning System

Researchers applied longitudinal data from Montgomery County (Maryland) Public Schools to [identify](#) early warning indicators (EWIs) across all grades -- even the early grades -- for dropping out. Using attendance, behavior, and course performance patterns, they looked at grades 1, 3, 6, and 9 and identified EWIs. Regarding attendance, the telling sign was absences of nine or more times for first graders, and three or more times for grades 3, 6, and 9. Suspension at grades 1, 3, 6, and 9 in or out of school one or more times doubled the odds of dropping out of high school. Being below grade level in reading and/or mathematics also doubled chances of dropping out. (Everyone Graduates Center at Johns Hopkins University)

Measuring Learning Outcomes around the World

More than 250 million of the world's children can't read, write, or count well enough to meet minimum learning standards. In an attempt to address that problem, the global Learning Metrics Task Force first presented seven learning domains it felt all children and youth should master no matter where they lived in the world. Following that, this [report](#) asserts that measurement can play a crucial role in improvement and identifies six areas of measurement for global tracking to fill the data gap on learning. (UNESCO, UNESCO Institute for Statistics and the Center for Universal Education at Brookings)

Competency-Based Pathways to Readiness

Designed to help states implement the Common Core by adopting competency-based pathways, this [framework](#) focuses on graduation requirements, assessment, and accountability. Students advance by demonstrating mastery, and competencies are designed to include learning objectives that empower them. Assessments are to be meaningful learning experiences. The framework is flexible, recognizing that some states will want to keep the current system intact, while others will want to reimagine the system and opt for a whole different animal. (Achieve)

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New From ECS

By Itself, the Learning Disability Label Could Cause Harm

Recent [research](#), comparing students who were similar in important respects, found those with a learning disability (LD) label had considerably poorer course-taking outcomes. Findings suggest the label itself defines a status group that limits educational opportunities and raises the possibility that high school processes may compound the disadvantages of students labeled with an LD. (New to the ECS Research Studies Database)

What States Are Doing

State Task Force Report Has Many Implications for Other States

Competency-based environments connect learning to student passions and interests, drawing them toward higher-order thinking and, therefore, deeper learning, asserts a task force formed in 2012 by **Iowa** Senate File 2284. Their preliminary [report](#) includes plans to convert Iowa classrooms from a seat-time system to one in which students advance by demonstrating competencies. They call for development of maps to help districts make that transformation as well as model competencies aligned to the Iowa core. (Competency-Based Education Task Force)

PSAT as a College-Career Readiness Test

Ohio high school sophomores will take the PSAT starting in October 2014 so they will know if they are on course to graduate ready for college or a career, the Ohio Department of Education [announced](#). The goal is for PSAT results to alert high schoolers, 40% of whom now need to take remedial classes in college, so they can head off remediation while there's still time.

Read to Lead

Every school district in the state will get funding through **New Mexico** Reads to Lead, a \$14.5 million K-3 literacy initiative. Governor Susana Martinez [announced](#) the expansion will provide each district with at least \$50,000 in new funds; more than 40% of districts will receive funding above the base amount. The money will go to reading coaches, screening tools, teacher professional development, and reading interventions for more than 100,000 students. Third-grade reading scores from the 13 initial participating districts went up an average of 7.8 percentage points compared to a statewide increase of 2.9 percentage points.

Tracking Early Childhood

Great Start at the **Michigan** Department of Education is launching an [initiative](#) to build an early childhood data system. The idea is to improve children's outcomes by following and measuring their successes. With a \$400,000 grant from the W.K. Kellogg Foundation, the first goals are to develop a governance structure, a plan with outcomes over the next five years, and completion of a financial feasibility study to identify costs to construct and maintain the database.

Good Reads

Year 3 of Implementing the Common Core State Standards

Most states that have adopted the Common Core already are teaching curricula aligned to the standards, at least in some grades and some school districts; all respondents in this [survey](#) agreed the standards are more rigorous. Some are implementing them by grade span, or school district, or both. A number of states -- nine in math, 10 in English language arts -- won't begin implementing the Core until this fall or later. Many of these states report not having adequate resources to implement effectively. (Center on Education Policy)

Professional Development for Teachers and Principals Implementing the Common Core

All 40 states responding to a [survey](#) on implementing Common Core provide professional development to teachers; 39 provide it to principals. In more than half the states, a majority of K-12

teachers participated in some Common Core professional development, but fewer states report very large percentages of their teachers have participated. Twenty-six states said providing professional development and other supports was a major challenge. (Center on Education Policy)

Teacher Evaluation Scorecard

With the assertion that a high-quality teacher evaluation system that provides teacher feedback can have a significant impact on strengthening the teacher force, this [tool](#) to weigh system quality offers a 13-question list, with three possible weighted responses to each question. The weakest response gets a zero, the stronger response earns a one, the strongest two. Within minutes, questions may be answered and a score assigned to the system which then can look for ways to improve that score. (American Institutes for Research)

Principal Evaluation Scorecard

See above, but for principals. The 13-question [tool](#) begins with a Description of Effective Leadership. The description of "effective leadership" that wins two points: "The state provides a comprehensive definition of principal effectiveness that is tied to state and/or research-based standards. The definition describes the knowledge, skills, and practices a principal must exhibit in order to lead efforts that result in school improvement and student learning." (American Institutes for Research)

Mentoring Success: Depends on the Relationship

Do school-based mentoring programs work? Yes, if a mentorship pair forms a relationship that the student rates as "somewhat close" or better, according to this [study](#). If the relationship is less close, the school-based mentoring program has no effect on the student's end-of-year outcomes. Researchers also found school-based mentoring programs that focused more heavily on academic activity had no larger academic effects than those where mentors engaged primarily in social activities. (MDRC)

Educating the Poor

Of the 35 richest countries, the United States has the second highest child poverty rate. Twenty-two percent of American children are in poverty, and while education has long been touted as the great equalizer, that is more myth than reality, write researchers who took a hard [look](#) at the relationship between poverty and educational outcomes. Fortunately the report ends with strategies for mitigating poverty's influence on educational outcomes. (ETS Center for Research on Human Capital and Education)

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What States Are Doing

Literacy at Home

Alaska S.B. 57, enacted this summer, requires districts to annually provide parents of kindergartners through 3rd graders with information on early literacy, including intervention strategies, home literacy plans, grade retention policies and standards, and strategies and resources to help children learn to read. The measure also calls for the creation of a communication campaign, in coordination with local media outlets, to educate parents on the importance of early literacy.

Allowances for First-Generation College-Goers who Juggle Work, Parenting Maryland legislation passed this session aims to help first-generation college-goers, who often worry that college is financially out of their reach. [H.B. 526](#) creates the Maryland First Scholarship program to help cover tuition, fees, and room and board for first-generation college students attending two- and four-year colleges in the state. The program allows awardees to be part- or full-time students for those who may be juggling college with work or parenting responsibilities.

Good Reads

Charter Restarts

When charters don't meet expectations, the word "closure" comes to mind. But there's a relatively recent alternative, the authors of this [study](#) point out -- charter restarts. With restarts, a new high-quality organization is brought in to run the school and a newly formed board is installed, but the children stay where they are, avoiding the possibility that there will be few or no high-quality school options available. Disruption of students' lives is minimized, as well as disruption to surrounding schools. Five urban charter restarts are profiled. (Public Impact)

Personalized Learning Environments

In 2012, the U.S. Department of Education launched the Race to the Top-District grant program emphasizing personalized learning environments. This [paper](#) looks at the first round of 16 winners and their approaches. Four themes emerged from the applications: blended learning environments, individualized college and career readiness learning plans, competency-based models, and engaging and empowering key stakeholder groups including community partnerships and networks. (American Institutes for Research)

Blended Learning Examined through the Lens of Disruptive Innovation

Blended learning can be either a sustaining innovation hybrid attempting to combine the best of both worlds -- online learning in a traditional classroom -- like a Flipped Classroom. Or it can appear to be a more disruptive innovation, which does not incorporate the traditional classroom in its full form. The authors of this [report](#) predict the disruptive models eventually will transform traditional classrooms, especially at the middle and high school levels. Flex, A La Carte, Enriched Virtual, and Individual Rotation are examples of more disruptive models. (Clayton Christensen Institute)

District Characteristics

Among the 2011-12 findings about U.S. school districts in a recent [release](#): Of some 16,990 school districts, 8,300 were in rural communities, 3,310 in suburban areas, 2,840 in towns, 2,540 in cities. Among the districts with salary schedules (89%), the average yearly base salary for a teacher with a bachelor's degree but no teaching experience was \$35,500, while teachers with 10 years experience earned \$44,900. Half the districts had collective bargaining agreements with teachers' associations or unions. The average number of tenured teachers non-renewed or dismissed for poor performance: 1.7 in districts greater than 10,000; less than 0.2 in all other. (National Center for Education Statistics)

Principal Characteristics

Of about 89,810 public school principals in the United States, 80% were non-Hispanic White, 10% were non-Hispanic Black or African American, 7% were Hispanic, and 3% were "other" in [data](#)

regarding principals released this month. The percentage of public school principals who were female was 52% overall, 64% in primary schools, 42% in middle schools, 30% in high schools, and 40% in combined schools. The average annual salary of public school principals was \$90,500; among private school principals, the average salary was \$65,300. (National Center for Education Statistics)

Education is a Labor-Intensive Endeavor

In the 2011-12 school year, there were about 3,850,100 teachers in elementary and secondary schools, 3,385,200 in public schools, and 464,900 in private schools, according to this [First Look](#). The average age of teachers in traditional public schools was 43, teachers in public charters averaged 37, and the average age of private school teachers was 44. All schools had a larger percentage of female teachers (76%) than male (24%). On average, regular full-time teachers spent 51 hours per week on school-related activities, including 31 hours on instruction. (National Center for Education Statistics)

Employers' Views on Youth Literacy and Employability in the UK

Employers require a basic level of literacy from all employees and remain unsatisfied with the general levels of literacy of "school leavers." However, they feel the same way about existing employees, according to this [report](#) from the United Kingdom's National Literacy Trust. Further, they reject the idea it is their responsibility to offer remedial education in literacy and mathematics to apprentices and assert reaching a skill level in those areas should be a prerequisite for starting an apprenticeship, not part of an apprenticeship. (National Literacy Trust)

UK Youth: Speaking and Listening Most Important Skill in Life

Most young people in the United Kingdom are confident about their academic skills, with 87% rating their literacy and numeracy skills as very good or good, a finding cited in this [brief](#). However, most -- 53.4% -- believe speaking and listening is the most important skill, followed by math (18.8%), reading (11.2%), writing (9.4%), and Information Communications Technology (7.2%). That may suggest a disconnect between how young people view their skills and how employers view them, writes the author of the brief. (National Literacy Trust)

August 28

New From ECS

Midwestern Wind

Iowa harvests wind to fuel schools, give farmers a year-round cash crop, and create thousands of jobs involving turbine manufacturing and maintenance, a synergetic process described in the Education Commission's latest [release](#) on rural economic development. The state's community colleges are cranking out wind technicians who can get jobs starting at \$35,000 after a two-year program; some of those students go on to universities to become engineers.

Engaged Citizenship

ECS' National Center for Learning and Civic Engagement (NCLCE) -- formerly the National Center for Learning and Citizenship (NCLC) -- has updated this [database](#) of state policies to support civic education for K-12 students. From this database, you can generate profiles of individual states and

view 50-state reports on civic graduation requirements, civics or citizenship standards, and other aspects of civics education.

Positive Effects of Need-Based Grants

While enrollment and degree completion rates have increased over the past 30 years, gaps still persist for low-income students. States and the federal government provide need-based grants, in part, to diminish attainment gaps. This [study](#) evaluates whether one state's need-based program produces the intended effect: that is, to improve degree completion rates for low-income students. (New to the ECS Database)

Four Models of Education Governance

Understanding differences in state education models can help explain how policy plays out, how decisions are made, and how authority is divided. This [updated brief](#) describes how states use one of four education governance structures: in the first, the governor appoints the majority or all state board members and the board appoints the chief state school officer; in the second, a majority or all state board members are elected and the board appoints the chief school officer; in model three the governor appoints the majority or all state board members and the chief school officer is elected; and in model four the governor appoints state board members and the chief school officer.

What States Are Doing

Eliminating a Barrier

Some 7,000 **Washington D.C.** juniors and seniors will be able to take the SAT free of charge starting with the class of 2014, D.C. Mayor Vincent C. Gray [announced](#) this month. The test normally costs \$51 and is administered at test centers. However, D.C. students will be able to take the test onsite and during the school day.

Toward Bilingual, Multicultural Education

New Mexico has launched a three-year [project](#) providing teacher and leadership training to address the needs of English language learners run by the Public Education Department. The project, funded by the W.K. Kellogg Foundation at \$1.2 million, also will identify effective schools and programs to share across the state. The majority of New Mexico's students enrolled in public schools come from culturally and linguistically diverse backgrounds; many are English learners.

Policy 5000 Empowers Teachers

In **West Virginia**, the state school board unanimously [approved](#) Policy 5000 giving teachers a strong voice in new hires. Teachers who have taken online training may serve on a Faculty Senate Committee which will determine what qualities and factors their particular schools need in a new teacher, review applicants, then make a joint recommendation to the principal and superintendent.

Good Reads

Is Correctional Education Worth the Cost?

A [meta-analysis](#) indicates inmates who participated in prison education programs had a 43% lower chance of recidivating than those who didn't. High-quality studies yielded that figure, but when

studies of a lower quality were added in, the results remained the same. The brief, which also found education may improve chances of post-release employment, concluded correctional education can be cost-effective compared with the costs of reincarceration. (Rand)

Implementing Ninth Grade Academies: It's Complicated

Starting in the mid-2000s, Florida's Broward County Public Schools instituted Ninth Grade Academies (NGAs) in all their public high schools. The idea was that these would be small schools within large schools, offering freshmen a more personalized, engaging environment. Implementation was difficult, write the authors of [study](#). Administrative leadership and space components of the NGAs were easier to achieve than a dedicated faculty and interdisciplinary teaming components. Only three high schools achieved full implementation, 10 achieved partial implementation, and five fell below the threshold. Print selectively -- it's 114 pages. (MDRC)

The Common Core Is State-Driven

A history of the Common Core State Standards (CCSS) reveals they're the results of the National Governors Association and the Council of Chief State School Officers who, in 2009, invited state leaders to participate in development of common standards for mathematics and English language arts. An antidote to CCSS anxiety and opposition, this [report](#) walks readers through the state CCSS adoption process, assessment development, and range of possible costs. Supporters are listed: teachers, business leaders, military leaders. Keys to implementation are cost-effective assessment, integration with other reforms and sufficient support for teachers and students. (Alliance for Excellent Education)

Annual Readiness Report

In 2013, 64% of all ACT-tested high school graduates met the English ACT College Readiness Benchmark, but results go downhill from there, according to an annual [look](#) at readiness. Forty-four percent met the mathematics and science benchmarks, 36% met the science benchmark and 26% met all four subjects. About 69% met at least one of the benchmarks while 31% didn't meet any of them. Test scores dropped slightly between 2009 and 2013, with most of the decrease seen in 2013. However, about 22% more students took the ACT during this period and the tested group became more diverse. (ACT)

Performance Funding Questioned

A recent [study](#) explores the reasons Indiana, Ohio, and Tennessee pursued performance funding in higher education. While each state has been praised for its proactive stance to improve student and institutional outcomes, the study finds that the state-level policies do not sufficiently account for the unintended impacts of performance funding, including compliance costs, adulteration of quality, and perverse incentives to focus only on the activities that state legislatures have prioritized. (Community College Research Center)

Repéré sur : Education.gouv.fr

Sabrina Perronnet. [Temps de travail des enseignants du second degré public : pour une heure de cours, une heure de travail en dehors](#). Note d'information , n° 13.13, juillet 2013

Répondant à l'enquête Emploi du temps de l'Insee, les professeurs exerçant à temps complet déclarent travailler 41 heures par semaine en 2010. Ils consacrent la moitié de ce temps aux cours collectifs et au suivi individuel des élèves, l'autre moitié à la préparation des cours, la correction des copies, la documentation, le travail en équipe et les relations avec les parents d'élèves.

Sabrina Perronnet. [Le temps de travail des enseignants du premier degré public en 2010](#). Note d'information - DEPP - N° 13.12, juillet 2013

Répondant à l'enquête Emploi du temps de l'Insee, les enseignants du premier degré exerçant à temps complet disent travailler en moyenne 44 heures par semaine en 2010. Les déclarations des enseignants varient du simple au double : les moins de trente ans travaillent en moyenne plus de 50 heures par semaine. Cet investissement en début de carrière marque le coût d'entrée important dans le métier.

Sylvie Le Laidier et Fanny Thomas, [Résultats provisoires du baccalauréat : France métropolitaine et Dom : Session de juin 2013](#). Note d'information – DEPP – n°13.14, juillet 2013

Avec 86,8 % d'admis à la session 2013, le taux de réussite global au baccalauréat 2013 est plus élevé que l'année précédente (+2,4 points) en France. Ce taux retrouve une valeur proche de celle de la session 2009. Le pourcentage de bacheliers dans une génération s'élève cette année à 73,1 %.

Académie de Nantes, les centres d'information et d'orientation (CIO) de Maine-et-Loire – Pour une psychopédagogie de l'orientation au collège et au lycée. [Donner un second souffle aux parcours de découverte des métiers et des formations : Actes de la journée départementale d'études Angers – 27 mars 2013](#)

Cette publication interroge la mise en œuvre des parcours de découverte des métiers et des formations (PDMF) et plus largement, la nature et les contenus d'une psychopédagogie de l'orientation au collège et au lycée.

[Repères et références statistiques sur les enseignements, la formation et la recherche, Édition 2013](#). (428 p.)

Toute l'information statistique disponible sur le système éducatif et de recherche français, déclinée en plus de 180 thématiques. L'édition 2013 apporte des éclairages nouveaux en fonction de l'actualité et des derniers résultats d'études. Ce vaste ensemble de données contribue à étayer le débat sur le fonctionnement et les résultats de notre École.

Repéré sur : enseignementsup-recherche.gouv.fr

Caroline Lannone et Nicolas Le Ru. [Dépenses de recherche et développement en France en 2011 : Premières estimations pour 2012](#). Note d'information enseignement supérieur et recherche, n° 13.06, juillet 2013

En 2011, la dépense intérieure de recherche et développement (DIRD) s'établit à 45,0 milliards d'euros (Md€), en hausse de 2,3 % en volume par rapport à 2010. L'augmentation de la DIRD résulte d'une forte progression des dépenses de recherche et développement (R&D) des entreprises. Ces dernières ont contribué à hauteur de 2,2 points de pourcentage à l'évolution de la DIRD, les administrations ayant contribué pour 0,1 point. L'effort de recherche de la nation, mesuré en

rapportant la DIRD au produit intérieur brut (PIB), s'élève à 2,25 % en 2011. Il devrait se maintenir à 2,26 % en 2012. En raison d'une contraction des dépenses des administrations et d'un ralentissement de celles des entreprises, la DIRD augmenterait en 2012 à un rythme moins élevé (+ 0,6 % en volume), mais sa progression resterait supérieure à celle du PIB. En 2011, les activités de R&D dans les entreprises et dans les administrations mobilisent 402 000 personnes en équivalent temps plein.

Repéré sur : halshs.archives-ouvertes.fr

Cathy Perret, Julien Berthaud. [Les choix des étudiants et l'efficacité des actions de soutien : évaluation de dispositifs du programme de réussite en licence](#). Les documents de travail de l'IREDU, n° 2013-4, juin 2013



Ce document poursuit l'exploration des effets du Plan Réussite en Licence sur la réussite en s'appuyant sur des données administratives et des mesures d'efficacité tenant compte de la participation réelle des étudiants et de leurs profils (scolaires et sociodémographiques). Partant d'un questionnaire sur les effets de deux dispositifs destinés aux étudiants en difficulté, ce document montre l'existence d'effets différents selon le bagage scolaire des étudiants et il souligne les impacts de tels programmes sur la persévérance dans les études. Les résultats sur la participation réinterrogent sur les choix des étudiants en difficulté face à ces programmes d'aide à la réussite

Thierry Chevaillier, Jean-François Giret. [Dispositifs pédagogiques dans l'enseignement supérieur et insertion des diplômés](#). Revue internationale de pédagogie de l'enseignement supérieur 29, 1 (2013) 17 p.



Cet article analyse l'effet des dispositifs pédagogiques dans l'enseignement supérieur sur le début de carrière des jeunes diplômés. Nous utilisons une enquête quantitative portant sur l'insertion des diplômés en Europe et au Japon, dont le sous-échantillon retenu dans l'analyse concerne 11'000 diplômés de cinq pays européens et du Japon, cinq années après l'obtention de leur diplôme. A partir de questions posées aux diplômés sur les modes d'enseignement dans leur formation, quatre modèles de dispositifs pédagogiques ont été identifiés : un modèle académique traditionnel, un modèle d'apprentissage par la recherche, un modèle semi-professionnel et un modèle professionnel. Si, pour les jeunes passés par les deux modèles professionnels, le lien entre formation et emploi semble plus fort, nous montrons, en revanche, que les diplômés se trouvant dans le modèle d'apprentissage par la recherche estiment avoir des niveaux de compétences générales plus élevés.

Marianne Chouteau, Marie Pierre Escudié, Joelle Forest, Céline Nguyen. [Le dispositif " innovation et société "](#). Questions de Pédagogies dans l'Enseignement Supérieur 2013, Sherbrooke : Canada (2013) Le dispositif pédagogique " Innovation et Société " proposé à l'INSA de Lyon a la particularité de rassembler deux modules autour d'un projet commun. Son objectif est de sensibiliser les étudiants à la complexité et à la richesse du processus d'innovation en combinant des points de vue disciplinaires habituellement séparés.

Joelle Forest, Michel Faucheu. [Rationalité créative](#). Questions de Pédagogies dans l'Enseignement Supérieur 2013, Sherbrooke : Canada (2013)

Préparer les ingénieurs à leur futur métier, c'est les former à la pratique d'une rationalité que nous nommons " créative ", source de toutes les innovations. C'est mettre en œuvre une " pédagogie de l'aventure " qui place la créativité au cœur de la formation des ingénieurs. Nous illustrerons cette pédagogie par la relation d'expérimentations pédagogiques que nous avons réalisées à l'INSA de Lyon.

Sylvie Moussay, Jacques Méard. [Le travail enseignant comme ressource pour le développement du pouvoir d'agir des enseignants débutants](#). Colloque international ENS-INRP "le travail enseignant au XXIème siècle", Lyon : France (2011)

L'étude de cas présentée examine les circonstances dans lesquelles le travail enseignant peut devenir une ressource au service du développement professionnel d'une enseignante débutante de français. Cette étude est extraite d'une partie du programme de recherche de l'équipe DATIEF qui vise à étudier l'impact des énoncés de règles de métier sur le développement de l'activité des enseignants débutants au cours des interactions de formation et en classe. Le cadre conceptuel se réfère à l'approche historico-culturelle (Vygotski, 1997; Leontiev, 1981) et aux travaux en clinique de l'activité (Clot, 2008). Les résultats de l'étude mettent en évidence : a) le suivi des règles pour rendre le travail possible ; b) la comparaison des règles comme issue favorable au travail contrarié ; c) la confrontation des règles aux contraintes d'enseignement à l'origine du renouvellement du sens du travail. A partir des résultats, l'accompagnement du développement professionnel des fonctionnaires stagiaires peut être repensé en privilégiant les tensions entre les règles du métier et l'expérience en classe.

Ghislaine Gueudet, Geneviève Lameul, Luc Trouche. [Questions relatives à la pédagogie universitaire : regard et rôle de la recherche](#), Revue Internationale des Technologies en Pédagogie Universitaire (Ed.) (2011) 110

Quelles sont actuellement les questions vives relatives à l'intégration des technologies dans l'enseignement supérieur, et quels peuvent être les apports, relativement à ces questions, de différentes approches de recherche en éducation? Les premières journées scientifiques Pédagogie universitaire numérique, qui se sont tenues à Lyon (France) les 6 et 7 janvier 2011 sous l'égide de l'Institut français de l'Éducation et de la Mission numérique pour l'enseignement supérieur, avaient pour objectif de faire le point sur ces questions, dans le contexte de l'enseignement supérieur en France. Ce numéro thématique présente des textes issus de ces journées.

Anne Cazeneuve. [De l'impossibilité de tout dire : étude des rapports entre représentations sociales et formes d'implication : le cas de la remise à niveau à l'École Régionale de la Deuxième Chance Midi-Pyrénées](#). Thèse en sciences de l'éducation, sous la dir. de Christine Mias et Michel Lac (Université Toulouse le Mirail - Toulouse II)

Dans la société cognitive, la connaissance devient un levier économique, où l'apprenant guide son projet d'apprentissage tout au long de sa vie. Apprendre à apprendre est une compétence centrale pour l'accès à une insertion socioprofessionnelle pérenne. Mais 140 000 jeunes français quittent chaque année le système scolaire sans diplôme, sans qualification. L'École Régionale de la Deuxième Chance propose une formation en alternance où la remise à niveau soutient l'insertion. Cette recherche (CIFRE) interroge l'activité de remise à niveau. L'étude longitudinale s'appuie sur 50 parcours d'apprenants, hier en difficulté scolaire, aujourd'hui stagiaires de la formation professionnelle. Nous analysons le lien entre représentations sociales de la remise à niveau et

implications et interrogeons la dichotomie réalisée entre implication active ou passive. Les prises de position recueillies sont hétérogènes et révèlent les éléments représentationnels générateurs de formes spécifiques d'implication (d'être et d'agir à l'École). L'étude découvre l'autocensure que s'imposent les élèves. Ils s'enferment dans des rôles institutionnels, inspirés par leur passé scolaire : difficile passage de l'apprenant dépendant du professeur à l'apprenant co-construisant ses apprentissages. Ces non-dits interrogent aussi les conditions d'expression de l'implication. Les "réfractaires" à la remise à niveau disent deux choses : leur implication passive affichée dans un projet d'apprentissage subi, et leur implication active cachée dans ce que pourrait être ce projet. Ces différentes explicitations d'implication, chez un même individu, révèlent qu'il n'est pas pertinent de qualifier de passifs ces apprenants.

Zaara Barhoumi. [Etude de l'usage du stylo numérique en recherche en sciences de l'éducation : traitement et représentation des données temps issues de la trace d'écriture avec un stylo numérique](#). Thèse en sciences de l'éducation, soutenue le 24 avril 2013 sous la dir. de Éric Bruillard (École normale supérieure de Cachan)

La technologie de numérisation des données manuscrites a atteint son essor après l'invention du stylo numérique. Les recherches se sont concentrées alors sur le développement des applications IHM qui facilitent la manipulation des données encre numérique. Dans un contexte de recherche, la technologie du papier et stylo numériques s'avère utile pour la collecte des données expérimentales dans différents domaines. Notre but est de fournir une aide pour le traitement et la visualisation des données, notamment les données temps, recueillies avec un stylo numérique dans deux cas d'usage en sciences de l'éducation à savoir les tests d'évaluation et la prise de notes d'observation. Notre démarche consiste à étudier ces cas d'usage en terme de besoin dans quatre expériences concrètes et à développer, en participation avec l'utilisateur, des prototypes de système de traitement et de visualisation des données. Dans le but de concevoir un modèle général de tel système, nous avons analysé l'interface d'utilisation des prototypes en terme de fonctionnalités, de visualisation et d'interaction. Notre modèle décrit le processus de visualisation en mettant en œuvre trois types de tâches d'utilisateur à savoir les tâches d'analyses, les tâches de manipulation et les tâches d'interaction.

Nathalie Chelin, Siegfried ROUVRAIS. [De la relation au temps dans la construction d'un projet professionnel et personnel : retour d'expériences pour une formation alignée avec les besoins des nouvelles générations](#). QPES 2013 : 7th french international colloquium Questions de Pédagogies dans l'Enseignement Supérieur: les innovations pédagogiques en enseignement supérieur, Sherbrooke : Canada (2013)

La préparation à l'emploi devient un élément de différenciation pour les écoles du supérieur. Ce papier analyse plusieurs expérimentations dans le cadre de la maturation du projet professionnel d'étudiants. Il préconise d'aborder de manière agile les problématiques liées aux carrières professionnelles et de mettre à disposition des étudiants une boîte à outils durable et "à la carte" selon le niveau de maturité.

Asdis Hlokk THEODORSOTTIR, Ingunn SAEMUNSDOTTIR, Johan MALMQVIST, Sylvain TURENNE, Siegfried ROUVRAIS. [Comparison of Hiring and Promotion Criteria Linked to Teaching, Educational Development and Professional Engineering Skills](#). CDIO 2013 : 9th International Conference:

Engineering Leadership in Innovation and Design MIT & Harvard School of Engineering and Applied Sciences, Cambridge, MA, USA., Cambridge, Ma : United States (2013)

Within the higher education system, criteria for promotion based on research quality and contribution are well established and widely accepted. For teaching, on the other hand, such criteria have generally not been developed and implemented to the same degree. This poses a challenge for the implementation of the Conceive-Design-Implement-Operate (CDIO) standards 9 and 10, which deal with the enhancement of faculty CDIO skills and faculty teaching skills. To be able to implement these standards successfully, universities need to have in place effective ways of evaluating teaching contribution and professional engineering experience. To support the implementation of CDIO standards 9 and 10, excellence in teaching and progressive educational development based on engineering experience must be acknowledged and rewarded. This paper compares hiring and promotion policies and criteria for the evaluation of teaching contribution and educational development in four selected universities in Europe and North America. Conclusions are drawn with regard to the CDIO standards 9 and 10 and perspectives for future development of such criteria discussed.

LASSUDRIE Claire, KONTIO Juha, ROUVRAIS Siegfried. [Managing the Continuous Improvement Loop of Educational Systems: Students as key actors in program evaluation](#). *CDIO 2013 : 9th International conference: Engineering Leadership in Innovation and Design.*, Cambridge, Ma : United States (2013)

More and more, educational frameworks and accreditation bodies recommend implementing a system to evaluate and improve the quality of higher education institutions. This paper describes a student self-evaluation of a French engineering school which was carried out with an external institution as client. It describes the methodology and standards adopted by the students in order to conduct the evaluation, interview stakeholders, and rate compliance with maturity levels. An analysis of the quantitative and qualitative results of this evaluation is drawn, both from the quality assurance and student perspectives. The benefits, bias, and difficulties of this student-led institution evaluation are discussed. Finally, in this paper, the authors identify the skills specific to quality assurance engineers which this project allowed students to develop. They conclude on possible future issues concerning evaluation, such as student-led cross-evaluations among institutions. This paper will permit readers (i) to identify the strengths and weaknesses of a student-led evaluation, (ii) to validate or not the opportunity of dedicated student projects within their programs to facilitate the continuous improvement loop, and (iii) to underline specific student skills developed in such projects.

Johan Vanoutrive, Antoine Derobertmeasure, Nathanaël Friant. [Analyse thématique et analyse propositionnelle : application à un corpus de témoignages concernant l'injustice scolaire](#). *Mesure et évaluation en éducation* 35, 2 (2012) 97-123

En fonction des objectifs d'une recherche, diverses méthodes d'analyse de contenu sont envisageables. Un corpus de témoignages, recueilli auprès d'élèves de troisième secondaire de la Communauté française de Belgique a été traité selon deux méthodes complémentaires : une analyse thématique et une analyse propositionnelle. Sur la base du travail de codage, de l'analyse propositionnelle et du croisement de ces méthodes, la discussion de la typologie des injustices scolaires de Dubet (1999) éclaire les précédentes conclusions du groupe GERESE selon lequel les sentiments de justice des élèves sont significativement liés à leur auto-évaluation de leur niveau scolaire

Loisy C., Mailles-Viard Metz S., Breton H. [Se connaître et s'orienter grâce au e-portfolio](#). Revue Internationale des Technologies en Pédagogie Universitaire 8, 1-2 (2011)

Dans le contexte universitaire actuel, de nombreux étudiants rencontrent des difficultés à s'orienter. Pour soutenir l'élaboration active de leur projet d'orientation, une démarche apparaît pertinente, le portfolio, collection de traces et de réflexions construite par le sujet lui-même. Deux cas de mises en œuvre de portfolios dans la pédagogie universitaire sont présentés, l'un dans le cadre d'un diplôme universitaire de technologie, l'autre dans le cadre d'un master professionnel. Malgré les différences de contexte et de finalités, ces portfolios permettent aux étudiants de construire la démarche attendue et ils soutiennent les genèses instrumentales.

Jerome Eneau. [Professionnaliser les métiers de la formation à l'Université : de la "formation de formateurs" à la "formation à distance"](#). Les compétences des acteurs de l'éducation : perspectives internationales. (2011) 195-212

Depuis plusieurs années, le terme générique de " formateurs " a laissé la place, en France, à celui de " métiers de la formation ", reflétant l'hétérogénéité croissante des pratiques, des activités et des compétences mobilisées par ces acteurs (analyse, conception, organisation, animation ou évaluation, mais aussi conseil ou encore accompagnement individualisé). Participant d'un mouvement de professionnalisation, entre déprofessionnalisation et reprofessionnalisation, la formation à ces différents métiers a du intégrer de plus, avec l'avènement de nouvelles modalités de formation en ligne liées à l'introduction des TICE, de nouvelles compétences de gestion et d'animation à distance pour l'intégration et le suivi d'apprenants éloignés, dans des fonctions qui, hier encore, n'existaient pas.

Repéré sur : ife.ens-lyon.fr

OCDE. [Les compétences en compréhension de l'écrit des élèves immigrants dépendent-elles de l'âge auquel ils sont arrivés dans leur pays d'accueil ?](#) PISA à la loupe - N° 29, juin 2013

"Dans la plupart des pays de l'OCDE, les élèves immigrants de 15 ans arrivés récemment dans leur pays d'accueil sont moins performants en compréhension de l'écrit que leurs pairs arrivés dans leur nouveau pays avant l'âge de 5 ans.

Les élèves qui ont émigré de pays moins développés dont la langue est différente de la langue d'instruction de leur pays d'accueil sont particulièrement exposés au risque de désavantage dû à une arrivée tardive en termes de performance en compréhension de l'écrit. Les élèves immigrants venant de pays dont le niveau de développement est similaire et la langue identique à ceux de leur pays d'accueil ne sont pas du tout exposés au risque de désavantage dû à une arrivée tardive".

Jean - Marc Berthet, Stéphane Kus. [Questions vives du partenariat et réussite éducative : le rapport du séminaire 2012-2013](#). Lyon : Institut français de l'Éducation, 06/2013

"Le parti-pris du présent rapport de séminaire est de donner à lire une image de ce qu'a été le travail de chacun (intervenants et participants) au cours des 6 demi-journées qui nous ont réuni à l'Institut Français de l'Éducation entre novembre 2012 et avril 2013.

Il nous a semblé important de ne pas faire de ce rapport un catalogue des travaux de recherche, ni une recension de « bonnes pratiques » qu'auraient certains territoires et qu'il faudrait généraliser. Nous sommes convaincus que ce qui peut se mutualiser sont des questionnements problématisés. C'est pourquoi sont ici retranscrits, dans l'ordre chronologique du séminaire, aussi bien les apports théoriques et les témoignages d'acteurs que les représentations initiales des participants, leurs paroles sur leurs difficultés et leurs réussites, les échanges et les débats."

Repéré sur : Ined.fr

Cris Beauchemin, Catherine Borrel, Corinne Régnard. [Les immigrés en France : en majorité des femmes](#). Population et Sociétés, N°502, juillet-août 2013

Les femmes sont désormais majoritaires parmi les immigrés en France. Comme nous l'expliquent Cris Beauchemin, Catherine Borrel et Corinne Régnard en analysant les données de l'enquête Trajectoires et Origines (TeO), contrairement à ce que l'on pourrait penser, la féminisation des immigrés n'est pas due seulement au regroupement familial. Les femmes migrent de plus en plus de façon autonome afin de travailler ou de faire des études.

Repéré sur : Insee.fr

Joanie Cayouette-Remblière et Thibaut de Saint Pol. [Le sinueux chemin vers le baccalauréat : entre redoublement, réorientation et décrochage scolaire](#). Économie et statistique, n° 459, 2013

Si les parcours scolaires dans l'enseignement secondaire sont souvent pensés comme un long chemin rectiligne menant de la sixième au baccalauréat, seul un tiers des élèves entrant en 6e parvient effectivement à ce diplôme dans le temps initialement prévu. Les parcours sont en réalité marqués par des redoublements, des réorientations, ou des abandons qui interviennent tout au long de la scolarité. Cet article vise à étudier cette diversité de parcours en tirant parti du panel 1995 constitué par le ministère de l'Éducation nationale qui permet de suivre, jusqu'en 2006, 17 800 élèves entrés en 6e à la rentrée scolaire 1995. La construction d'une typologie de parcours scolaires à l'aide d'une méthode d'appariement optimal permet de mettre en évidence un phénomène qui découle de l'intégration de la hiérarchie des filières par les élèves et leurs familles : l'« accrochage scolaire », c'est-à-dire le fait de s'attacher à rester dans une filière plus valorisée que ce que les acquis scolaires pourraient permettre, au prix de redoublements et, parfois, de réorientations. L'analyse des parcours fait également apparaître de fortes différences dans la façon d'investir la voie professionnelle : certains parcours se caractérisent par une absence de diplôme et d'autres à l'inverse par une accumulation de plusieurs diplômes professionnels. La répartition des élèves entre ces différents types de parcours reste socialement très marquée. L'accès au baccalauréat s'est généralisé mais il reste déterminé par le milieu d'origine et de nouvelles segmentations se sont créées au sein de la population des bacheliers : l'origine sociale affecte à la fois le type de baccalauréat obtenu par l'élève et la complexité de la trajectoire suivie pour y parvenir.

Repéré sur : ladocumentationfrancaise.fr

Ministère de l'enseignement supérieur et de la recherche. [L'état de l'emploi scientifique en France](#) - Rapport 2013. 150 p., Aout 2013

Repéré sur : legrainasbl.org

Cécile Antoine. [Les effets de la validation des compétences sur la construction identitaire : Le cas des aides ménagères](#), Le GRAIN asbl, 28 mai 2013

Depuis 2003, en Belgique francophone, le Consortium de validation des compétences permet à de nombreux travailleurs et demandeurs d'emploi de faire valider leurs acquis informels et non formels. Cette analyse traite des effets de la validation des compétences du métier d'aide ménagère sur la construction de l'identité (notamment professionnelle) de personnes particulièrement peu qualifiées.

Repéré sur : Nber.org

Ross Levine, Yona Rubinstein. Liberty [for More: Finance and Educational Opportunities](#). NBER Working Paper, No. 19380, August 2013

Banking reforms—that reduced interest rates—boosted college enrollment rates among able students from middle class families. We define “able” students as those with learning aptitude scores in the top two-thirds of the U.S. population. We define “middle class” as families in which both parents are not highly-educated (above 12 years of education) and that are neither in the bottom fourth nor in the top 10 percent of the distribution family income in the U.S. Our findings suggest that credit conditions, the ability of an individual to benefit from college, and a family’s financial and educational circumstances combine to shape college decisions. The functioning of the financial system plays a powerful role in shaping the degree to which a child’s educational choices—and hence economic opportunities—are defined by parental income.

Melvin Stephens, Jr., Dou-Yan Yang. [Compulsory Education and the Benefits of Schooling](#). NBER Working Paper No. 19369, August 2013

Causal estimates of the benefits of increased schooling using U.S. state schooling laws as instruments typically rely on specifications which assume common trends across states in the factors affecting different birth cohorts. Differential changes across states during this period, such as relative school quality improvements, suggest that this assumption may fail to hold. Across a number of outcomes including wages, unemployment, and divorce, we find that statistically significant causal estimates become insignificant and, in many instances, wrong-signed when allowing year of birth effects to vary across regions.

Karthik Muralidharan, Ketki Sheth. [Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers](#). NBER Working Paper No. 19341, August 2013

Recruiting female teachers is frequently suggested as a policy option for improving girls' education outcomes in developing countries, but there is surprisingly little evidence on the effectiveness of such a policy. We study gender gaps in learning outcomes, and the effectiveness of female teachers in reducing these gaps using a large, representative, annual panel data set on learning outcomes in rural public schools in the Indian state of Andhra Pradesh. We report six main results in this paper. (1) We find a small but significant negative trend in girls' test scores in both math (0.02σ /year) and language (0.01σ /year) as they progress through the public primary school system; (2) Using five years of panel data, school-grade and student gender by grade fixed effects, we find that both male and female teachers are more effective at teaching students of their own gender; (3) However, female teachers are more effective overall, resulting in girls' test scores improving by an additional 0.036σ in years when they are taught by a female teacher, with no adverse effects on boys when they are taught by female teachers; (4) The overall gains from having a female teacher are mainly attributable to their greater effectiveness at improving math test scores than male teachers (especially for girls); (5) We find no effect of having a same-gender teacher on student attendance, suggesting that the mechanism for the impact on learning outcomes is not on the extensive margin of increased school participation, but on the intensive margin of more effective classroom interactions; (6) Finally, the increasing probability of having a male teacher in higher grades can account for around 10-20% of the negative trend we find in girls' test scores as they move to higher grades.

Rachel Dunifon, Anne Toft Hansen, Sean Nicholson, Lisbeth Palmhøj Nielsen. [The Effect of Maternal Employment on Children's Academic Performance](#). NBER Working Paper No. 19364, August 2013

Using a Danish data set that follows 135,000 Danish children from birth through 9th grade, we examine the effect of maternal employment during a child's first three and first 15 years on that child's grade point average in 9th grade. We address the endogeneity of employment by including a rich set of household control variables, instrumenting for employment with the gender- and education-specific local unemployment rate, and by including maternal fixed effects. We find that maternal employment has a positive effect on children's academic performance in all specifications, particularly when women work part-time. This is in contrast with the larger literature on maternal employment, much of which takes place in other contexts, and which finds no or a small negative effect of maternal employment on children's cognitive development and academic performance.

Karthik Muralidharan, Nishith Prakash. [Cycling to School: Increasing Secondary School Enrollment for Girls in India](#). NBER Working Paper No. 19305, August 2013

We study the impact of an innovative program in the Indian state of Bihar that aimed to reduce the gender gap in secondary school enrollment by providing girls who continued to secondary school with a bicycle that would improve access to school. Using data from a large representative household survey, we employ a triple difference approach (using boys and the neighboring state of Jharkhand as comparison groups) and find that being in a cohort that was exposed to the Cycle program increased girls' age-appropriate enrollment in secondary school by 30% and also reduced the gender gap in age-appropriate secondary school enrollment by 40%. Parametric and non-parametric decompositions of the triple-difference estimate as a function of distance to the nearest secondary school show that the increases in enrollment mostly took place in villages where the nearest secondary school was further away, suggesting that the mechanism for program impact was the reduction in the time and safety cost of school attendance made possible by the bicycle. We find that the Cycle program was much more cost effective at increasing girls' enrolment than comparable

conditional cash transfer programs in South Asia, suggesting that the coordinated provision of bicycles to girls may have generated externalities beyond the cash value of the program, including improved safety from girls cycling to school in groups, and changes in patriarchal social norms that proscribed female mobility outside the village, which inhibited female secondary school participation.

Eric V. Edmonds, Maheshwor Shrestha. [You Get What You Pay For: Schooling Incentives and Child Labor](#). NBER Working Paper No. 19279, August 2013

Can efforts to promote education deter child labor? We report on the findings of a field experiment where a conditional transfer incentivized the schooling of children associated with carpet factories in Nepal. We find that schooling increases and child involvement in carpet weaving decreases when schooling is incentivized. As a simple static labor supply model would predict, we observe that treated children resort to their counterfactual level of school attendance and carpet weaving when schooling is no longer incentivized. From a child labor policy perspective, our findings imply that “You get what you pay for” when schooling incentives are used to combat hazardous child labor.

Lisa Barrow, Cecilia E. Rouse. [Financial Incentives and Educational Investment: The Impact of Performance-Based Scholarships on Student Time Use](#). NBER Working Paper No. 19351, August 2013

Using survey data from a field experiment in the U.S., we test whether and how financial incentives change student behavior. We find that providing post-secondary scholarships with incentives to meet performance, enrollment, and/or attendance benchmarks induced students to devote more time to educational activities and to increase the quality of effort toward, and engagement with, their studies; students also allocated less time to other activities such as work and leisure. While the incentives did not generate impacts after eligibility had ended, they also did not decrease students’ inherent interest or enjoyment in learning. Finally, we present evidence suggesting that students were motivated more by the incentives provided than simply the effect of giving additional money, and that students who were arguably less time-constrained were more responsive to the incentives as were those who were plausibly more myopic. Overall these results indicate that well-designed incentives can induce post-secondary students to increase investments in educational attainment.

Nicole M. Fortin, Philip Oreopoulos, Shelley Phipps. [Leaving Boys Behind: Gender Disparities in High Academic Achievement](#). NBER Working Paper No. 19331, August 2013

Using three decades of data from the “Monitoring the Future” cross-sectional surveys, this paper shows that, from the 1980s to the 2000s, the mode of girls’ high school GPA distribution has shifted from “B” to “A”, essentially “leaving boys behind” as the mode of boys’ GPA distribution stayed at “B”. In a reweighted Oaxaca-Blinder decomposition of achievement at each GPA level, we find that gender differences in post-secondary expectations, controlling for school ability, and as early as 8th grade are the most important factor accounting for this trend. Increases in the growing proportion of girls who aim for a post-graduate degree are sufficient to account for the increase over time in the proportion of girls earning “A’s”. The larger relative share of boys obtaining “C” and C+” can be accounted for by a higher frequency of school misbehavior and a higher proportion of boys aiming for a two-year college degree.

Dennis Epple, Richard Romano, Sinan Sarpça, Holger Sieg. [The U.S. Market for Higher Education: A General Equilibrium Analysis of State and Private Colleges and Public Funding Policies](#). NBER Working Paper No. 19298, August 2013

We develop a new general equilibrium model of the market for higher education that captures the coexistence of public and private universities, the large degree of quality differentiation among them, and the tuition and admission policies that emerge from their competition for students. We use the model to examine the consequences of federal and state aid policies. We show that private colleges game the federal financial aid system, strategically increasing tuition to increase student aid, and using the proceeds to spend more on educational resources and to compete for high-ability students. Increases in federal aid have modest effects in increasing college attendance, with nearly half of the increased federal aid offset by reduced institutional aid and increased university educational expenditures. A reduction in state subsidies coupled with increases in tuition at public schools substantially reduces attendance at those universities, with mainly poor students exiting, and with only moderate switching into private colleges.

Eleanor Wiske Dillon, Jeffrey Andrew Smith. [The Determinants of Mismatch Between Students and Colleges](#). NBER Working Paper No. 19286, August 2013

We use the National Longitudinal Survey of Youth 1997 cohort to examine mismatch between student ability and college quality. Mismatch has implications for the design of state higher education systems and for student aid policy. The data indicate substantial amounts of both undermatch (high ability students at low quality colleges) and overmatch (low ability students at high quality colleges). Student application and enrollment decisions, rather than college admission decisions, drive most mismatch. Financial constraints, information, and the public college options facing each student all affect the probability of mismatch. More informed students attend higher quality colleges, even when doing so involves overmatching.

Maria D. Fitzpatrick, Michael F. Lovenheim. [Early Retirement Incentives and Student Achievement](#). NBER Working Paper No. 19281, August 2013

Early retirement incentives (ERIs) are increasingly prevalent in education as districts seek to close budget gaps by replacing expensive experienced teachers with lower-cost newer teachers. Combined with the aging of the teacher workforce, these ERIs are likely to change the composition of teachers dramatically in the coming years. We use exogenous variation from an ERI program in Illinois in the mid-1990s to provide the first evidence in the literature of the effects of large-scale teacher retirements on student achievement. We find the program did not reduce test scores; likely, it increased them, with positive effects most pronounced in lower-SES schools.

Joshua D. Angrist, Sarah R. Cohodes, Susan M. Dynarski, Parag A. Pathak, Christopher R. Walters. [Stand and Deliver: Effects of Boston's Charter High Schools on College Preparation, Entry, and Choice](#). NBER Working Paper No. 19275, July 2013

We use admissions lotteries to estimate the effects of attendance at Boston's charter high schools on college preparation, college attendance, and college choice. Charter attendance increases pass rates on the high-stakes exam required for high school graduation in Massachusetts, with especially large effects on the likelihood of qualifying for a state-sponsored college scholarship. Charter attendance has little effect on the likelihood of taking the SAT, but shifts the distribution of scores rightward, moving students into higher quartiles of the state SAT score distribution. Boston's charter high

schools also increase the likelihood of taking an Advanced Placement (AP) exam, the number of AP exams taken, and scores on AP Calculus tests. Finally, charter attendance induces a substantial shift from two- to four-year institutions, though the effect on overall college enrollment is modest. The increase in four-year enrollment is concentrated among four-year public institutions in Massachusetts. The large gains generated by Boston's charter high schools are unlikely to be generated by changes in peer composition or other peer effects.

Marianne P. Bitler, Thurston Domina, Emily K. Penner, Hilary W. Hoynes. [Distributional Effects of a School Voucher Program: Evidence from New York City](#). NBER Working Paper No. 19271, Issued in August 2013

We use quantile treatment effects estimation to examine the consequences of a school voucher experiment across the distribution of student achievement. In 1997, the School Choice Scholarship Foundation granted \$1,400 private school vouchers to a randomly-selected group of low-income New York City elementary school students. Prior research indicates that this program had no average effect on student achievement. If vouchers boost achievement at one part of the distribution and hurt achievement at another, zero or small mean effects may obscure theoretically important but offsetting program effects. Drawing upon prior research related to Catholic schools and school choice, we derive three hypotheses regarding the program's distributional consequences. Our analyses suggest that the program had no significant effect at any point in the skill distribution.

Jason Fletcher. [Friends or Family? Revisiting the Effects of High School Popularity on Adult Earnings](#). NBER Working Paper No. 19232, July 2013

Recent evidence has suggested that popularity during high school is linked with wages during mid-life using the Wisconsin Longitudinal Study. The results were shown to be robust to a large set of individual-level heterogeneity included completed schooling, cognitive ability, and personality measures. This paper revisits this question by first replicating the results using an alternative dataset that is very similar in structure. Like the previous results, the Add Health baseline effects suggest that an additional high school friendship nomination is linked to a 2% increase in earnings around age 30. However, leveraging the unique sibling structure of the Add Health shows that sibling comparisons eliminate any associations between popularity and earnings. The findings suggest that families, rather than friends, may be the cause of the association.

Najy Benhassine, Florencia Devoto, Esther Duflo, Pascaline Dupas, Victor Poulouen. [Turning a Shove into a Nudge? A "Labeled Cash Transfer" for Education](#), NBER Working Paper No. 19227, July 2013

Conditional Cash Transfers (CCTs) have been shown to increase human capital investments, but their standard features make them expensive. We use a large randomized experiment in Morocco to estimate an alternative government-run program, a "labeled cash transfer" (LCT): a small cash transfer made to fathers of school-aged children in poor rural communities, not conditional on school attendance but explicitly labeled as an education support program. We document large gains in school participation. Adding conditionality and targeting mothers make almost no difference. The program increased parents' belief that education was a worthwhile investment, a likely pathway for the results.

[Differential Pricing in Undergraduate Education: Effects on Degree Production by Field](#)

Kevin M. Stange

In the face of declining state support, many universities have introduced differential pricing by undergraduate program as an alternative to across-the-board tuition increases. This practice aligns price more closely with instructional costs and students' ability to pay post-graduation. Exploiting the staggered adoption of these policies across universities, this paper finds that differential pricing does alter the allocation of students to majors, though heterogeneity across fields may suggest a greater supply response in particularly oversubscribed fields such as nursing. There is some evidence that student groups already underrepresented in certain fields are particularly affected by the new pricing policies. Price does appear to be a policy lever through which state governments can alter the field composition of the workforce they are training with the public higher education system.

[A Major in Science? Initial Beliefs and Final Outcomes for College Major and Dropout](#)

Ralph Stinebrickner ; Todd R. Stinebrickner

Taking advantage of unique longitudinal data, we provide the first characterization of what college students believe at the time of entrance about their final major, relate these beliefs to actual major outcomes, and, provide an understanding of why students hold the initial beliefs about majors that they do. The data collection and analysis are based directly on a conceptual model in which a student's final major is best viewed as the end result of a learning process. We find that students enter school quite optimistic/interested about obtaining a science degree, but that relatively few students end up graduating with a science degree. The substantial overoptimism about completing a degree in science can be attributed largely to students beginning school with misperceptions about their ability to perform well academically in science.

[Vocationalization in the research intensive university](#)

Manuel Crespo ; Houssine Dridi ; Marie Lecomte

This paper analyses the trends in program creation, modification and abolition/suspension, during a ten year period, of three research intensive universities in Canada: Université de Montréal, Université Laval, and McGill University. The trends observed, by analysing the Minutes of the Commission des études in the case of Francophone universities and the 'Senate Subcommittee on Teaching and Programs' for McGill University, reveal a tendency toward vocationalization when changes are introduced in the academic programs supply. Data from 25 interviews of professors involved in university-industry collaborative research projects, conducted between April and June of 2007 in McGill University and University of British Columbia show also a tendency towards an utilitarian graduate training. Values of practicality, collaboration, interdisciplinarity and entrepreneurship, resulting from professors' bisectorial and multisectorial collaborations with industry, are passed on to students, particularly graduate students.

[Labour's Record on Education: Policy, Spending and Outcomes 1997-2010](#)

Ruth Lupton ; Polina Obolenskaya

[Race and College Success: Evidence from Missouri](#)

Peter Arcidiacono ; Cory Koedel

Conditional on enrollment, African American students are substantially less likely to graduate from 4-year public universities than white students. Using administrative micro data from Missouri, we decompose the graduation gap between African Americans and whites into four factors: (1) racial differences in how students sort to universities, (2) racial differences in how students sort to initial majors, (3) racial differences in school quality prior to entry, and (4) racial differences in other observed pre-entry skills. Pre-entry skills explain 65 and 86 percent of the gap for women and men respectively. A small role is found for differential sorting into college, particularly for women, and this is driven by African Americans being disproportionately represented at urban schools and the schools at the very bottom of the quality distribution.

[Trends in Health, Education and Income in the United States, 1820-2000](#)

Hoyt Bleakley ; Dora Costa ; Adriana Lleras-Muney

We document the correlations between early childhood health (as proxied by height) and educational attainment and investigate the labor market and wealth returns to height for United States cohorts born between 1820 and 1990. The 19th century was characterized by low investments in height and education, a small correlation between height and education, and positive but small returns for both height and education. The relationship between height and education was stronger in the 20th century and stronger in the first part of the 20th century than later on (when both investments in education and height stalled), but never as strong as in developing countries. The labor market and wealth returns to height and education also were higher in the 20th compared to the 19th century. We relate our findings to the theory of human capital formation and speculate that the greater importance of physical labor in the 19th century economy, which raised the opportunity cost of schooling, may have depressed the height-education relationship relative to the 20th century. Our findings are consistent with an increasing importance of cognitive abilities acquired in early childhood.

[The Effect of High School Exit Exams on Graduation, Employment, Wages and Incarceration](#)

Olesya Baker ; Kevin Lang

We evaluate the effects of high school exit exams on high school graduation, incarceration, employment and wages. We construct a state/graduation-cohort dataset using the Current Population Survey, Census and information on exit exams. We find relatively modest effects of high school exit exams except on incarceration. Exams assessing academic skills below the high school level have little effect. However, more challenging standards-based exams reduce graduation and increase incarceration rates. About half the reduction in graduation rates is offset by increased GED receipt. We find no consistent effects of exit exams on employment or the distribution of wages.

[Agricultural and Resource Economics Ph.D. Students: Who are They and What Do They Want?](#)

Penn, Jerrod ; Sandberg, H. Mikael

In the fall of 2012, a survey was distributed among current students in agricultural and resource economics or affiliated graduate programs at 30 major U.S. universities. The purpose of this survey was to elicit the thoughts and opinions of the graduate student population with regards to their background, view of their programs, future career goals, and what advice they would give to potential applicants considering a graduate degree in the field. This paper provides a summary of the

findings of this survey. The results suggest that current Ph.D. students are well-aware of the nature of graduate schools; they have clear goals about post-graduation careers. There seems to be a structural mismatch between the field of interest and the current hiring trends in the profession; and students feel strongly about the importance of quantitative preparation prior to enrollment. Furthermore, the findings indicate that students are pragmatic about applying for, and ultimately choosing, graduate schools.

[Emancipation Through Education](#)

Michelle Rendall (University of Zurich) ; Fatih Guvenen (University of Minnesota)

This paper investigates the role of education in the evolution of women's role in the society--- specifically, in the labor market and in the marriage market. In particular, it attempts to understand a set of socio-economic trends since the 1950s, such as (i) the falling marriage rate and the rising divorce rate, (ii) the rising educational attainment of women, which now exceeds that of men's (iii) the rising average earnings of women relative to men (i.e., the gender wage gap), and (iv) the substantial rise in the labor force participation (and labor supply) of married women. These trends have potentially profound effects on the society and raise several interesting questions to study. We build a plausible model with education, marriage/divorce, and labor supply decisions in which these different trends are intimately related to each other. We focus on education because divorce laws typically allow spouses to keep a much larger fraction of the returns from their human capital upon divorce compared to their physical assets, making education a good insurance against divorce risk. The proposed framework generates a number of powerful amplification mechanisms, which lead to large rises in divorce rates and college enrollment of women and a fall in marriage rates from relatively modest exogenous driving forces.

[Education in Scotland: performance in a devolved policy area](#)

Stephen Machin ; Sandra McNally ; Gill Wyness

As the people of Scotland consider their vote in next year's referendum, what evidence is there that the nation can succeed 'on its own'? Gill Wyness and colleagues explore how Scotland compares with the rest of the UK in education, an area of public policy that is already highly devolved.

[The impact of investment in education on economic development: Spain in comparative perspective \(1860-2000\)](#)

Enriqueta Camps

Throughout the 19th century and until the mid-20th century, in terms of long-term investment in human capital and, above all, in education, Spain lagged far behind the international standards and, more specifically, the levels attained by its neighbours in Europe. In 1900, only 55% of the population could read; in 1950, the figure was 93%. This no doubt contributed to a pattern of slower economic growth in which the physical strength required for agricultural work, measured here through height, had a larger impact than education on economic growth. It was not until the 1970s, with the arrival of democracy, that the Spanish education system was modernized and the influence of education on economic growth increased.

[Providing Financial Education: A General Equilibrium Approach](#)

Mario Padula (University "Ca' Foscari" of Venice, CSEF and CEPR) ; Yuri Pettinicchi (University "Ca' Foscari" of Venice)

Since the early 2000s, the importance of financial literacy for safe financial behaviors has increased in public debate and has been the motivation for several national and international institutions to launch and promote financial education initiatives. Although discussion on the effects of such education programs remains open, it is generally presumed that higher levels of financial literacy are associated with more stable financial markets. The present paper challenges this assumption and provides a model of heterogeneous agents which differ according to the level of their cognitive abilities. The model allows us to discuss the implications for asset pricing of policies aimed at increasing levels of financial literacy, and shows that general equilibrium effects cause market price volatility and the share of literate individuals to vary in a non-monotonic way with financial education.

[The Effect of School Quality on House Prices: A Meta-Regression Analysis](#)

Yadavalli, Anita P. ; Florax, Raymond J.G.M.

The evidence on whether school quality affects house prices is uncertain. This paper employs meta-regression analysis on 48 studies to understand what factors influence the discrepancy among analogous studies. We estimate Fischer's Z transformation, ordered probit, and linear regression models to incorporate eight different school quality variables. Our results suggest the Fischer's Z model is less preferred to the ordered probit model given the entire sample of school quality measures, and to the linear regression model given a reduced sample of studies with only the primary school test score measure.

[The implications of educational and methodological background for the career success of nobel laureates: looking at major awards](#)

Ho Fai Chan ; Benno Torgler

Nobel laureates have achieved the highest recognition in academia, reaching the boundaries of human knowledge and understanding. Owing to past research, we have a good understanding of the career patterns behind their performance. Yet, we have only limited understanding of the factors driving their recognition with respect to major institutionalized scientific honours. We therefore look at the award life cycle achievements of the 1901 to 2000 Nobel laureates in physics, chemistry and physiology or medicine. The results show that Nobelists with a theoretical orientation are achieving more awards than laureates with an empirical orientation. Moreover, it seems their educational background shapes their future recognition. Researchers educated in Great Britain and the US tend to generate more awards than other Nobelists although there are career pattern differences. Among those, laureates educated at Cambridge or Harvard are more successful in Chemistry, those from Columbia and Cambridge excel in Physics, while Columbia educated laureates dominate in Physiology or Medicine.

[The Effects of Resources Across School Phases: A Summary of Recent Evidence](#)

Stephen Gibbons ; Sandra McNally

This report provides analyses of recent academic evidence on the causal effects of resources in schooling on students' outcomes.

[Ethnic composition of schools and school performances in secondary education of Turkish migrant students in 7 countries and 19 European educational systems](#)

Gert-Jan Veerman (University of Amsterdam, The Netherlands) ; Jaap Dronkers (Maastricht University, The Netherlands)

This article examines the effect of the ethnic school composition on school performances in secondary education for Turkish students, using both cross-national PISA 2009 and Swiss national PISA 2009 data. We argue how social capital theory beside other theories can explain a part of the ethnic composition effect. We employ three indicators of the ethnic composition of a school: the native share, the share of co-ethnics and the ethnic diversity (we employ a residualized score of diversity on the proportion of migrants). Our results show no effect of the proportion of natives on math performances. Furthermore, we show a negative association between ethnic diversity and math performances. Nevertheless, we find a positive association between ethnic diversity and reading performances in The Netherlands. Children of Turkish decent have higher math performances if they are in an educational system with a larger community of co-ethnics and if they are in an educational system with native students with average higher school performances. Finally we find no association between an early comprehensive labor agreement and math performances.

[Age-Specific Education Inequality, Education Mobility and Income Growth](#)

Jesus Crespo Cuaresma ; Samir K.C. ; Petra Sauer

We construct a new dataset of inequality in educational attainment by age and sex at the global level. The comparison of education inequality measures across age groups allows us to assess the effect of inter-generational education attainment trends on economic growth. Our results indicate that countries which are able to reduce the inequality of educational attainment of young cohorts over time tend to have higher growth rates of income per capita. This effect is additional to that implied by the accumulation of human capital and implies that policies aiming at providing broad-based access to schooling have returns in terms of economic growth that go beyond those achieved by increasing average educational attainment.

[Education and Literacy in Andhra Pradesh \(Pre-School, School, Higher and Technical Education and Adult Literacy and Skills\)](#)

Motkuri, Venkatanarayana

The present background paper reviews the progress of education including K12, vocational and higher education, skill development and literacy particularly during the last two decades in Andhra Pradesh and an attempt is made to identify gaps. It is observed that pre-primary education in the state, as is the case of all over India, still neglected and needs a strong policy intervention. With respect to school education, although the quantitative expansion is remarkable in the state as well as in India thanks to DPEP and SSA initiatives, the quality of education is still cause of concern. Besides, the progress in school education is still short of meeting the goal of universal elementary education. The higher education too is suffering with the quantity-quality trade-off. The expansion of vocational education is inadequate and there is a lacuna skill development programmes in the state. Again, despite the progress in expansion of education in the state literacy rate is one of the lowest in Andhra Pradesh when compared with rest of the states in India. Simulation exercise has shown that unless there is a strong policy intervention, Andhra Pradesh will never achieve universal adult literacy in the near future. All these are pertinent issues particularly in the context of harnessing demographic dividend in the state as well as all over India.

[Doubly Robust Estimation of Causal Effects with Multivalued Treatments](#)

Uysal, S. Derya (Department of Economics and Finance, Institute for Advanced Studies, Vienna, Austria)

This paper provides doubly robust estimators for treatment effect parameters which are defined in multivalued treatment effect framework. We apply this method on a unique data set of British Cohort Study (BCS) to estimate returns to different levels of schooling. Average returns are estimated for entire population, as well as conditional on having a specific educational achievement. The analysis is carried out for female and male samples separately to capture possible gender differences. The results indicate that, on average, the percentage wage gain due to higher education versus any other lower educational attainment is higher for highly educated females than highly educated males.

[The Consequences of Using One Assessment System To Pursue Two Objectives](#)

Derek Neal

Education officials often use one assessment system both to create measures of student achievement and to create performance metrics for educators. However, modern standardized testing systems are not designed to produce performance metrics for teachers or principals. They are designed to produce reliable measures of individual student achievement in a low-stakes testing environment. The design features that promote reliable measurement provide opportunities for teachers to profitably coach students on test taking skills, and educators typically exploit these opportunities whenever modern assessments are used in high-stakes settings as vehicles for gathering information about their performance. Because these coaching responses often contaminate measures of both student achievement and educator performance, it is likely possible to acquire more accurate measures of both student achievement and education performance by developing separate assessment systems that are designed specifically for each measurement task.

[Compulsory Schooling, Education And Mental Health: New Evidence From Sharelife](#)

Laura Crespo (CEMFI, Centro de Estudios Monetarios y Financieros) ; Borja López-Nodal (Universidad de Cantabria) ; Pedro Mira (CEMFI, Centro de Estudios Monetarios y Financieros)

In this paper we provide new evidence on the causal effect of education on adult depression and cognition. Using SHARE data, we use schooling reforms in several European countries as instruments for educational attainment. We find that an extra year of education has a large and significant protective effect on mental health: the probability of suffering depression decreases by 6.5 percent. We find a large and significant protective effect on cognition as measured by word recall. We also explore whether heterogeneity and selection play a part in the large discrepancy between OLS and IV (LATE) estimates of the effect of education on depression and cognition. Using the data available in SHARELIFE on early life conditions of the respondents such as the individuals' socioeconomic status, health, and performance at school, we identify subgroups particularly affected by the reforms and with high marginal health returns to education.

[Education Reform in Korea](#)

Randall S. Jones

The rapid expansion of education in Korea is exceptional and has played a key role in its economic development. Sustaining Korea's growth potential in the face of demographic headwinds requires further improving the education system to boost productivity growth. One priority is to upgrade early childhood education and care (ECEC). Korea also needs to address the overemphasis on tertiary education, in part by improving vocational education, to reduce the mismatch problem that limits labour participation of youth. Tertiary education needs restructuring to improve quality. In addition,

the large share of private spending in education increases the impact of socio-economic factors on educational outcomes. Education reforms are thus needed to promote inclusive growth, notably by: i) improving the access of low-income children to high-quality ECEC; ii) reducing reliance on private tutoring, notably at hagwons, by improving university admission procedures, expanding the quality and diversity of schools and upgrading vocational education; and iii) expanding loans to university students with repayment contingent on income after graduation. This Working Paper relates to the 2012 OECD Economic Survey of Korea (www.oecd.org/eco/surveys/Korea).<P>La réforme de l'enseignement en Corée
L'expansion rapide de l'enseignement en Corée est exceptionnelle et elle a joué un rôle clé dans son développement économique. Maintenir le potentiel de croissance de la Corée face à l'obstacle démographique nécessite la poursuite de l'amélioration du système éducatif dans l'optique de stimuler la croissance de la productivité. Une priorité est d'améliorer l'éducation et l'accueil des jeunes enfants (EAJE). La Corée doit aussi s'attaquer au problème de la survalorisation de l'enseignement supérieur, notamment sur le front de l'enseignement professionnel, et remédier ainsi à l'inadéquation entre l'offre et la demande de travail qui bride le taux d'activité des jeunes. L'enseignement supérieur doit être restructuré pour gagner en qualité. De plus, le pourcentage élevé des dépenses privées d'éducation accroît l'impact des facteurs socio-économiques sur les résultats des Coréens en termes d'instruction. Des réformes de l'éducation sont ainsi nécessaires pour promouvoir une croissance solidaire, en particulier : i) améliorer l'accès des enfants de familles défavorisées à des services d'EAJE de qualité ; ii) moins recourir aux cours de soutien privés, en particulier dans le cadre des hagwons, en faisant évoluer les procédures d'admission à l'université, en rehaussant la qualité et la diversité des écoles et en améliorant l'enseignement professionnel ; et iii) accorder davantage de prêts aux étudiants dont le remboursement est fonction du revenu perçu après l'obtention du diplôme. Ce Document de travail se rapporte à l'Étude économique de l'OCDE de la Corée, 2012 (www.oecd.org/eco/etudes/corée).

[Access to Schooling and Staying in School in Sub-Saharan Africa](#)

KUEPIE Mathias ; SHAPIRO David ; TENIKUE Michel

This study jointly investigates factors driving the processes of accessing and staying in school in sub-Saharan Africa. We explicitly account for the fact that staying in school or its converse, dropping out, is observed only among children who ever attend school. We use data from Demographic and Health Surveys from 12 countries. We find that access to school is typically lower for females, rural youth, and those from poorer households. Conditional on having ever attended school, these factors, as well as age in grade ? an indicator of performance in school ? typically help account for staying in school. We also find that, keeping girls at school is very sensitive to school performance: girls with comparatively weak performance in school are more likely than their male counterparts to drop out of school, while girls who do relatively well in school are more likely to remain in school than boys, other things equal.

[Resisting Education](#)

Carvalho, Jean-Paul ; Koyama, Mark

We develop a model in which individuals choose education to improve their earnings and regulate the cultural traits they acquire via social transmission. When education makes individuals more receptive to mainstream culture, minority groups underinvest in education as a form of cultural resistance. Economic and cultural incentives interact in surprising ways that increase income inequality. An increase in the skill premium induces low-ability minority types to reduce education-a

phenomenon we call resisting education. The model links technological progress, globalization and anti-discrimination policies (e.g. affirmative action, Jewish emancipation) to oppositional attitudes toward education.

[A framework for analyzing performance in higher education](#)

Lola C. Duque

Drawing on Tinto's dropout intentions model (1975), Bean's socialization model (1985), Astin's involvement theory (1999), and the service marketing literature, this research presents a conceptual framework for analyzing students' satisfaction, perceived learning outcomes, and dropout intentions. This framework allows for a better understanding of how students assess the university experience and how these perceptions affect future intentions. This article presents four studies testing fragments of the framework using data sets come from three countries and various undergraduate programs (business, economics, geography, and nursing). The models are tested using structural equation modeling with data collected using a questionnaire adapted to the specific contexts. The models have the ability to explain the studies' dependent variables and offer practical utility for decision making. Applicability of the conceptual framework is evaluated in various contexts and with different student populations. One important finding is that student co-creation can be as important as perceived service quality in explaining students' cognitive learning outcomes, which in turn explain a high percentage of satisfaction and affective learning outcomes. The studies also shed light on the roles of variables such as emotional exhaustion and dropout intentions

[Review and Assessment of Programs Offered by State Universities and Colleges](#)

Manasan, Rosario G.

Given the importance of tertiary education in promoting human development and improving the economy's competitiveness, the state universities and colleges (SUCs) in the Philippines have always faced issues on the quality of education, management, and access. This study aims (i) to review and assess the programs being offered by SUCs vis-à-vis their mandates, the courses being offered by other SUCs in the region, and the quality of graduates produced; and (ii) given the findings, to recommend courses of action to improve the relevance and quality of course offerings of the SUCs. A review of the mandates of the various SUCs in the selected regions covered by this study (Regions IV-A, VII, XI, and VI, respectively) indicates that the mandates of a number of SUCs are fairly broad to start with. Also, many SUCs offer programs outside of their core mandates because the charters of most SUCs allow them to. Given these broad mandates, it is expected that there is substantial duplication in their program offerings relative to those of private higher education institutions (HEIs) and other SUCs in the same region. Moreover, high rates of program duplication appeared to be associated by an increase in the number of programs offered by SUCs. Program duplication may be considered a problem because of its tendency to increase per student cost of SUCs and the issue of SUCs crowding out private higher education institutions (PHEIs). Many PHEI officials also report that while the Commission on Higher Education (CHED) strictly enforces its Policies, Standards and Guidelines (PSGs) on PHEIs, the same rules are not applied as strictly on SUCs. Furthermore, the low quality of instruction is evident in the poor performance in the professional board examinations (PBEs). The median passing rate for 36 PBEs for 2005-2010 ranged from 40 percent to 45 percent during the period. Additionally, only 7 out of these 36 PBEs had average passing rates above 60 percent and only two have passing rates above 70 percent. There is also a preponderance of SUCs/PHEIs with zero passing rate in many PBEs and passing rates that are below the national

average passing rate in 2005-2010. Given these findings, it is recommended that (i) the CHED enforces more vigorously its policy of closing existing programs of SUCs and PHEIs alike where these HEIs` performance is under par year after year; (ii) the CHED ensures that SUCs` program offerings comply with its PSGs; (iii) the CHED weighs the advantages/disadvantages of centralization over decentralization with respect to the monitoring of SUCs; (iv) the CHED regional director becomes a regular member of the SUC Board; (v) the normative funding formula is adjusted so that SUCs do not get an additional subsidy from the national government for the additional enrollment resulting from their offering popular programs (i.e., SUCs may be allowed to offer popular programs provided they meet CHED standards and shoulder the full cost of doing so); and (vi) in order to uplift the overall quality of instruction, the more effective measures, such as faculty development and facilities upgrading, be considered.

[The Legacy of Conflict – Regional Deprivation and School Performance in Northern Ireland](#)

Neil T.N. Ferguson ; Maren M. Michaelsen

The relationship between deprivation and educational outcomes has been the subject of a long-running and deep debate in the economic literature. Recent discussions have focused on causality, with experimental and quasi-experimental approaches taken, yet, predominantly, the literature continues to proxy deprivation with measures of wealth. This paper explores a much wider measure and identifies a causal relationship between regional deprivation and school performance in Northern Ireland. Combining panel data on Key Stage II results from each of Northern Ireland's primary schools with the 2005 Northern Ireland Multiple Deprivation Measure, we show the net negative impact of this wider measure, whilst an extension explores the impacts of each single domain. Using an error-component two-stage least squares model, we account for school and neighbourhood selection and the potential endogeneity of our deprivation measure, showing spatial variation in historical violence, which occurred during The Troubles, to be a valid instrument for deprivation. Our results confirm the negative impact of deprivation frequently found in the literature but also that, when the impacts of other deprivation domains are accounted for, education and crime deprivation, and not financial deprivation, play a significant role in determining outcomes. This confirms the limitations of using wealth as a proxy for neighbourhood deprivation, whilst suggesting that policies focusing only on income redistribution will be unsuccessful in improving education outcomes of those exposed to deprivation.

[Causal Effects of Educational Mismatch in the Labor Market](#)

Jan Kleibrink

This paper analyzes the effect of educational mismatch on wages in Germany, using data from the German Socio-Economic Panel. Educational mismatch has been discussed extensively, mostly by applying OLS wage regressions which are prone to an unobserved heterogeneity bias. This problem is approached by using FE and IV models. As a stability check, the regressions are rerun using data from the International Adult Literacy Survey, allowing for an explicit control of skills as proxy of abilities. Results show that unobserved heterogeneity does not explain the wage differences between actual years of education and years of required education. This rejects the hypothesis that mismatched workers compensate for heterogeneity in innate abilities. The results suggest a structural problem in the German educational system as skill demand and supply are not in long-term equilibrium.

[Right Peer, Right Now? Endogenous Peer Effects and Achievement in Victorian Primary Schools](#)

Duncan McVicar (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne) ; Julie Moschion (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne) ; Chris Ryan (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

This paper presents estimates of endogenous peer effects in pupils' school achievement using data on national test scores, across multiple subjects and cohorts, for the population of primary school pupils in Years 3 and 5 (aged 7/8 and 9/10 years) in the Australian state of Victoria. Identification is achieved via school-grade fixed effects and instrumental variables (IV), exploiting plausibly random differences in the age distribution of peers and their gender mix across cohorts. The results provide strong evidence for the existence of endogenous peer effects across all subjects, with the IV estimates close in magnitude to the corresponding fixed-effects estimates, although less precisely estimated. In reading, for example, a one point increase in peers' average test scores leads to between a .14 and .39 point increase in own test score, with similar ranges across other subjects.

"Genere e scelte formative"

Chiara Noè (CCA-CHILD, University of Sciences Po, PRESAGE)

The article aims at investigating university educational choices in terms of gender. In most industrialized countries girls and boys have made very different choices giving rise to strong segregation, often reflected in worse positions in the labor market. After a brief review of explanations behind the choice of university faculty based on gender differences, the article aims to evaluate one of the factors that strongly influence the choices, the levels and educational outcomes of individuals, namely the family background.

Understanding Social Interactions: Evidence from the Classroom

Giacomo De Giorgi : Michele Pellizzari

Little is known about the economic mechanisms leading to the high level of clustering in behavior commonly observed in the data. We present a model where agents can interact according to three distinct mechanisms, and we derive testable implications which allow us to distinguish between the proposed mechanisms. In our application we study students' performance and we find that a mutual insurance mechanism is consistent with the data. Such a result bears important policy implications for all those situations in which social interactions are important, from teamwork to class formation in education and co-authorship in academic research.

The Effect of College Education on Health

Kasey Buckles ; Andreas Hagemann ; Ofer Malamud ; Melinda S. Morrill ; Abigail K. Wozniak

We exploit exogenous variation in college completion induced by draft-avoidance behavior during the Vietnam War to examine the impact of college completion on adult mortality. Our preferred estimates imply that increasing college completion rates from the level of the state with the lowest induced rate to the highest would decrease cumulative mortality by 28 percent relative to the mean. Most of the reduction in mortality is from deaths due to cancer and heart disease. We also explore potential mechanisms, including differential earnings, health insurance, and health behaviors, using data from the Census, ACS, and NHIS.

The effects of research grants on scientific productivity and utilisation

Debby Lanser ; Ryanne van Dalen

This CPB Discussion Paper investigates the effect of receiving a grant from the Dutch Technology Foundation STW on the research output of an individual researcher. **We find no evidence that STW grant receipt increases research output for the general funding programme (OTP) whereas the results indicate an increase in the number of scientific publications for the thematic programmes.** **Read also: [CPB Discussion Paper 249](http://www.cpb.nl/en/publication/up-or-out-how-individual-research-grants-affect-academic-careers-in-the-netherlands)** STW funds application-oriented research by equally weighting academic quality and utilisation of submitted research proposals. Research output is therefore measured along these two criteria, that is, publications and citations for scientific productivity and publications with industry and patent applications for utilisation. STW roughly distinguishes two types of funding instruments, i.e. the Open Technology Programme (OTP) in which research proposals from different disciplines compete against each other and the thematic programmes on specific research themes with more prominent industrial involvement. We are able to identify causal effects of such a grant on research output by exploiting the discontinuity in the relationship between the priority scores assigned to each proposal and receiving an STW grant. We find no evidence that an STW grant has a positive effect on scientific productivity or utilisation for the OTP. However, we do find significantly positive effects of an STW grant on publication rates within the thematic programmes. Grant receipt in thematic programmes leads to six additional publications including one co-authored by industry professionals over the next four years. This academic discussion paper is an example of the CPB's work on science policy. Another discussion paper is published simultaneously on the effects of individual research grants (NWO Vernieuwingsimpuls or IRI-grants) on academic careers ([CPB Discussion Paper 249](http://www.cpb.nl/en/publication/up-or-out-how-individual-research-grants-affect-academic-careers-in-the-netherlands)).

[Explaining entrepreneurial performance of solo self-employed from a motivational perspective](#)

André van Stel ; Werner Liebrechts ; Nardo de Vries

This paper investigates whether start-up motivation (opportunity versus necessity) influences entrepreneurial performance of an important subset of entrepreneurs, viz. the solo self-employed. We also explore to what extent human capital measures mediate this relation. We use a unique individual-level panel data set of solo self-employed in the Netherlands for three consecutive years (2009-2011) and construct three separate measures to identify necessity-driven solo self-employment. Our main finding confirms that necessity-driven solo self-employed perform worse than opportunity-driven solo self-employed. Furthermore, start-up motivation seems to have an isolated effect on entrepreneurial performance, considering that we also find that formal education and practical learning hardly mediate the relation. Our results imply that it is important to distinguish between different motivations within the population of solo self-employed in order to understand their entrepreneurial performance.

[Does it Matter Which School a Student Attends?](#)

OECD

Successful education systems are able to guarantee that all students succeed at high levels. Across OECD countries, around 60% of the overall, country-level variation in student performance can be traced to differences in how well students who attend the same school can be expected to perform. About 40% of the variation in student performance in OECD countries is observed between schools;

but among high-performing countries, differences in performance are generally smaller than those in the average OECD country.

[What Makes Urban Schools Different?](#)

OECD

In most countries and economies, students who attend schools in urban areas tend to perform at higher levels than other students. Socio-economic status explains only part of the performance difference between students who attend urban schools and other students. Schools in urban settings are larger, tend to benefit from better educational resources, and often enjoy greater autonomy in how they can allocate those resources.

[Turning a Shove into a Nudge? A “Labeled Cash Transfer” for Education](#)

Najy Benhassine ; Florencia Devoto ; Esther Duflo ; Pascaline Dupas ; Victor Pouliquen

Conditional Cash Transfers (CCTs) have been shown to increase human capital investments, but their standard features make them expensive. We use a large randomized experiment in Morocco to estimate an alternative government-run program, a “labeled cash transfer” (LCT): a small cash transfer made to fathers of school-aged children in poor rural communities, not conditional on school attendance but explicitly labeled as an education support program. We document large gains in school participation. Adding conditionality and targeting mothers make almost no difference. The program increased parents’ belief that education was a worthwhile investment, a likely pathway for the results.

[The Black-White Education-Scaled Test-Score Gap in Grades K-7](#)

Timothy N. Bond ; Kevin Lang

We address the ordinality of test scores by rescaling them by the average eventual educational attainment of students with a given test score in a given grade. We show that measurement error in test scores causes this approach to underestimate the black-white test score gap and use an instrumental variables procedure to adjust the gap. While the unadjusted gap grows rapidly in the early school years, particularly in reading, after correction for measurement error, the education-scaled gap is large, exceeds the actual black-white education gap and is roughly constant. Strikingly, the gap in all grades is largely explained by a small number of measures of socioeconomic background. We discuss the interpretation of scales tied to adult outcomes.

[The Legacy of Conflict: Regional Deprivation and School Performance in Northern Ireland](#)

Neil T.N. Ferguson (Stockholm International Peace Research Institute) ; Maren M. Michaelsen (Ruhr University Bochum)

The relationship between deprivation and educational outcomes has been the subject of a long-running and deep debate in the economic literature. Recent discussions have focused on causality, with experimental and quasi-experimental approaches taken, yet, predominantly, the literature continues to proxy deprivation with measures of wealth. This paper explores a much wider measure and identifies a causal relationship between regional deprivation and school performance in Northern Ireland. Combining panel data on Key Stage II results from each of Northern Ireland's primary schools with the 2005 Northern Ireland Multiple Deprivation Measure, we show the net negative impact of this wider measure, whilst an extension explores the impacts of each single domain. Using an error-component two-stage least squares model, we account for school and

neighbourhood selection and the potential endogeneity of our deprivation measure, showing spatial variation in historical violence, which occurred during “The Troubles”, to be a valid instrument for deprivation. Our results confirm the negative impact of deprivation frequently found in the literature but also that, when the impacts of other deprivation domains are accounted for, education and crime deprivation, and not financial deprivation, play a significant role in determining outcomes. This confirms the limitations of using wealth as a proxy for neighbourhood deprivation, whilst suggesting that policies focusing only on income redistribution will be unsuccessful in improving education outcomes of those exposed to deprivation.

[Impacts of Five Expeditionary Learning Middle Schools on Academic Achievement.](#)

Ira Nichols-Barrer ; Joshua Haimson

[Funding Special Education by Total District Enrollment: Advantages, Disadvantages, and Policy Considerations.](#)

Elizabeth Dhuey ; Stephen Lipscomb

[Persistent Classmates: How Familiarity with Peers Protects from Disruptive School Transitions](#)

Son Thierry Ly ; Arnaud Riegert

Students' social networks are deeply disrupted during school transitions and students start in a classroom environment where almost all their peers are new. In this study, we investigate the consequences of keeping partly the same classmates during the transition to high school. To overcome the issue of endogenous selection across classes, we exploit rare natural experiment settings in which students are plausibly randomly allocated to classes within high schools. Two estimation strategies are presented and provide the same results. We find that each classmate who was already in a student's class in the last grade of middle school reduces substantially the risk of grade retention in 10th grade, but also in following grades. For low-ability students, the effect amounts to minus 1 percentage point per "persistent classmate", without increasing the risk of dropping out. A number of robustness checks are provided. By analyzing the distribution of the effect, we show that it is the strongest for students who are the most likely to experience a difficult transition, i.e. low-ability, low-SES students from low-quality middle schools. The underlying mechanisms are examined. Our results suggest that grouping students who already know each other during school transitions would constitute an efficient, no-cost policy lever to improve overall achievement and equality in high schools.

[Grade Expectations](#)

OECD

Countries vary in the way they use marks, but they all tend to reward the mastery of skills and attitudes that promote learning. Teachers tend to give girls and socio-economically advantaged students better school marks, even if they don't have better performance and attitudes than boys and socio-economically disadvantaged students. It seems that marks not only measure students' progress in school, they also indicate the skills, behaviours, habits and attitudes that are valued in school.

[Displacement and Education of the Next Generation: Evidence from Bosnia and Herzegovina](#)

Christoph Eder (Simon Fraser University) ; URL: In this paper, I study how displacement of parents during a violent conflict affects investment in their children's' education years later. Using ethnic division during the Bosnian War as a natural experiment, I can identify exogenously displaced households and compare them to households who did not have to move because of the war. I find that displaced households spend significantly less on the education of their children in primary and secondary school (20 to 35 %), while their children are equally likely to be enrolled. The result also holds for expenditure positions like textbooks, school materials and annual tuition in secondary school. A decomposition of the causal effect shows that differences in income and the stock of durable goods can at most explain one third of the finding. Some evidence points towards increased uncertainty about the future of displaced parents. The finding implies that the disadvantage of displacement might be carried on to the next generation through the quality of education.

[Are Some Degrees Worth More than Others? Evidence from college admission cutoffs in Chile](#)

Justine S. Hastings ; Christopher A. Neilson ; Seth D. Zimmerman

We use administrative data from Chile from 1985 through 2011 to estimate the returns to postsecondary admission as a function of field of study, course requirements, selectivity, and student socioeconomic status. Our data link high school and college records to labor market earnings from federal tax forms. We exploit hundreds of regression discontinuities from the centralized, score-based admissions system to estimate the causal impacts of interest. Returns are positive and significant only among more-selective degrees. Returns are highly heterogeneous by field of study, with large returns in health, law and social science, as well as selective technology and business degrees. We find small to negative returns in arts, humanities and education degrees. We do not find evidence that vocational curriculum focus increases returns for less selective degrees. We do not find differential outcomes for students coming from low- versus high-socioeconomic backgrounds admitted to selective degrees.

[Industry-academic partnerships in finance programmes. Cast of CFA-partnered programmes.](#)

Alexandr Akimov ; Robert Bianchi ; Michael Drew

[An expansion of a global data set on educational quality : a focus on achievement in developing countries](#)

Angrist, Noam ; Patrinos, Harry Anthony ; Schlotter, Martin

This paper assembles a panel data set that measures cognitive achievement for 128 countries around the world from 1965 to 2010 in 5-year intervals. The data set is constructed from international achievement tests, such as the Programme for International Student Assessment and the Trends in International Mathematics and Science Study, which have become increasingly available since the late 1990s. These international assessments are linked to regional ones, such as the South and Eastern African Consortium for Monitoring of Educational Quality, the Programme d'Analyse des Systemes Educatifs de la Confemen, and the Laboratorio Latinoamericano de Evaluacion de la Calidad de la Educacion, in order to produce one of the first globally comparable data sets on student achievement. In particular, the data set is one of the first to include achievement in developing countries, including 29 African countries and 19 Latin American countries. The paper also provides a first attempt at using the data set to identify causal factors that boost achievement. The results show that key drivers of global achievement are civil rights and economic freedom across all countries, and democracy and economic freedom in a subset of African and Latin American countries.

[Development in Education Sector: Are the Poor Catching Up?](#)

Mohamad Fahmi (Department of Economics, Padjadjaran University) ; Ben Satriatna (Department of Economics, Padjadjaran University)

We use The National Socioeconomic Survey (SUSENAS) data from 1992 to 2012, to describe the condition of education development in Indonesia before and after the Reform Era. Historical data on education of Indonesia shows that this country has made a remarkable achievement in education development, which is indicated by a significant improvement on several education indicators. However, 1997-1998 Asian crisis is believed had slowed down the development of education sector in Indonesia. Three indicators are used in this study to measure the performance of education development, which are yearly schooling, net enrollment rate, and literacy rate. We found the gap of years of school between gender, region and income group is getting narrowed in the reform era. The net enrollment rate of all level of education also improved between 1992 and 2012. The gap between gender, region and income group also tends to be narrowed. However, we find that in several conditions the gap tends to be widened after the crisis. First case is between urban and rural people at elementary school. Second case is between income groups at elementary school. Third is between male and female at senior high school. Finally, the case is between income groups at tertiary education level. Literacy rate indicator also shows an improvement. The gap between different groups of people is also getting narrowed, except the gap between the rich and the poor. It tends to be widened after the crisis. The last indicator which is dropout rate also shows an improvement without interrupted by crisis. However, this is only happened at elementary school level. For the other level, the condition happened in different way. The gap between different groups of people is also narrowed after the reform era.

[How is international student mobility shaping up?](#)

OECD

Between 2000 and 2011, the number of international students has more than doubled. Today, almost 4.5 million tertiary students are enrolled outside their country of citizenship. The largest numbers of international students are from China, India and Korea. Asian students account for 53% of all students studying abroad worldwide. New players have emerged on the international education market in the past decades, such as Australia, New Zealand, Spain, the Russian Federation and, more recently, Korea. By contrast, the share of international students in some of the most attractive countries – Germany and the United States, for instance – has declined. As countries increasingly benefit from student mobility, the competition to attract and retain students has diversified the map of destinations over the past decade.

[A Major in Science? Initial Beliefs and Final Outcomes for College Major and Dropout](#)

Ralph Stinebrickner (Berea College) ; Todd Stinebrickner (University of Western Ontario)

Taking advantage of unique longitudinal data, we provide the first characterization of what college students believe at the time of entrance about their final major, relate these beliefs to actual major outcomes, and, provide an understanding of why students hold the initial beliefs about majors that they do. The data collection and analysis are based directly on a conceptual model in which a student's final major is best viewed as the end result of a learning process. We find that students enter school quite optimistic about obtaining a science degree, but that relatively few students end up graduating with a science degree. The substantial overoptimism about completing a degree in

science can be attributed largely to students beginning school with misperceptions about their ability to perform well academically in science.

[The educational efficiency drivers in Uruguay: Findings from PISA 2009.](#)

Santín, Daniel ; Sicilia, Gabriela

The aim of this research is to identify the main drivers of secondary school efficiency in Uruguay. We are particularly interested in identifying which variables could be influenced by the design of public policies in order to improve academic outcomes with the current resource allocation. To do this, we build a two-stage semiparametric model using PISA 2009 database. In the first stage, we use data envelopment analysis (DEA) to estimate efficiency scores, which are then regressed on school and student contextual variables. This second stage is carried out using four alternative models: a conventional censored regression (Tobit) and three different regression models based on the use of bootstrapping recently proposed in the literature. The results show an average inefficiency of 7.5% for the evaluated Uruguayan schools, suggesting that there is room for improving academic outcomes by adopting appropriate educational policies. Following on from this, the findings of the second stage demonstrate that increasing educational resources, such as reducing class size, has no significant effects on efficiency. In contrast, educational policies should focus on reviewing grade-retention policies, teaching-learning techniques, assessment systems and, most importantly, encouraging students to spend more time reading after school in order to reduce inefficiencies.

[Incentivizing schooling for learning : evidence on the impact of alternative targeting approaches](#)

Barrera-Osorio, Felipe ; Filmer, Deon

This paper evaluates a primary school scholarship program in Cambodia with two different targeting mechanisms, one based on poverty level and the other on baseline test scores ("merit"). Both targeting mechanisms increased enrollment and attendance. However, only the merit-based targeting induced positive effects on test scores. The paper shows that the asymmetry of response is unlikely to have been driven by differences between recipients' characteristics. Higher student and family effort among beneficiaries of the merit-based scholarships suggest that the framing of the scholarship mattered for impact. The results suggest that in order to balance equity and efficiency, a two-step targeting approach might be preferable: first, target low-income individuals, and then, among them, target based on merit.

[The Impact of College Admissions Policies on The Performance of High School Students](#)

Nicolas Grau (Department of Economics, University of Pennsylvania)

This paper empirically evaluates the effects of college admissions policies on high school student performance. To this end, I build a model where high school students decide their level of effort and whether to take the college admissions test, taking into consideration how those decisions may affect their future university admission chances. Using Chilean data for the 2009 college admissions process, I structurally estimate the parameters of the model in order to study the implications of two types of counterfactual experiments: (a) a SES-Quota system, which imposes the population's SES distribution for each university; (b) increasing the high school GPA weight. The results from these exercises support the claim that increasing the level of equal college opportunities may boost the amount of effort exerted by high school students. Specifically, I find that: (1) average effort significantly increases as opportunities are equalized across different socioeconomic groups. (2) There is a moderate improvement in high school student performance, which is relatively important

for certain groups. (3) The highest reactions in terms of exerted effort come from those students who also change their decision about taking the college admissions test. (4) Neither of these policies increases the percentage of students taking the national test for college admission, which is consistent with the fact that in this policy implementation there are winners and losers. However, there are relevant variations in who is taking such a test; in particular, this percentage increases for low-income students and those who have higher level of learning skills. (5) Because the SES-Quota system uses the existing information more efficiently, it implies a more efficient student allocation to equalize opportunities.

[Education and Mortality in India](#)

Motkuri, Venkatanarayana ; Mishra, Uday Shankar

The present paper made an attempt to understand the impact schooling/education on the mortality rate in India, in a developing country context. Present study aims at looking into differences in mortality rate by the status of completion of primary schooling.

[Comparison of Hiring and Promotion Criteria Linked to Teaching, Educational Development and Professional Engineering Skills](#)

Asdis Hlokk THEODORSOTTIR (Reykjavík University - Reykjavík University) ; Ingunn SAEMUNDSOTTIR (Reykjavík University - Reykjavík University) ; Johan MALMQVIST (Chalmers University of Technology - Chalmers University of Technology) ; Sylvain TURENNE (Polytechnique Montréal - Ecole Polytechnique de Montréal - École Polytechnique de Montréal) ; Siegfried ROUVRAIS (INFO - Département informatique - Institut Mines-Télécom - Télécom Bretagne - PRES Université Européenne de Bretagne [UEB])

Within the higher education system, criteria for promotion based on research quality and contribution are well established and widely accepted. For teaching, on the other hand, such criteria have generally not been developed and implemented to the same degree. This poses a challenge for the implementation of the Conceive-Design-Implement-Operate (CDIO) standards 9 and 10, which deal with the enhancement of faculty CDIO skills and faculty teaching skills. To be able to implement these standards successfully, universities need to have in place effective ways of evaluating teaching contribution and professional engineering experience. To support the implementation of CDIO standards 9 and 10, excellence in teaching and progressive educational development based on engineering experience must be acknowledged and rewarded. This paper compares hiring and promotion policies and criteria for the evaluation of teaching contribution and educational development in four selected universities in Europe and North America. Conclusions are drawn with regard to the CDIO standards 9 and 10 and perspectives for future development of such criteria discussed.

[Evaluation of the DC Public Education Reform Amendment Act \(PERAA\): School Year 2010-2011.](#)

Erikson Arcaira ; Stephen Coleman ; Jacly MacFarlane ; rea Palmiter ; Brenda Turnbull ; Beatrice Birman ; Erin Dunlop ; Jane Hannaway ; Umut Ozek ; Steve Glazerman ; Elias Walsh ; Michael Feurer ; Maxine Freund ; Taunya Nesin

[Credit Access and College Enrollment](#)

Solis, Alex (Department of Economics)

Does limited access to credit explain some of the gap in schooling attainment between children from richer and poorer families? I present new evidence on this important question using data from two

loan programs for college students in Chile. Both programs offer loans to students who score above a threshold on the national college admission test, enabling a regression discontinuity evaluation design. I find that students who score just above the cutoff have nearly 20 percentage points higher enrollment in first, second and third year than students who score just below, which represent relative increases of 100% , 213% and 446% respectively. More importantly, access to the loan program effectively eliminates the family income gradient in enrollment among students with similar test scores.

[Teens, Technology, and Transportation: An exploration of the digital lives of high schoolers](#)

Lee, Brian H.Y.

In the face of increasing sprawl and car-dependence in US metropolitan areas, young people “especially teens in middle-class suburbs” may be experiencing new mobilities generated by their near-universal adoption of cell phones and increasing access to private automobiles. The growth in the adoption of hand-held mobile devices that can be used for communication and information may enhance accessibility and independent mobility for certain segments of the youth population, especially those in higher socio-economic status households. In a project with teens in two high schools in Chittenden County, Vermont, we used a mix of methods to explore the rapid changes in teens’ lives fostered by tools such as cell phones, texting, mobile internet access, and various forms of messaging. In this study, we find that millennial teens use digital devices to construct new intersections between communication, information, and transportation. By also actively employing these devices in our research, we are using novel methods for understanding the “digital lives” of teens, which represent a mix of traditional analog techniques and exploratory digital methodologies. In this presentation we examine issues including how often and in what ways high school students use advanced electronic communication tools to arrange transportation, what travel needs are being met and modes used, and how social processes contextualize the use of digital tools for mobility. We conclude by reflecting on how the daily lives of these teens may serve as a harbinger of emerging intersections of mobility, communication, and place.

[Postgraduate Education, Labor Participation, and Wages: An empirical analysis using micro data from Japan](#)

MORIKAWA Masayuki

Using micro data from the 2007 Employment Status Survey, this paper analyzes the relationship between postgraduate education and labor market outcomes in Japan. According to the analysis, 1) the employment-population rates of females and elderly people with postgraduate education are higher than they are for those with undergraduate education. The negative effect of marriage on labor participation is small for postgraduate females. 2) The wage premium for postgraduates relative to undergraduates is approximately 30%. The postgraduate wage premium is similar in magnitude for male and female workers. 3) The wage reduction after age 60 is less for workers with a postgraduate education. 4) The private rate of return to postgraduate education exceeds 10%. Due to advanced technology and the growing demand for increased skills, the importance of postgraduate education to vitalize the economy is growing. At the same time, the expansion of postgraduate education may contribute to increasing the labor participation of females and elderly people.

[Strategic Disclosure: The Case of Business School Rankings](#)

Michael Luca (Harvard Business School, Negotiation, Organizations & Markets Unit)

Jonathan Smith (The College Board -Advocacy & Policy Center)

Using a novel data set, we present three findings about the rankings that business schools choose to display on their websites. First, the data strongly rejects patterns predicted by classic models of voluntary disclosure. In contrast with the traditional unraveling hypothesis, top schools are least likely to display their rankings. Second, schools that do poorly in the U.S. News rankings are more likely to disclose their Princeton Review certification, suggesting that schools treat different certifications as substitutes. Third, conditional on displaying a ranking, the majority of schools coarsen information to make it seem more favorable.

[Low-skilled Immigration and Parenting Investments of College-educated Mothers in the United States: Evidence from Time-use Data](#)

Catalina Amuedo-Dorantes (San Diego State University) ; Almudena Sevilla-Sanz (University of Oxford)

This paper uses several decades of US time-diary surveys to assess the impact of low-skilled immigration, through lower prices for commercial child care, on parental time investments. Using an instrumental variables approach that accounts for the endogenous location of immigrants, we find that low-skilled immigration to the United States has contributed to substantial reductions in the time allocated to basic child care by college-educated mothers of non-school age children. However, these mothers have not reduced the time allocated to more stimulating educational and recreational activities with their children. Understanding the factors driving parental time investments on children is crucial from a child development perspective.

[Do College Entrance Examination Scores Predict Undergraduate GPAs? A Tale of Two Universities](#)

Bai, Chong-en ; Chi, Wei ; Xiaoye, Qian

Each year, millions of Chinese high school students sit the National College Entrance Examination (CEE). For the majority of students, the CEE score is the single determinant in whether they gain admission into a college and to what college they enter. The purpose of this paper is to determine whether and how well the CEE score predicts college academic success. We also consider high school achievement and admission route in predicting college grades. We obtain administrative data on CEE and undergraduate GPAs from two Chinese universities with very different rankings. We find that, for both universities the CEE total score predicts undergraduate GPAs for all four years in college. Even the size of the estimates for CEE is similar for the two universities. High school achievement and admission routes are also significant predictors of college grades. However, we do not find consistent results as to which CEE subject test scores predict students' academic performance in college.

[The Icarus Syndrome: Why Do Some High Flyers Soar While Others Fall?](#)

Eric Parsons (Department of Economics, University of Missouri-Columbia)

This paper follows a cohort of initially high performing Missouri students from grade-3 through grade-9 and examines which school factors influence their academic success. Three key findings emerge. First, in terms of performance on standardized tests, schools that are effective in promoting academic growth among low performing students are also generally effective with high performing students. Second, high performing students who attend disadvantaged schools are more likely to take Algebra I later relative to their counterparts who attend more advantaged schools. Third,

somewhat surprisingly, increasing the number of high performing students in a school negatively affects high performing student outcomes.

[Transition to Higher Education Examination Outcomes: Does High School Matter?](#)

Bengi Yanik Ilhan (Faculty of Economics, Istanbul Kemerburgaz University) ; Sumru Oz (Economic Research Forum, Koc University-TUSIAD)

Abstract This paper estimates the impact of school quality on the transition to higher education examination (abbreviated as YGS in Turkey) outcomes by controlling for the student quality. Either the class size or the teacher-pupil ratio in main branches is used as a proxy for the quality of schools. Due to data limitations we concentrate on the Anatolian High Schools (AHS) in Istanbul. This choice gives us the opportunity to control for the student quality by making use of the minimum OKS score required for admission to each AHS. Using YGS scores for 2010&2011 and OKS scores for 2006&2007 corresponding to the same cohort, we find that student quality explains the transition to higher education examination outcomes to a large extent. Holding constant student quality however, we find no evidence that class size or the teacher-pupil ratio affects average YGS score of AHS. This can be explained by the relatively standardized school resources devoted to AHS. The results are robust to different scorings of YGS and to the inclusion of clustering.

[Causal effects of mathematics](#)

Torberg Falch (Department of Economics, Norwegian University of Science and Technology) ; Ole Henning Nyhus (Department of Economics, Norwegian University of Science and Technology) ; Bjarne Strom (Department of Economics, Norwegian University of Science and Technology)

This paper exploits that students at age 16 in Norway are randomly selected into one compulsory exit exam in either mathematics or languages. A few days before the actual exam day, the students are notified about exam subject. The students have an intensive preparation period, and preparation in mathematics relative to languages is found to decrease dropout from high school, increase enrollment in higher education, and increase enrollment in natural science and technology education programs. The causal effects are strongest for males, and depend on prior skills in mathematics. We explore several mechanisms that might contribute to these findings.

[School Resources, Behavioral Responses and School Quality: Short-Term Experimental Evidence from Niger](#)

Elise Huillery (Département d'économie) ; Elizabeth Beasley

Increasing school resources has often shown disappointing effects on school quality in developing countries, a lack of impact which may be due to student, parent or teacher behavioral responses. We test the short-term impact of an increase in school resources under parental control using an experimental school grant program in Niger.

[Learning Style and Academic Achievement of Secondary School Students](#)

Rajshri Vaishnav

Learning style refers to the ability of learners to perceive and process information in learning situations. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. This study is an analysis of learning styles prevalent among secondary school students. It was conducted on three

learning styles- visual, auditory and kinesthetic (VAK). It also tries to find out relation and effect of different learning styles on academic achievements of students. A sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the study. Findings of the study reveal that, kinesthetic learning style was found to be more prevalent than visual and auditory learning styles among secondary school students . There exist positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables - visual, auditory and kinesthetic are significant on academic achievement. Key words: learning, learning style, academic achievement

[Students' Perception About Management Education in India and USA](#)

Shetty, Bhavna R. ; Gujarathi, Rajashree

The purpose of this research was to gain an insight into students' perception about the quality of management education especially the Masters of Business Administration (MBA) program; as structured and taught in India and USA. Specific objectives were comparing students' perception regarding the quality parameters input, process and output of the two MBA programs. The study covered students who had successfully completed MBA in India and those Indians who had pursued an MBA in USA. The hypothetical associations of students' perception of high quality education with input, process and output of management schools were tested. Findings indicated that students perceived high quality of education if processes and outputs were satisfactory. Indians completing MBA from USA, perceived good quality of all parameters, with the only problem of finding a good job in America after completion of an MBA.

[Distributional Effects of a School Voucher Program: Evidence from New York City](#)

Marianne P. Bitler ; Thurston Domina ; Emily K. Penner ; Hilary W. Hoynes

We use quantile treatment effects estimation to examine the consequences of a school voucher experiment across the distribution of student achievement. In 1997, the School Choice Scholarship Foundation granted \$1,400 private school vouchers to a randomly-selected group of low-income New York City elementary school students. Prior research indicates that this program had no average effect on student achievement. If vouchers boost achievement at one part of the distribution and hurt achievement at another, zero or small mean effects may obscure theoretically important but offsetting program effects. Drawing upon prior research related to Catholic schools and school choice, we derive three hypotheses regarding the program's distributional consequences. Our analyses suggest that the program had no significant effect at any point in the skill distribution.

[Universalisation of Elementary Education Under Sarva Shiksha Abhiyan in Manipur](#)

H. Ibomcha Sharma

One of the constitutional obligations of the Indian democracy is to provide universalisation of elementary education (UEE) in the country. However, due to various reasons and factors, this obligation could not achieve yet. After the formulation of National Policy on Education, 1986 and follow up POA-1986, certain steps and measures have been taken up in the form of meaningful partnership of Union and State Government. The scheme of Sarva Shiksha Abhiyan (SSA) has been launched since 2001 in order to make universalise elementary education for all children till they complete fourteen years of age all over the country. The present paper is to focus the status of Universalisation of Elementary Education under Sarva Shiksha Abhiyan in the state of Manipur, and its constraint to achieve by 2010. This paper will be so useful for students and teachers in general for

their academic purpose and for the researchers as a source of related literature in particular. Key words: Universalisation of Elementary Education (UEE), Sarva Shiksha Abhiyan. (SSA) District Primary Education (DPE), Lok Jumbish Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE)

[A Study of Lessons Evaluation by the Diet's Teacher Trainees for Improvement of Teaching Efficiency in Imphal West District of Manipur](#)

Taorem Surendra Singh

Elementary teacher education is also one of the most important educations, which helps teacher to equip well with modern teaching skills, methods, and teaching technology for effective teaching learning process for quality elementary school education. The realization of objectives of Sarva Shiksha Abhiyan (SSA) is possible mainly, when the effective and efficient teachers are teaching in the classroom, where students can learn without any burden. Therefore, the article tries to find out the quality status of elementary teacher training given at DIET (District Institute of Educational Training), Imphal West District by collecting the opinion of teacher trainees during the internship course. Key words: Teaching, Teaching Efficiency, Lesson evaluation, and DIET Teacher Trainees

[An empirical study of factors influencing adoption of Internet banking among students of higher education: Evidence from Pakistan](#)

Kazi, Abdul Kabeer

This paper investigated the influence of factors on the intention to adopt Internet banking services among students of higher education in Pakistan. Theoretical framework used for this study has been adopted from Technology Acceptance Model (TAM) with four independent variables. Convenience sampling method was used with a total of valid 220 respondents, which included students of Khadim Ali Shah Bukhari Institute of Technology (KASBIT), Karachi, Pakistan. Data was collected through self administered questionnaire of two parts: Demographic and Likert scale multi-item scale for variables under study. Results indicated that convenience, perceived credibility, and perceived usefulness had significant positive influence among students on the intention to adopt Internet banking. The findings from this research would be useful for banks in the subject area, particularly for students in Pakistan.

[A study of Practice Teaching Programme: A transitional phase for student teachers](#)

Rakesh Ranjan

Practice Teaching is an integral component of teacher training. This study explores the experiences of the student-teachers of Waymade College of Education during their 8-10 weeks' practice teaching. Semi-structured interviews and focused group discussion with all student-teachers were used to collect the data while content analysis was used to analyze the data. The research established that, despite the positive experiences during practice teaching, student-teachers experienced challenges. Based on the findings of this study, measures were suggested on how to improve practice teaching. Key words: Practice teaching, trainee teachers, transitional phase

[The deadly effect of high-stakes testing on teenagers with reference-dependent preferences](#)

Liang Choon Wang

This paper explains why suicidal tendency and test performance of teenagers may not be inversely related when individuals have reference-dependent preferences. Using panel survey data of South

Korean secondary school students, I show that the relationship between suicidal ideation and test performance is consistent with reference-dependent preferences. When a student's rank in the high-stakes College Scholastic Ability Test falls below her average ranks in prior national examinations, she exhibits greater suicidal tendency. The reference dependent effects, however, are absent for low-stakes in-school academic performance. The findings highlight the potential adverse consequences of disappointment in high-stakes testing.

[Credit Constraints and Demand for Higher Education: Evidence from Financial Deregulation](#)

Teng Sun, Stephen ; Yannelis, Constantine

This paper uses staggered bank branching deregulation across states in the United States to examine the impact of the resulting increase in the supply of credit on college enrollment from the 70s to early 90s. A significant advantage of our research design is that it produces estimates that are not confounded by wealth effects. We find that lifting branching restrictions raises college enrollment by about 2 percentage points (4%). Our results rule out alternative interpretations to the credit constraints channel. First, the effects are largest for low and middle income families, while insignificant for upper income families as well as bankrupt families who would have been unaffected by the increased access to private credit. Second, the effect of lifting branching restrictions subsided immediately following periods of increased loan limit through government student loan programs. We also show that household educational borrowing increased as a result of lifting branching restrictions. Our results provide novel evidence that credit constraints play an important role in determining household college enrollment decisions in the United States.

[Has Education Paid Off for Black Workers?](#)

John Schmitt ; Janelle Jones

Over the past three decades, the "human capital" of the employed black workforce has increased enormously. In 1979, only one-in-ten (10.4 percent) black workers had a four-year college degree or more. By 2011, more than one in four (26.2 percent) had a college education or more. Over the same period, the share of black workers with less than a high school degree fell from almost one-third (31.6 percent) to only about one in 20 (5.3 percent). The black workforce has also grown considerably older. In 1979, the median employed black worker was 33 years old; today, the median is 39. Economists expect that increases in education and work experience will increase workers' productivity and translate into higher compensation. But, the share of black workers in a "good job" – one that pays at least \$19 per hour (in inflation-adjusted 2011 dollars), has employer-provided health insurance, and an employer-sponsored retirement plan – has actually declined. This paper looks at this trend and policies that would have a large, positive impact on the quality of jobs for black workers.

[Youth Unemployment in Belgium: Diagnosis and Key Remedies](#)

Cockx, Bart (Ghent University)

In Belgium youth unemployment is structurally higher than the European (EU27) average, in particular for the low educated. In this study we set a diagnosis of the main structural factors and advance key remedies. We analyze the system of employment protection, education and passive and active labor market policies. A high minimum wage, a strict separation between school and work, and a vertically segmented schooling system with high retention rates and too early tracking are identified as main causal factors. Strict employment protection legislation is only concern for high-

skilled youth. Reducing labor costs at low wages and a fundamental schooling reform that aims at dismantling the strict barrier between school and work are proposed as key remedies. In addition, youth should be entitled as of the start of unemployment to a low benefit based on the principle of “mutual obligation”. Very intensive and durable guidance is to be targeted to the low educated.

[Endophilia or exophobia: beyond discrimination](#)

Salamanca Acosta N. ; Hamermesh D. ; Feld J.F. (ROA)

The immense literature on discrimination treats outcomes as relative. One group suffers compared to another. But does a difference arise because agents discriminate against others or are exophobic because they favor their own kind or are endophilic? This difference matters, as the relative importance of the types of discrimination and their inter-relation affect market outcomes. Using a field experiment in which graders at one university were randomly assigned students exams that did or did not contain the students names, on average we find favoritism but no discrimination by nationality, and neither favoritism nor discrimination by gender, findings that are robust to a wide variety of potential concerns. We observe heterogeneity in both discrimination and favoritism by nationality and by gender in the distributions of graders preferences. We show that a changing correlation between endophilia and exophobia can generate perverse predictions for observed market discrimination.

[Research on Stress Management Among the Campus Students](#)

T. V. Ramana ; M. Satyanarayana ; V.V. Ratnaji Rao Chowdary

Career planning and development of the students depends on their physical/mental, family, school, relationship and social factors. Pessimistic sense of these factors lead to stress in various forms like emotional, cognitive, physical, and behavioral reaction to any perceived demands or threats. Keeping this in mind, the present study is tried to find out the stress factors and to give suitable suggestions. It is observed that the students are facing stress at the campus regarding study hours, examinations, campus environment, relationship with others, home sick, monetary, body and mind related feelings etc. Stress factors are examined with X² test and likert’ scaling method. It is found that students who have Counseling from their teachers and the parents are felt relief from the stress. Various methods are suggested to avoid the stress. It can be said that the persons who having self control, self esteem and Yoga can avoid stress. Key words: Stress Management, Career Planning and Development, Counseling, Self Control, Yoga/Meditation

[Teachers’ Views about Role of Television in Learning](#)

Bharti Rathore

Television is a very popular and powerful medium. Being an audio visual medium it can move its audience to tears and to action. Use of soothing melodious music and attractive pictures make this medium very powerful but the sad reality is that some of the programmes are full of violence and sex and poison the soft, impressionable minds of teenagers. Besides that too much T.V. watching makes the youngsters lazy and inactive. Lack of physical activity gives birth to so many couch potatoes which makes us think whether television is a boon or bane. If T.V. programmes are to be used for educational purposes they should be planned in such a way that they support learning. If children watch good educational programs on TV, they can learn many new things very easily. They can learn about places they have never been to and animals they have never seen and they could learn about new scientific discoveries. Television can also stimulate thinking and make the people broad minded.

TV can be a medium for education but it is important to choose the right TV programmes according to the age of the child. This way he/she can learn useful things. The right programmes can help him/her develop his/her imagination. Teachers imparting knowledge are best judge of the utility of television so the researcher has taken the views of the teachers about effect of television on students' learning. Key words: Television, learning, role of television

[Influence of Learning Styles and Teaching Strategies on Students' Achievement in Biology](#)

Ikitde, Godwin A. ; Edet, Uduak Bassey

This study investigated the effect of learning styles (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) and teaching strategies (guided inquiry, demonstration and lecture) on students' achievement in biology. Three research questions and three null hypotheses were formulated to guide the study. Two hundred and forty (240) Senior Secondary Two (SSII) biology students, comprising of one hundred and thirty six (136) females and one hundred and four (104) males were randomly drawn from six (6) Secondary Schools in Uyo Metropolis. A non-randomized control group pretest-posttest design was used for the study. Two research instruments used in gathering data for the study include: Biology Achievement Test (BAT) and Index of Learning Style Questionnaire (ILSQ). Pearson Product moment correlation was used to establish the reliability coefficient for Biology Achievement Test which stood at 0.86 Analysis of covariance (ANCOVA), Multiple Classification Analysis (MCA) and Scheffe multiple comparison test were the statistics used to analyse the data. From the findings, a significant effect was found to exist in the academic achievement of biology students taught with guided-inquiry considering their learning styles. Key words: learning, learning style, teaching strategies

[Curriculum Framework for Application of ICT in Education](#)

Sarita Sorokhaibam ; Thokchom Asha Sinha

Information and Communication Technologies (ICTs) are making dynamic changes in every aspects of life including education. Observation of various lacunas and limitations indicated the problems faced in the implementation of ICT in education. Though origin of many of the problems are complex and multifaceted, but core issues that need to be defined lies on the conceptualizing the implementing mechanism and paradigm. Observations at the application level show the lack of coherent curriculum framework with regard to ICT. In this background, framing a proper curriculum framework as per the needs of the existing system has been felt. Key words: ICT; Education; E-Content; E-Learning; curriculum framework

[A General Equilibrium Theory of College with Education Subsidies, In-School Labor Supply, and Borrowing Constraints](#)

Carlos Garriga (Federal Reserve Bank of St. Louis) ; Mark P. Keightley (Florida State University)

This paper analyzes the effectiveness of three different types of education policies: tuition subsidies (broad based, merit based, and flat tuition), grant subsidies (broad based and merit based), and loan limit restrictions. We develop a quantitative theory of college within the context of general equilibrium overlapping generations economy. College is modeled as a multi-period risky investment with endogenous enrollment, time-to-degree, and dropout behavior. Tuition costs can be financed using federal grants, student loans, and working while at college. We show that our model accounts for the main statistics regarding education (enrollment rate, dropout rate, and time to degree) while matching the observed aggregate wage premiums. Our model predicts that broad based tuition

subsidies and grants increase college enrollment. However, due to the correlation between ability and financial resources most of these new students are from the lower end of the ability distribution and eventually dropout or take longer than average to complete college. Merit based education policies counteract this adverse selection problem but at the cost of a muted enrollment response. Our last policy experiment highlights an important interaction between the labor-supply margin and borrowing. A significant decrease in enrollment is found to occur only when borrowing constraints are severely tightened and the option to work while in school is removed. This result suggests that previous models that have ignored the student's labor supply when analyzing borrowing constraints may be insufficient.

[Catholic School Effectiveness in Australia: A Reassessment Using Selection on Observed and Unobserved Variables](#)

Buly A. Cardak (School Economics, La Trobe University) ; Joe Vecchi (School of Economics, Monash University)

This paper provides new estimates of the effect of Catholic school attendance on high school completion and university commencement and completion for Australian students. First, an instrumental variables approach is adopted where the probability of Catholic affiliation is used as an instrument. Consistent with the recent US literature, results based on this instrument are mixed. Instead, bounds are placed on the Catholic school effect using the assumption of equality between selection on observables and unobservables. The effect of Catholic school attendance is found to be smaller than previous results and negative treatment effects cannot be ruled out. Recent improvements in public school outcomes may have contributed to the smaller Catholic school effects.

[Stand and Deliver: Effects of Boston's Charter High Schools on College Preparation, Entry, and Choice](#)

Joshua D. Angrist ; Sarah R. Cohodes ; Susan M. Dynarski ; Parag A. Pathak ; Christopher R. Walters

We use admissions lotteries to estimate the effects of attendance at Boston's charter high schools on college preparation, college attendance, and college choice. Charter attendance increases pass rates on the high-stakes exam required for high school graduation in Massachusetts, with especially large effects on the likelihood of qualifying for a state-sponsored college scholarship. Charter attendance has little effect on the likelihood of taking the SAT, but shifts the distribution of scores rightward, moving students into higher quartiles of the state SAT score distribution. Boston's charter high schools also increase the likelihood of taking an Advanced Placement (AP) exam, the number of AP exams taken, and scores on AP Calculus tests. Finally, charter attendance induces a substantial shift from two- to four-year institutions, though the effect on overall college enrollment is modest. The increase in four-year enrollment is concentrated among four-year public institutions in Massachusetts. The large gains generated by Boston's charter high schools are unlikely to be generated by changes in peer composition or other peer effects.

[Causal Effects of Educational Mismatch in the Labor Market](#)

Jan Kleibrink

This paper analyzes the effect of educational mismatch on wages in Germany, using data from the German Socio-Economic Panel. Educational mismatch has been discussed extensively, mostly by applying OLS wage regressions which are prone to an unobserved heterogeneity bias. This problem is approached by using FE and IV models. As a stability check, the regressions are rerun using data from

the International Adult Literacy Survey, allowing for an explicit control of skills as proxy of abilities. Results show that unobserved heterogeneity does not explain the wage differences between actual years of education and years of required education. This rejects the hypothesis that mismatched workers compensate for heterogeneity in innate abilities. The results suggest a structural problem in the German educational system as skill demand and supply are not in long-term equilibrium.

[Neighbourhood Effects on Migrant Youth's Educational Commitments: An Enquiry into Personality Differences](#)

Nieuwenhuis, Jaap (Utrecht University) ; Hooimeijer, Pieter (Utrecht University) ; van Ham, Maarten (Delft University of Technology) ; Meeus, Wim (Utrecht University)

In the neighbourhood effects literature, the socialisation mechanism is usually investigated by looking at the association between neighbourhood characteristics and educational attainment. The step in between, that adolescents actually internalise educational norms held by residents, is often assumed. We attempt to fill this gap by looking at how educational commitments are influenced by neighbourhood characteristics. We investigate this process for migrant youth, a group that lags behind in educational attainment compared to native youth, and might therefore be particularly vulnerable to neighbourhood effects. To test our hypothesis we used longitudinal panel data with five waves (N=4179), combined with fixed-effects models which control for a large portion of potential selection bias. These models have an advantage over naïve OLS models in that they predict the effect of change in neighbourhood characteristics on change in educational commitment, and therefore offer a more dynamic approach to modelling neighbourhood effects. Our results show that living in neighbourhoods with higher proportions of immigrants increases the educational commitments of migrant youth compared to living in neighbourhoods with lower proportions. Besides, we find that adolescents with a resilient personality experience less influence of the neighbourhood context on educational commitments than do adolescents with other personalities.

[Regional Analysis of Out-of-School Children in Romania](#)

Caragea, Nicoleta

The current study consists of a regional analysis of children participation in education in Romania. From an administrative point of view, the country is organized in 41 counties and Bucharest city. The regional level emerged in the public policymaking only after 1989, when escaping a hyper-centralised system of government and under the influence of the accession process and regional policies of EU. Eight development regions were defined, partly following historical regions of Romania. The main regional development structures in Romania were created at national and regional level but in 2011 the Government proposed for public debate a new administrative organisation model, considering the current one not being effective. A special feature of Romania is the large share of its population living in rural areas (46%), significantly higher compared with EU average (24%). As we will see, this fact is relevant for our analysis, given the marked differences in the quality of social services provision (including education) between the two areas of residence. The analysis is part of the UNICEF and the UNESCO Institute for Statistics (UIS) Global Initiative Activities in order to stimulate more complex and more informed and monitored policy responses related to exclusion from education. In Romania, the study was carried out by specialists from Ministry of Education, Ministry of Labour and also experts from National Institute of Statistics and UNICEF Romania. The main data sources used were administrative and statistical data sources, like the Exhaustive Education Survey

and the Household Budget Survey. The reference period of the analysis consisted from five academic years, from 2005-2006 to 2009-2010, using a set of standardized data tables.

[Young FSU Migrants in Germany: Educational Attainment and Early Labor Market Outcomes](#)

Regina Flake

This study analyzes the educational attainment and early labor market outcomes of young migrants from the Former Soviet Union (FSU) who arrived in Germany between 1989 and 1994. The results reveal that migrants have lower educational attainments than natives, and that within the group of migrants, Jewish migrants perform better than ethnic German migrants. A decomposition analysis reveals that this competitive edge can, for the most part, be explained by a higher socioeconomic background. In the labor market, migrants cannot compensate for their educational disadvantage and have poorer labor market outcomes than natives. The results of this study stress the importance of an early educational integration of migrants for a successful labor market integration in the long run.

[Early Marriage and Education Transitions of Female Youth: The Case of Indonesia](#)

Chris SAKELLARIOU (Division of Economics, Nanyang Technological University, Singapore 637332, Singapore)

I explore the association of early marriage of girls in Indonesia with the probability of passing education transitions using a sequential logit model; I first establish that in Indonesia, due to the socio-cultural and religious environment, marriage is the primary reason for exiting school for the majority of girls married before the age of 18 (and a minority of girls married later). I find that girls who married early are associated with extremely low odds of passing education transitions compared to boys, never married girls and girls who marry later; the estimates are even more unfavourable in the presence of unobserved heterogeneity.

[Has the level of achieved education affected the income of Czech households](#)

Birčiaková, Naďa ; Antošová, Veronika ; Stávková, Jana

This paper deals with an analysis of the effects of education on the income of Czech households from 2006-2010. EU-SILC (European Union Statistics on Income and Living Conditions) review results are the main data source. The paper investigates with the living conditions of households and that is mandatory for all states. Based on the unified methodology, that is then possible to make comparison between countries. Households are divided into five categories according to the education attained by the head of the household. It further deals with income differences of individual educational groups expressed by the education coefficient. Households at risk of poverty are also taken into account. Income inequality is measured by way of the Gini coefficient. The analysis uses regression techniques to examine the relation between education and the Gini coefficient, as well as between education and households at risk of poverty. The biggest share is represented by households where the household head has vocational education, followed by households where the household head has secondary education. The regression analyses established strong positive dependence between the education level and Gini coefficient, as well as strong negative dependence between the education level and number of households at risk of poverty. Within analyzed period of five years was observed a negative development in the society in form that there is a bigger possibility of getting into the zone at risk of poverty for households with higher level of education.

[Changing Eating Habits – A Field Experiment in Primary Schools.](#)

Michèle Belot (University of Edinburgh), Jonathan James (University of Bath) and Patrick Nolen (University of Essex)

We conduct a field experiment in 31 primary schools in England to test whether incentives to eat fruit and vegetables help children develop healthier habits. The intervention consists of rewarding children with stickers and little gifts for a period of four weeks for choosing a portion of fruit and vegetables at lunch. We compare the effects of two incentive schemes (competition and piece rate) on choices and consumption over the course of the intervention as well as once the incentives are removed and six months later. We find that the intervention had positive effects, but the effects vary substantially according to age and gender. However, we find little evidence of sustained long term effects, except for the children from poorer socio-economic backgrounds.

[Reasons for Persistent Absenteeism among Irish Primary School Pupils](#)

Darmody, Merike ; Thornton, Maeve ; McCoy, Selina

[Bankers in the Ivory Tower: The Financialization of Governance at the University of California](#)

Eaton, Charlie ; Goldstein, Adam ; Habinek, Jacob ; Kumar, Mukul ; Stover, Tamera Lee ; Roehrkasse, Alex

This paper examines the recent changes in the relationships between public research universities and financial markets, using the University of California as a case study. Between 2003 and 2011, UC's outstanding bond debt to investors more than doubled. Funds raised through borrowing were invested into medical centers, dormitories, and athletic facilities at the same time as core university functions were scaled back due to cuts in state appropriations. We argue that these divergent trends are best understood as the financialization of university governance. We first trace the precipitous growth of UC debt beginning in the early 2000s. We then show how the university has partnered with Wall Street firms to expand its borrowing activities through the use of a broad array of financial instruments. These changes occurred as UC's administration empowered financial managers and recruited Wall Street veterans to positions as senior university executives and members of UC's Board of Regents. Finally, we discuss the consequences for university governance of this reorientation towards financial strategies and financial markets.

[Testing the Internal Validity of Compulsory School Reforms as Instrument for Years of Schooling](#)

Brunello, Giorgio (University of Padova) ; Fort, Margherita (University of Bologna) ; Weber, Guglielmo (University of Padova) ; Weiss, Christoph T. (University of Padova)

In the large empirical literature that investigates the causal effects of education on outcomes such as health, wages and crime, it is customary to measure education with years of schooling, and to identify these effects using the exogenous variation provided by school reforms increasing compulsory education and minimum school leaving age. If these reforms are correlated to changes in school quality, and school quality is an omitted variable, this identification strategy may fail. We test whether this is the case by using the information provided by two distinct test scores on mathematics and reading and find that we cannot reject the internal validity of this popular identification strategy.

[The Social Impact of a Fiscal Crisis: Investigating the Effects of Furloughing Public School Teachers on Juvenile Crime in Hawaii](#)

Randall Q. Akee (UCLA, Luskin School of Public Affairs) ; Timothy J. Halliday (UHERO, University of Hawaii at Manoa) ; Sally Kwak (U.S. Congress, Joint Committee on Taxation)

Due to the large social costs of juvenile crime, policymakers have long been concerned about its causes. In the 2009-10 school year, the State of Hawaii responded to fiscal strains by furloughing all school teachers employed by the Department of Education and cancelling class for seventeen instructional days. We examine the effects of this unusually short school year to draw conclusions about the relationship of time in school with juvenile crime rates. We calculate marginal effects from a negative binomial model and find that time off from school is associated with significantly fewer juvenile assault and drug-related arrests, although there are no changes in other types of crimes, such as burglaries. These results differ by region of the island and by average household incomes.

[Horizontal Mismatch in the Labour Market of Graduates: The Role of Signalling](#)

Domadenik, Polona (University of Ljubljana) ; Farčnik, Daša (University of Ljubljana) ; Pastore, Francesco (University of Naples II)

We follow Brodaty et al. (2008) and develop a model within the signalling literature where an employer decides whether to hire a worker or not conditionally on the signals she sends – field and length of study and high education (HE) institution. The empirical design of our paper builds on evidence relative to first labour market entry of graduates to identify a signalling effect of individual and institutional quality of study on individual horizontal match quality. First, based on a matched unique employer-employee dataset we report the extent of horizontal mismatch for graduates of different fields of education for a post-transition economy (Slovenia). Second, we test the signal of HE institutions and above average study duration on the likelihood of a horizontal mismatch separately for each field of education. We find that graduates from specific HE institutions experience significantly higher likelihood to get a job that matches the field of study for social sciences, namely business and administration and to a smaller extent education. On the contrary, HE institutions do not signal skills or abilities in the most technical fields of education (engineering, computing, manufacturing). The above average study duration has mixed effects based on the field of education. It can either signal lower innate ability (i.e. for law graduates) or increased skills due to student work (i.e. computing graduates).

[Academic careers: a cross-country perspective](#)

Jürgen Janger ; Anna Strauss ; David Campbell

Asymmetric international mobility of highly talented scientists is well documented. We try contributing to the explanation of this phenomenon, looking at the “competitiveness” of higher education systems in terms of being able to attract talented scientists in their field. We characterise countries’ capability to offer attractive entry positions into academic careers using the results of a large scale experiment on the determinants of job choice in academia. Examined areas refer to the level of salaries, quality of life, PhD-studies, career perspectives, research organisation, balance between teaching and research, funding and probability of working with high quality peers. Our results indicate that overall, the US research universities offer the most attractive jobs for early stage researchers, consistent with the asymmetric flow of talented scientists to the US. Behind the US is a group of well performing European countries, the Netherlands, Sweden, Switzerland and the UK. Austria and Germany are next, closely followed by France, which in turn is followed by Italy. Spain

and Poland are, according to our results, least able to offer attractive entry positions to an academic career.

[The positive effects of ethnic diversity in class on the educational performance of pupils in a multi-ethnic European metropole](#)

Sjaak Braster (Erasmus University Rotterdam) ; Jaap Dronkers (Maastricht University)

According to Robert Putnam (2007) ethnic diversity in cities and neighborhoods does not lead to an increase of trust and social capital as previously predicted by intergroup contact theory (Pettigrew, 1998); instead it triggers a reaction of hunkering down that leads to a decrease in trust and social capital of both in-group and out-groups. But what happens if we focus on youngsters that are growing up in a multi-ethnic metropole, that are considering ethnic diversity as a something "normal", and that are bridging their ethnic differences by sharing a common street culture and language? In this article we use data about 905 pupils, 41 classes and 11 schools in a European metropole to confirm the hypothesis that in this specific context ethnic diversity in classrooms does lead to positive effects on educational performance.

[Career choices in academia](#)

Jürgen Janger ; Klaus Nowotny

Based on a unique survey, we conduct a stated choice experiment to examine the determinants of career choice in academia. Both early and later stage researchers value a balance between teaching and research, appropriate salaries, working with high-quality peers and good availability of external grants. Attractive academic jobs for early stage researchers feature in addition a combination of early independence and career (tenure) perspectives; later stage researchers favour jobs which make it easy to take up new lines of research, which pay according to a public scheme including a performance element and where research funding is provided by the university. Our findings have important implications for the structure of academic careers and for the organisational design of research universities. Furthermore, they shed light on the institutional determinants of the asymmetric mobility of highly talented scientists between the EU and the U. S.

[Population density, migration, and the returns to human capital and land: Highlights from Indonesia](#)

Liu, Yanyan ; Yamauchi, Futoshi

Rapid population growth in many developing countries has raised concerns regarding food security and household welfare. To understand the consequences of population growth on in the general equilibrium setting, we examine the dynamics of population density and its impacts on household outcomes using panel data from Indonesia. More specifically we explicitly highlight the importance of migration to urban sectors in the analysis. Empirical results show that human capital in the household determines the effect of increased population density on per capita household consumption expenditure. The effect of population density is positive if the average educational attainment is high (above junior high school), while it is negative otherwise.

[Allocation of Human Capital and Innovation at the Frontier: Firm-Level Evidence on Germany and the Netherlands](#)

Bartelsman, Eric (VU University Amsterdam) ; Dobbelaere, Sabien (VU University Amsterdam) ; Peters, Bettina (ZEW Mannheim)

This paper examines how productivity effects of human capital and innovation vary at different points of the conditional productivity distribution. Our analysis draws upon two large unbalanced panels of 6,634 enterprises in Germany and 14,586 enterprises in the Netherlands over the period 2000-2008, considering 5 manufacturing and services industries that differ in the level of technological intensity. Industries in the Netherlands are characterized by a larger average proportion of high-skilled employees and industries in Germany by a more unequal distribution of human capital intensity. Except for low-technology manufacturing, average innovation performance is higher in all industries in Germany and the innovation performance distributions are more dispersed in the Netherlands. In both countries, we observe non-linearities in the productivity effects of investing in product innovation in the majority of industries. Frontier firms enjoy the highest returns to product innovation whereas the most negative returns to process innovation are observed in the best-performing enterprises of most industries. In both countries, we find that the returns to human capital increase with proximity to the technological frontier in industries with a low level of technological intensity. Strikingly, a negative complementarity effect between human capital and proximity to the technological frontier is observed in knowledge-intensive services, which is most pronounced for the Netherlands. Suggestive evidence for the latter points to a winner-takes-all interpretation of this finding.

[Education policy and intergenerational transfers in equilibrium](#)

Brant Abbott ; Giovanni Gallipoli ; Costas Meghir (Institute for Fiscal Studies and Yale University)
Gianluca Violante (Institute for Fiscal Studies and New York University)

This paper compares partial and general equilibrium effects of alternative financial aid policies intended to promote college participation. We build an overlapping generations life-cycle, heterogeneous-agent, incomplete-markets model with education, labour supply, and consumption/saving decisions. Altruistic parents make inter vivos transfers to their children. Labour supply during college, government grants and loans, as well as private loans, complement parental transfers as sources of funding for college education. We find that the current financial aid system in the U.S. improves welfare, and removing it would reduce GDP by two percentage points in the long-run. Any further relaxation of government-sponsored loan limits would have no salient effects. The short-run partial equilibrium effects of expanding tuition grants (especially their need-based component) are sizable. However, long-run general equilibrium effects are 3-4 times smaller. Every additional dollar of government grants crowds out 20-30 cents of parental transfers.

[Early Childhood Education for Children with Autism: How Teacher and Classroom Characteristics Influence Student Learning](#)

O'Donnell, Rebecca May Neal

This paper estimates the relationship between changes in academic performance for pre-school age children with Autism Spectrum Disorder and teacher education and classroom staffing using data from the Pre-Elementary Education Longitudinal Study (PEELS). Strong positive relationships between changes in children's standard scores on selected standardized math and reading tests are found when their teachers have bachelor's or master's degrees in special education, or bachelor's degrees in general education. There is also evidence of relationships between classroom structure and change in student standard scores on standardized reading and math tests for children with ASD.

[Career Choices in Academia](#)

Janger, Jürgen (Austrian Institute of Economic Research) ; Nowotny, Klaus (University of Salzburg)

Based on a unique survey, we conduct a stated choice experiment to examine the determinants of career choice in academia. Both early and later stage researchers value a balance between teaching and research, appropriate salaries, working with high-quality peers and good availability of external grants. Attractive academic jobs for early stage researchers feature in addition a combination of early independence and career (tenure) perspectives; later stage researchers favour jobs which make it easy to take up new lines of research, which pay according to a public scheme including a performance element and where research funding is provided by the university. Our findings have important implications for the structure of academic careers and for the organisational design of research universities. Furthermore, they shed light on the institutional determinants of the asymmetric mobility of highly talented scientists between the EU and the U. S.

[Role of State Agricultural Universities and Directorates of Extension Education in Agricultural Extension in India](#)

Singh, K.M. ; Meena, M.S. ; Swanson, B.E.

In India, the first SAU was established in 1960 at Pantnagar in Uttar Pradesh. The SAUs were given autonomous status and direct funding from the state governments. They were autonomous organizations with state-wide responsibility for agricultural research, education and training or extension education. The establishment of the SAUs, based on a pattern similar to that of the land-grant universities in the United States, was a landmark in reorganizing and strengthening the agricultural education system in India. These universities became the branches of research under the ICAR and became the partners of the National Agricultural Research System (NARS). The green revolution, with its impressive social and economic impact, witnessed significant contributions from the SAUs, both in terms of trained, scientific work force and the generation of new technologies. However, most of the agricultural universities in India continue to be dominated by top-down, monolithic structures that follow a limited extension mandate. None of the post-Training-and-Visit (T&V) system extension reforms could revitalize it to meet the demands of a changing agricultural context. The profusion of uncensored information through mass media and cyber sources has long-term consequences of generating public distrust and alienation from agriculture. This is attributed to the lack of a proper mechanism for verifying the accuracy and viability of the information transmitted. As in most of the developing countries, transfer of technology remained largely in the domain of the State Department of Agriculture (DOA), and SAUs are mandated to serve only a limited extension role in technology dissemination activities. The paper tries to critically review the extension activities of the SAUs and their Directorates of extension Education in India.

["The People Want the Fall of the Regime": Schooling, Political Protest, and the Economy](#) [Filipe Campante \(Harvard University\)](#)

We provide evidence that economic circumstances are a key intermediating variable for understanding the relationship between schooling and political protest. Using the World Values Survey data, we find that individuals with higher levels of schooling, but whose income outcomes fall short of that predicted by a comprehensive set of their observable characteristics, in turn display a greater propensity to engage in protest activities. We argue that this evidence is consistent with the idea that a decrease in the opportunity cost of the use of human capital in labor markets encourages its use in political activities instead, and is unlikely to be explained solely by either a pure grievance effect or by self-selection. We then show separate evidence that these forces appear to matter too at

the country level: Rising education levels coupled with macroeconomic weakness are associated with increased incumbent turnover, as well as subsequent pressures toward democratization.

[The Production and Circulation of Manuscripts and Printed Books in China Compared to Europe, ca. 581-1840](#)

Ting Xu

Literature dealing with the history of Chinese printed books and printing is voluminous. Yet studies of how knowledge in general and utilitarian forms of knowledge in particular were generated, accumulated and circulated by printed books and their relationship with the long-term socio-economic transformation of China are rare. This paper aims to open up the subject by examining long-term trends in the production of manuscripts and books and focussing on connections between the generation and dissemination of useful knowledge in China and the production and circulation of printed books over the centuries and dynasties from circa 581 to 1840 compared to Europe. It connects trends in this indicator for knowledge formation and diffusion to economic growth, urbanisation, changes in higher forms of education, the rise of literacy, the development of printing technologies, and changes in perceptions of the natural world. It concludes that human capital formation in China probably proceeded at a slower rate, which is relevant for narratives of the divergence between China and Europe.

[The Role of Parental Social Class in the Transition to Adulthood: A Sequence Analysis Approach in Italy and the United States](#)

Maria Sironi ; Nicola Barban ; Roberto Impicciatore

Compared to older cohorts, young adults in developed societies delay their transition to adulthood. Yet within cohorts, variations in timing and sequencing of events still remain. A major determinant of life course events is social class. This characteristic can influence the sequence of events in terms of socioeconomic inequalities through a different availability of opportunities for social mobility. Several studies show that in North America, a higher familial status tends to decrease the complexity of trajectories, while the opposite effect has been found in Southern Europe. This research examines the sequence of transitions, highlighting in a comparative perspective how life trajectories are influenced by parental social class in the United States and Italy. The main result of the analysis is that the effect of parental background is different across countries. In the United States, we find that a high status favors not only a higher education and an early entry in the labor market, but also a higher heterogeneity of states and the occurrence of new behaviors like single living and cohabitation. In Italy, the effect of social class is gender-specific. Among men, a higher social class tends to delay transitions more than lead towards modern behaviors. Among women, a higher social class either tends to facilitate the experience of a more modern and independent transition, or it generates a higher probability of postponing exit from the parental home, and then family formation, among those who completed their education and found a job.

[MIT Graduate Networks: the early years](#)

Pedro Garcia Duarte

After World War II economists acquired increasing importance in the American society in general. Moreover, the production of economics PhDs in the United States increased substantially and became a less concentrated industry. This period witnessed also the reformulation of the graduate education in economics in the US, informed by the several changes that were occurring in

economics: its mathematization, the neoclassicism, the advancement of econometrics, the “Keynesian revolution”, and the ultimate Americanization of economics. The centrality that the MIT graduate program acquired in the postwar period makes it an important case study of the transformation of American economics more generally. Therefore, my aim here is to scrutinize the formative years of the PhD program, mostly the 1940s and 1950s.

[Education policy and intergenerational transfers in equilibrium](#)

Brant Abbott ; Giovanni Gallipoli ; Costas Meghir (Institute for Fiscal Studies and Yale University)

Gianluca Violante (Institute for Fiscal Studies and New York University)

This paper compares partial and general equilibrium effects of alternative financial aid policies intended to promote college participation. We build an overlapping generations life-cycle, heterogeneous-agent, incomplete-markets model with education, labour supply, and consumption/saving decisions. Altruistic parents make inter vivos transfers to their children. Labour supply during college, government grants and loans, as well as private loans, complement parental transfers as sources of funding for college education. We find that the current financial aid system in the U.S. improves welfare, and removing it would reduce GDP by two percentage points in the long-run. Any further relaxation of government-sponsored loan limits would have no salient effects. The short-run partial equilibrium effects of expanding tuition grants (especially their need-based component) are sizable. However, long-run general equilibrium effects are 3-4 times smaller. Every additional dollar of government grants crowds out 20-30 cents of parental transfers.

[Early Childhood Education for Children with Autism: How Teacher and Classroom Characteristics Influence Student Learning](#)

O'Donnell, Rebecca May Neal

This paper estimates the relationship between changes in academic performance for pre-school age children with Autism Spectrum Disorder and teacher education and classroom staffing using data from the Pre-Elementary Education Longitudinal Study (PEELS). Strong positive relationships between changes in children’s standard scores on selected standardized math and reading tests are found when their teachers have bachelor’s or master’s degrees in special education, or bachelor’s degrees in general education. There is also evidence of relationships between classroom structure and change in student standard scores on standardized reading and math tests for children with ASD.

[Career Choices in Academia](#)

Janger, Jürgen (Austrian Institute of Economic Research) ; Nowotny, Klaus (University of Salzburg)

Based on a unique survey, we conduct a stated choice experiment to examine the determinants of career choice in academia. Both early and later stage researchers value a balance between teaching and research, appropriate salaries, working with high-quality peers and good availability of external grants. Attractive academic jobs for early stage researchers feature in addition a combination of early independence and career (tenure) perspectives; later stage researchers favour jobs which make it easy to take up new lines of research, which pay according to a public scheme including a performance element and where research funding is provided by the university. Our findings have important implications for the structure of academic careers and for the organisational design of research universities. Furthermore, they shed light on the institutional determinants of the asymmetric mobility of highly talented scientists between the EU and the U. S.

[Role of State Agricultural Universities and Directorates of Extension Education in Agricultural Extension in India](#)

Singh, K.M. ; Meena, M.S. ; Swanson, B.E.

In India, the first SAU was established in 1960 at Pantnagar in Uttar Pradesh. The SAUs were given autonomous status and direct funding from the state governments. They were autonomous organizations with state-wide responsibility for agricultural research, education and training or extension education. The establishment of the SAUs, based on a pattern similar to that of the land-grant universities in the United States, was a landmark in reorganizing and strengthening the agricultural education system in India. These universities became the branches of research under the ICAR and became the partners of the National Agricultural Research System (NARS). The green revolution, with its impressive social and economic impact, witnessed significant contributions from the SAUs, both in terms of trained, scientific work force and the generation of new technologies. However, most of the agricultural universities in India continue to be dominated by top-down, monolithic structures that follow a limited extension mandate. None of the post-Training-and-Visit (T&V) system extension reforms could revitalize it to meet the demands of a changing agricultural context. The profusion of uncensored information through mass media and cyber sources has long-term consequences of generating public distrust and alienation from agriculture. This is attributed to the lack of a proper mechanism for verifying the accuracy and viability of the information transmitted. As in most of the developing countries, transfer of technology remained largely in the domain of the State Department of Agriculture (DOA), and SAUs are mandated to serve only a limited extension role in technology dissemination activities. The paper tries to critically review the extension activities of the SAUs and their Directorates of extension Education in India.

["The People Want the Fall of the Regime": Schooling, Political Protest, and the Economy](#)

Filipe Campante (Harvard University)

We provide evidence that economic circumstances are a key intermediating variable for understanding the relationship between schooling and political protest. Using the World Values Survey data, we find that individuals with higher levels of schooling, but whose income outcomes fall short of that predicted by a comprehensive set of their observable characteristics, in turn display a greater propensity to engage in protest activities. We argue that this evidence is consistent with the idea that a decrease in the opportunity cost of the use of human capital in labor markets encourages its use in political activities instead, and is unlikely to be explained solely by either a pure grievance effect or by self-selection. We then show separate evidence that these forces appear to matter too at the country level: Rising education levels coupled with macroeconomic weakness are associated with increased incumbent turnover, as well as subsequent pressures toward democratization.

[The Production and Circulation of Manuscripts and Printed Books in China Compared to Europe, ca. 581-1840](#)

Ting Xu

Literature dealing with the history of Chinese printed books and printing is voluminous. Yet studies of how knowledge in general and utilitarian forms of knowledge in particular were generated, accumulated and circulated by printed books and their relationship with the long-term socio-economic transformation of China are rare. This paper aims to open up the subject by examining long-term trends in the production of manuscripts and books and focussing on connections between the generation and dissemination of useful knowledge in China and the production and circulation of

printed books over the centuries and dynasties from circa 581 to 1840 compared to Europe. It connects trends in this indicator for knowledge formation and diffusion to economic growth, urbanisation, changes in higher forms of education, the rise of literacy, the development of printing technologies, and changes in perceptions of the natural world. It concludes that human capital formation in China probably proceeded at a slower rate, which is relevant for narratives of the divergence between China and Europe.

[The Role of Parental Social Class in the Transition to Adulthood: A Sequence Analysis Approach in Italy and the United States](#)

Maria Sironi ; Nicola Barban ; Roberto Impicciatore

Compared to older cohorts, young adults in developed societies delay their transition to adulthood. Yet within cohorts, variations in timing and sequencing of events still remain. A major determinant of life course events is social class. This characteristic can influence the sequence of events in terms of socioeconomic inequalities through a different availability of opportunities for social mobility. Several studies show that in North America, a higher familial status tends to decrease the complexity of trajectories, while the opposite effect has been found in Southern Europe. This research examines the sequence of transitions, highlighting in a comparative perspective how life trajectories are influenced by parental social class in the United States and Italy. The main result of the analysis is that the effect of parental background is different across countries. In the United States, we find that a high status favors not only a higher education and an early entry in the labor market, but also a higher heterogeneity of states and the occurrence of new behaviors like single living and cohabitation. In Italy, the effect of social class is gender-specific. Among men, a higher social class tends to delay transitions more than lead towards modern behaviors. Among women, a higher social class either tends to facilitate the experience of a more modern and independent transition, or it generates a higher probability of postponing exit from the parental home, and then family formation, among those who completed their education and found a job.

[MIT Graduate Networks: the early years](#)

Pedro Garcia Duarte

After World War II economists acquired increasing importance in the American society in general. Moreover, the production of economics PhDs in the United States increased substantially and became a less concentrated industry. This period witnessed also the reformulation of the graduate education in economics in the US, informed by the several changes that were occurring in economics: its mathematization, the neoclassicism, the advancement of econometrics, the “Keynesian revolution”, and the ultimate Americanization of economics. The centrality that the MIT graduate program acquired in the postwar period makes it an important case study of the transformation of American economics more generally. Therefore, my aim here is to scrutinize the formative years of the PhD program, mostly the 1940s and 1950s.

[Educational Achievement and the Allocation of School Resources](#)

Cobb-Clark, Deborah A. (University of Melbourne) ; Jha, Nikhil (University of Melbourne)

The school resources – educational outcomes debate has focused almost exclusively on spending levels. We extend this by analysing the relationship between student achievement and schools' budget allocation decisions using panel data. Per-pupil expenditure has only a modest relationship with improvement in students' standardised test scores. However, budget allocation across spending

categories matters for student achievement, particularly in grade 7. Ancillary teaching staff seems especially important in primary- and middle-school years. Spending on school leadership – primarily principals – is also linked to faster growth in literacy levels in these grades. On the whole, schools' spending patterns are broadly efficient.

[Gender differences in educational aspirations and attitudes](#)

Rampino, Tina ; Taylor, Mark P.

We use data from the youth component of the British Household Panel Survey to examine gender differences in educational attitudes and aspirations among 11-15 year olds. While girls have more positive aspirations and attitudes than boys, the impacts of gender on childrens attitudes and aspirations vary significantly with parental education level, parental attitudes to education, childs age and the indirect cost of education. Boys are more responsive than girls to positive parental characteristics, while educational attitudes and aspirations of boys deteriorate at a younger age than those of girls. These findings have implications for policies designed to reduce educational attainment differences between boys and girls as they identify factors which exacerbate the educational disadvantage of boys relative to girls.

[Cash Transfers and Child Schooling: Evidence from a Randomized Evaluation of the Role of Conditionality](#)

Richard Akresh (University of Illinois at Urbana-Champaign) ; Damien de Walque (The World Bank, Washington DC) ; Harounan Kazianga (Oklahoma State University)

We conduct a randomized experiment in rural Burkina Faso to estimate the impact of alternative cash transfer delivery mechanisms on education. The two-year pilot program randomly distributed cash transfers that were either conditional (CCT) or unconditional (UCT). Families under the CCT schemes were required to have their children ages 7-15 enrolled in school and attend classes regularly. There were no such requirements under the unconditional programs. Results indicate that UCTs and CCTs have a similar impact increasing the enrollment of children who are traditionally favored by parents for school participation, including boys, older children, and higher ability children. However, CCTs are significantly more effective than UCTs in improving the enrollment of "marginal children" who are initially less likely to go to school, such as girls, younger children, and lower ability children. Thus, conditionality plays a critical role in benefiting children who are less likely to receive investments from their parents.

[Financial incentives and educational investment: the impact of performance-based scholarships on student time use](#)

Lisa Barrow ; Cecilia Elena Rouse

Using survey data from a field experiment in the U.S., we test whether and how financial incentives change student behavior. We find that providing post-secondary scholarships with incentives to meet performance, enrollment, and/or attendance benchmarks induced students to devote more time to educational activities and to increase the quality of effort toward, and engagement with, their studies; students also allocated less time to other activities such as work and leisure. While the incentives did not generate impacts after eligibility had ended, they also did not decrease students' inherent interest or enjoyment in learning. Finally, we present evidence suggesting that students were motivated more by the incentives provided than simply the effect of giving additional money, and that students who were arguably less time-constrained were more responsive to the incentives

as were those who were plausibly more myopic. Overall the se results indicate that well-designed incentives can induce post-secondary students to increase investments in educational attainment.

[Consumption expenditures in economic impact studies: an application to university students](#)

Kristinn Hermannsson (Department of Economics, University of Strathclyde) ; Peter G McGregor (Department of Economics, University of Strathclyde) ; J Kim Swales (Department of Economics, University of Strathclyde)

This paper examines how appropriately to attribute economic impact to consumption expenditures. Consumption expenditures are often treated as either wholly endogenous or wholly exogenous, following a distinction from Input-Output analysis. For many applications, such as those focusing on the impacts of tourism or benefits systems, such binomial assumptions are not satisfactory. We argue that consumption is neither wholly endogenous nor wholly exogenous but that the degree of this distinction is rather an empirical matter. We set out a general model for the treatment of consumption expenditures and illustrate its application through the case of university students. We examine individual student groups and how the impacts of students at particular institutions. Furthermore we take into account the binding budget constraint of public expenditures (as is the case for devolved regions in the UK) and examine how this affects the impact attributed to students' consumption expenditures.

[Assessing education's contribution to productivity using firm-level evidence](#)

Lara LEBEDINSKI (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES)) ; Vincent VANDENBERGHE (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES))

There is plenty of individual-level evidence, based on the estimation of Mincerian equations, showing that better-educated individuals earn more. This is usually interpreted as a proof that education raises labour productivity. Some macroeconomists, analysing cross-country time series, also support the idea that the continuous expansion of education has contributed positively to growth. Surprisingly, most economists with an interest in human capital have neglected the level of the firm to study the education-productivity-wage nexus. And the few published works considering firm-level evidence are lacking a proper strategy to cope with the endogeneity problem inherent to the estimation of production and wage functions. This paper taps into a rich, firm-level, Belgian panel database that contains information on productivity, labour cost and the workforce's educational attainment. It aims at providing estimates of the causal effect of education on productivity and wage/labour costs. Therefore, it exclusively resorts to within firm changes to deal with time-invariant heterogeneity bias. What is more, it addresses the risk of simultaneity bias (endogeneity of firms' education-mix choices in the short run) using the structural approach suggested by Akerberg, Caves & Frazer (2006), alongside more traditional system-generalized method of moments (GMM) methods (Blundell & Bond, 1998) where lagged values of labour inputs are used as instruments. Results suggest that human capital, in particular larger shares of university-educated workers inside firms, translate into significantly higher firm-level labour productivity, and that labour costs are relatively well aligned on education-driven labour productivity differences. In other words, we find evidence that the Mincerian relationship between education and individual wages is driven by a strong positive link between education and firm-level productivity.

[Third Generation University Strategic Planning Model Development](#)

Skribans, Valerijs ; Lektauers, Arnis ; Merkurjev, Yuri

The paper discusses implementation of a research that is aimed at development of a simulation model which would allow analyzing different development strategies of the third generation university. Small countries' universities have limits of growth. The problem can be solved with a new approach to university role. The third generation defines university as innovation generation, transfer and implementation center, while maintaining the traditional university functions. The 3G university activities change number of innovative companies in the country. With growth of the number of innovative companies, potential researches and innovation customers' amount grow. With time the amount of conducted research and developed innovative products growth. Innovative products and technologies is the basis of university competitiveness in the 21st century. Universities must develop, accumulate, implement and get benefits from innovative products and technologies.

[The Implications of Educational and Methodological Background for The Career Success of Nobel Laureates: Looking at Major Awards](#)

Ho Fai Chan ; Benno Torgler

Nobel laureates have achieved the highest recognition in academia, reaching the boundaries of human knowledge and understanding. Owing to past research, we have a good understanding of the career patterns behind their performance. Yet, we have only limited understanding of the factors driving their recognition with respect to major institutionalized scientific honours. We therefore look at the award life cycle achievements of the 1901 to 2000 Nobel laureates in physics, chemistry and physiology or medicine. The results show that Nobelists with a theoretical orientation are achieving more awards than laureates with an empirical orientation. Moreover, it seems their educational background shapes their future recognition. Researchers educated in Great Britain and the US tend to generate more awards than other Nobelists although there are career pattern differences. Among those, laureates educated at Cambridge or Harvard are more successful in Chemistry, those from Columbia and Cambridge excel in Physics, while Columbia educated laureates dominate in Physiology or Medicine.

[Intelligence and safe and healthy behavior in a small sample of students](#)

Jan S. Cramer ; S.M. Hoogendoorn (University of Amsterdam)

There is ample evidence in the epidemiological literature that intelligence (like education and affluence) is related with reduced mortality rates and a longer life. This may be the direct result of safer and healthier behavior of more intelligent people. We have tried to test this hypothesis by a survey among students of the Amsterdam College of Applied Sciences (Hogeschool van Amsterdam) of whom intelligence had been recorded earlier. We find no convincing evidence in support of this hypothesis, in part because of the small sample size of 131 students.

[Explaining entrepreneurial orientation among university students: evidence from Italy](#)

A. Arrighetti ; F. Landini ; L. Caricati ; N. Monacelli

This paper presents one of the first studies on the entrepreneurial orientation of Italian university students. For a large sample of students from the University of Parma (Italy), we estimate the sources of entrepreneurial intent, distinguishing between the propensity to start a new business and the perceived likelihood of becoming an entrepreneur. In line with previous research in other countries, entrepreneurial intent is explained by a wide set of variables, including psychological, social and contextual factors. For Italian university students, the current economic crisis and the

consequent increase in uncertainty do not seem to significantly weaken the importance of psychological variables as factors shaping entrepreneurial intent, confirming that these variables maintain primary relevance regardless of the context and the economic situation. While the perception of a lack of economic opportunities does not significantly affect the propensity to start a new venture, it does have a negative impact on the perceived likelihood of becoming an entrepreneur. This, in turn, suggests that the ongoing economic recession may indeed have a negative impact on the future entrepreneurial supply through a discouragement effect. Finally, the impact of family and business associations on stimulating entrepreneurial intent turns out not to be statistically significant. The combination of these results significantly contributes to our general understanding of entrepreneurial intent among Italian university students.

[Student Loans and the Allocation of Graduate Jobs](#)

Alessandro Cigno (University of Florence, Italy; CESifo, Germany; CHILD, Italy) ; Annalisa Luporini (University of Florence, Italy; CESifo, Germany; CHILD, Italy)

In an economy where graduate jobs are allocated by tournament, and some of the potential participants cannot borrow against their expected future earnings, the government can increase efficiency and ex ante equity by redistributing wealth or, if that is not possible, by borrowing wholesale and lending to potential participants. Both policies replace some of the less able rich with some of the more able poor and bring education investments closer to their first-best levels.

[Gender Differences in Occupational Mobility – Evidence from Portugal](#)

Crespo, Nuno ; Simoes, Nadia ; Moreira, Sandrina B.

In this paper we evaluate if gender influences the pattern of upward and downward occupational mobility. With data for Portugal in the period 1998-2009, we find that women have a lower probability of upward mobility and a higher probability of downward mobility. The results also reveal the importance of some other determinant factors, especially education and initial occupation. Additionally, considering an analysis by quartiles (taking as reference a ranking based on average wages), we confirm that the determinants of occupational mobility depend on the ranking of the initial occupation. This analysis allows us to conclude that the unfavorable pattern of occupational mobility in the case of women is due, essentially, to the disadvantage they have at the bottom of the distribution. On the contrary, in the top occupations, the results suggest the existence of equality between genders.

[Geographic Differences in the Earnings of Economics Majors](#)

John V. Winters (Oklahoma State University) ; Weineng Xu (Department of Finance, University of Arkansas)

Economics has been shown to be a relatively high earning college major, but geographic differences in earnings have been largely overlooked. This paper uses the American Community Survey to examine geographic differences in both absolute earnings and relative earnings for economic majors. We find that there are substantial geographic differences in both the absolute and relative earnings of economics majors even controlling for individual characteristics such as age and advanced degrees. We argue that mean earnings in specific labor markets are a better measure of the benefits of majoring in economics than simply looking at national averages.

[The Causal Relationship between Economic Policy Uncertainty and Stock Returns in China and India: Evidence from a Bootstrap Rolling-Window Approach](#)

Xiao-lin Li (Department of Finance, School of Economics and Management, Wuhan University, Wuhan, China) ; Mehmet Balcilar (Department of Economics, Eastern Mediterranean University, Famagusta, North Cyprus, via Mersin 10, Turkey) ; Rangan Gupta (Department of Economics, University of Pretoria) ; Tsangyao Chang (Department of Finance, Feng Chia University, Taichung, Taiwan)

This paper examines the causal link between economic policy uncertainty and stock returns in China and India, using bootstrap Granger full-sample causality test and sub-sample rolling window estimation. We use monthly data covering from 1995:02 to 2013:02 for China and 2003:02-2013:02 for India. The bootstrap full-sample Granger causality test suggests no evidence of any causality between economic policy uncertainty and stock returns for the two countries. However, taking structural changes into account, we assess stability of parameters of the estimated vector autoregressive (VAR) models. We find both the short-run and long-run relationships between economic policy uncertainty and stock return estimated using full-sample data are unstable over the sample period. This suggests that full-sample causality tests cannot be relied upon. We turn to propose a time-varying (bootstrap) rolling window approach to revisit the dynamic causal relationship between the two variables. Using a rolling window of 24 months, we do find that there are bidirectional causal relationships between stock returns and EPU for several sub-periods in China and India. However, the association between EPU and stock returns is, in general, weak in these two emerging countries. These findings have important implications for policy makers as well as investors.

[Human Capital and Genetic Diversity](#)

Sequeira, Tiago ; Santos, Marcelo ; Ferreira-Lopes, Alexandra

The determinants of human capital have been studied sparsely in the literature. Although there is a huge literature on the determinants of schooling linked with the quality of schooling, there are not many contributions that explore the deep determinants of investment in, quantity and quality of human capital. This paper investigates the relationship between human capital and the ancestral genetic diversity of populations. It highlights a strong hump-shaped relationship between genetic diversity and human capital. This means that some of the human capital achievements nowadays may root to the genetic diversity mostly determined many centuries ago. Results are robust to the introduction of several controls, to a consideration of a proxy for human capital in 1500 and to IV estimation.

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- Multicultural Curriculum Development in Online Classes: Practices From Washington State Community Colleges
Warren J. Brown
- First-Year Course Requirements and Retention for Community Colleges
Teresa Mayo
- Dual Enrollment Variables and College Student Persistence
Mark M. D'Amico, Grant B. Morgan, Shun Robertson & Hope E. Rivers
- Undergraduate Performance of Advanced Level and Associate Degree Students: A Comparative Analysis
Kieran Winnifred St. Rose
- Who Places into Developmental Education and Why
Joshua Pretlow III & Heather D. Wathington
- Environmental Sustainability Practices in Publicly Supported Two-Year Colleges in the Southern United States
Michael J. Posey & Ann H. Webster

[Comparative Education, Vol. 49, No. 3, 01 Aug 2013](#)

Special Issue: The Significance of Space, Place and Scale in the Study of Education

- The geography of education and comparative education
Colin Brock
- Devolution and geographies of education: the use of the Millennium Cohort Study for 'home international' comparisons across the UK
Chris Taylor, Gareth Rees & Rhys Davies
- Distance, education and inequality
Chris Hamnett & Tim Butler
- (De)valuing higher education: educated youth, generational differences and a changing educational landscape in Kathmandu, Nepal
Andrea Kölbel

- Policy space and the governance of education: transnational influences on institutions and identities in the Netherlands and the UK
Nafsika Alexiadou & Sylvia van de Bunt-Kokhuis
- Geographies of social exclusion: education access in the Philippines
Lorraine Pe Symaco
- Education hubs: international, regional and local dimensions of scale and scope
Jane Knight
- Revisiting scale, comparative research and education in small states
Colin Brock & Michael Crossley

[Compare: A Journal of Comparative and International Education, Vol. 43, No. 5, 01 Sep 2013](#)

Special Issue: Education, Mobilities and Migration: People, Ideas and Resources

- ‘We’re not going to suffer like this in the mud’: educational aspirations, social mobility and independent child migration among populations living in poverty
Jo Boyden
- Does mobility have to mean being hard to reach? Mobile pastoralists and education’s ‘terms of inclusion’
Caroline Dyer
- Combining identity and integration: comparative analysis of schools for two minority groups in Ukraine
Volodymyr Kulyk
- The contribution of the diaspora to the reconstruction of education in South Sudan: the challenge of being involved from a distance
Josje van der Linden, Marit Blaak & Florence Aate Andrew
- Negotiating differences: cosmopolitan experiences of international doctoral students
Başak Bilecen
- ‘Selective cosmopolitans’: tutors’ and students’ experience of offshore higher education in Dubai
Laila Kadiwal & Irfan A. Rind

[Education and Urban Society, July 2013; Vol. 45, No. 5](#)

Special Issue: School Resegregation

- Segregation 2.0: The New Generation of School Segregation in the 21st Century
Dana N. Thompson Dorsey

- The Role of Residential Segregation in Contemporary School Segregation
Erica Frankenberg
- The Life and Death of Desegregation Policy in Wake County Public School System and Charlotte-Mecklenburg Schools
Sheneka M. Williams and Eric A. Houck
- Segregation in Charter Schools: The Important Role of University-Based Authorizers
Suzanne E. Eckes and Jonathan A. Plucker
- Nearly 50 Years Post-Jim Crow: Persisting and Expansive School Segregation for African American, Latina/o, and ELL Students in Texas
Julian Vasquez Heilig and Jennifer Jellison Holme

[Education Economics, Vol. 21, No. 4, 01 Sep 2013](#)

- Disadvantaged students in the early grades: will smaller classes help them?
Jon Marius Vaag Iversen & Hans Bonesrønning
- Does offering more science at school increase the supply of scientists?
Stijn Broecke
- Gender gaps in mathematics, science and reading achievements in Muslim countries: a quantile regression approach
M. Najeeb Shafiq
- The efficiency of public schools: the case of Kuwait
Nadeem A. Burney, Jill Johnes, Mohammed Al-Enezi & Marwa Al-Musallam
- An economic analysis of instructional language
Donald Lien & Yaqin Wang
- Private education provision and public finance: the Netherlands
Harry Anthony Patrinos
- The interaction of publications and appointments: new evidence on academic economists in Germany
Klaus Beckmann & Andrea Schneider

[Education Economics, Vol. 21, No. 5, 01 Dec 2013](#)

- Measuring foundation school effectiveness using English administrative data, survey data and a regression discontinuity design
Rebecca Allen
- Are immigrants and girls graded worse? Results of a matching approach

David Kiss

- Contract teachers in India
Sangeeta Goyal & Priyanka Pandey
- Are the educational credentials of immigrant and native-born workers perfect substitutes in Canadian labour markets? A production function analysis
Ather H. Akbari & Yigit Aydede
- Head Start, 4 years after completing the program
Young-Joo Kim
- The efficiency of Italian secondary schools and the potential role of competition: a data envelopment analysis using OECD-PISA2006 data
Tommaso Agasisti

[Educational and Psychological Measurement, October 2013; Vol. 73, No. 5](#)

- False Positives in Multiple Regression: Unanticipated Consequences of Measurement Error in the Predictor Variables
Benjamin R. Shear and Bruno D. Zumbo
- Effect of Observation Mode on Measures of Secondary Mathematics Teaching
Jodi M. Casabianca, Daniel F. McCaffrey, Drew H. Gitomer, Courtney A. Bell, Bridget K. Hamre, and Robert C. Pianta
- Optimal Design in Three-Level Block Randomized Designs With Two Levels of Nesting: An ANOVA Framework With Random Effects
Spyros Konstantopoulos
- Coping as Part of Motivational Resilience in School: A Multidimensional Measure of Families, Allocations, and Profiles of Academic Coping
Ellen Skinner, Jennifer Pitzer, and Joel Steele
- Examining Differential Math Performance by Gender and Opportunity to Learn
Anthony D. Albano and Michael C. Rodriguez
- A Comparison of Exposure Control Procedures in CATs Using the 3PL Model
Audrey J. Leroux, Myriam Lopez, Ian Hembry, and Barbara G. Dodd
- Effectiveness of Combining Statistical Tests and Effect Sizes When Using Logistic Discriminant Function Regression to Detect Differential Item Functioning for Polytomous Items
Juana Gómez-Benito, M^a Dolores Hidalgo, and Bruno D. Zumbo

- Studying Differential Item Functioning via Latent Variable Modeling: A Note on a Multiple-Testing Procedure
Tenko Raykov, George A. Marcoulides, Chun-Lung Lee, and Chi Chang

[Educational Evaluation and Policy Analysis, September 2013; Vol. 35, No. 3](#)

- "Academic Redshirting" in Kindergarten: Prevalence, Patterns, and Implications
Daphna Bassok and Sean F. Reardon
- The Impact of a Classroom-Based Guidance Program on Student Performance in Community College Math Classes
Kristin F. Butcher and Mary G. Visher
- Seniority Provisions in Collective Bargaining Agreements and the "Teacher Quality Gap"
Lora Cohen-Vogel, Li Feng, and La'Tara Osborne-Lampkin
- Shaping Professional Development to Promote the Diffusion of Instructional Expertise Among Teachers
Min Sun, William R. Penuel, Kenneth A. Frank, H. Alix Gallagher, and Peter Youngs
- Considerations for Designing Group Randomized Trials of Professional Development With Teacher Knowledge Outcomes
Ben Kelcey and Geoffrey Phelps

[Educational Management Administration & Leadership, September 2013; Vol. 41, No. 5](#)

Special Section on Distributed Leadership

- Distributed Leadership: Friend or Foe?
Alma Harris
- Distributed Leadership: A Study in Knowledge Production
Helen Gunter, Dave Hall, and Joanna Bragg
- Distributed Leadership: The Uses and Abuses of Power
Jacky Lumby
- How Far Is Leadership Distributed in Extended Services Provision?
Kay Fuller, Sarah Parsons, Natasha MacNab, and Hywel Thomas
- Leadership in Disadvantaged Primary Schools: Two Narratives of Contrasting Schools
Marietjie Oswald and Petra Engelbrecht
- Transformational Leadership and Globalization: Attitudes of School Principals in Kuwait
Farraj Alsaedi and Trevor Male

- Local Solutions for National Challenges? Exploring Local Solutions Through the Case of a National Succession Planning Strategy
Mike Collins
- Professors as Academic Leaders: The Perspectives of 'the Led'
Linda Evans, Matthew Homer, and Stephen Rayner

[Educational Policy, September 2013; Vol. 27, No. 5](#)

- Toward an Ideal Democracy: The Impact of Standardization Policies on the American Indian/Alaska Native Community and Language Revitalization Efforts
Erik Cohen and Ann Allen
- Home Language Survey Practices in the Initial Identification of English Learners in the United States
Alison L. Bailey and Kimberly R. Kelly
- Educating (More and More) Students Experiencing Homelessness: An Analysis of Recession-Era Policy and Practice
Peter M. Miller

[Educational Review, Vol. 65, No. 3, 01 Aug 2013](#)

- International education in a post-Enlightenment world
Nicholas Tate
- Challenged school – challenged society: stacking the odds against the poor
Carl Parsons
- Educational stress among Chinese adolescents: individual, family, school and peer influences
Jiandong Sun, Michael P. Dunne, Xiang-yu Hou & Ai-qiang Xu
- Exploring the role of the family in the construction of young people's health discourses and dispositions
Thomas Quarmby
- Are China and the ASEAN ready for a Bologna Process? – Factors affecting the establishment of the China-ASEAN higher education area
Qian Zeng, John Adams & Andy Gibbs
- The madrasah concept of Islamic pedagogy
A'ishah Ahmad Sabki & Glenn Hardaker
- Influences, values and career aspirations of future professionals in education: a gender perspective
M. Teresa Padilla-Carmona & Inmaculada Martínez-García

- Discrimination in an unequal world
Nado Aveling
- Staff–student partnerships in higher education
Catherine Bovill
- Educating the gendered citizen: sociological engagements with national and global agendas
Wayne Martino

[Educational Psychologist, Vol. 48, No. 3, 01 Jul 2013](#)

- The Social Brain, Language, and Goal-Directed Collective Thinking: A Social Conception of Cognition and Its Implications for Understanding How We Think, Teach, and Learn
Neil Mercer
- Do Learners Really Know Best? Urban Legends in Education
Paul A. Kirschner & Jeroen J.G. van Merriënboer
- Toward a Model of Transfer as Sense-Making
Timothy J. Nokes-Malach & Jose P. Mestre

[Educational Studies, Vol. 49, No. 4, 01 Jul 2013](#)

- AMERICAN EDUCATIONAL STUDIES ASSOCIATION, 2012 KNELLER LECTURE
Educational Theory and Practice at the Fin de Siècle: From Pre-School to After-School
James M. Giarelli
- Changing the Subject: Neoliberalism and Accountability in Public Education
John Ambrosio
- Navigating the Path to College: Latino Students' Social Networks and Access to College
Aliah Carolan-Silva & J. Roberto Reyes

[European Journal of Education, Volume 48, Issue 3, September 2013](#)

Special Issue: Problematising the Issue of Early School Leaving in the European Context

- The Impact of Institutional Context, Education and Labour Market Policies on Early School Leaving: a comparative analysis of EU countries
Kristof De Witte, Ides Nicaise, Jeroen Lavrijsen, Georges Van Landeghem, Carl Lamote and Jan Van Damme
- Developing a Framework and Agenda for Students' Voices in the School System across Europe: from diametric to concentric relational spaces for early school leaving prevention
Paul Downes

- Is There Anything Specific about Early School Leaving in Southeast Europe? A Review of Research and Policy
Ivana Jugović and Karin Doolan
- Some Aspects of Early School Leaving in Sweden, Denmark, Norway and Finland
Margareta Cederberg and Nanny Hartsmar
- Early School Leavers and Social Disadvantage in Spain: from books to bricks and vice-versa
Claudia Vallejo and Melinda Dooly
- Problematizing Early School Leaving
Alistair Ross and Carole Leathwood
- Inclusive Pedagogy in Light of Social Justice. Special Educational Rights and Inclusive Classrooms: on whose terms? A Field Study in Stockholm Suburbs
Nilani Ljunggren De Silva
- Further Education of Higher Education Graduates — the More, the Better?
Susanne Strauss and Kathrin Leuze
- Why is it Difficult to Grasp the Impacts of the Portuguese Quality Assurance System?
Amélia Veiga, Maria João Rosa, Diana Dias and Alberto Amaral

[European Journal of Teacher Education, Vol. 36, No. 3, 01 Aug 2013](#)

- Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies
Marieke Pillen, Douwe Beijaard & Perry den Brok
- Teacher educators' perspectives on the implementation of beginning teacher standards for physical education in Ireland: developing and regulating the profession?
Déirdre Ní Chróinín, Mary O'Sullivan & Roland Tormey
- Evaluation of reflective practice in teacher education
Esther Belvis, Pilar Pineda, Carme Armengol & Victoria Moreno
- Student teachers' perceptions of reading and the teaching of reading: the implications for teacher education
Margaret Perkins
- Dancing in the ditches: reflecting on the capacity of a university/school partnership to clarify the role of a teacher educator
Ruth Reynolds, Kate Ferguson-Patrick & Ann McCormack

- Organisational self-evaluation and teacher education for community relations in a transforming society?
Ron Smith & Alan McCully
- The development of community competence in the teacher education curriculum
Marjolein Dobber, Inne Vandyck, Sanne Akkerman, Rick de Graaff, Jos Beishuizen, Albert Pilot, Nico Verloop & Jan Vermunt
- The genesis of mentors' professional and personal knowledge about teaching: perspectives from the Republic of Ireland
Marie Clarke, Maureen Killeavy & Anne Moloney

[European Sociological Review, Vol. 29, No. 4, August 2013](#)

- Socio-economic and Ethnic Inequalities in Social Capital from the Family among Labour Market Entrants
Pieter-Paul Verhaeghe, Yaojun Li, and Bart Van de Putte
- Economic Vulnerability and Severity of Debt Problems: An Analysis of the Irish EU-SILC 2008
Helen Russell, Christopher T. Whelan, and Bertrand Maître
- Cognitive Skills Matter: The Employment Disadvantage of Low-Educated Workers in Comparative Perspective
Aurélien Abrassart
- The Influence of Educational Field, Occupation, and Occupational Sex Segregation on Fertility in the Netherlands
Katia Begall and Melinda C. Mills
- Time and Process: An Operational Framework for Processual Analysis
Claire Bidart, María Eugenia Longo, and Ariel Mendez
- The Gap Between Mothers' Work–Family Orientations and Employment Trajectories in 18 OECD Countries
Alexander L. Janus
- The Acceptance of the Multicultural Society Among Young People. A Comparative Analysis of the Effect of Market-Driven Versus Publicly Regulated Educational Systems
Mark Elchardus, Eva Franck, Saskia De Groof, and Dimokritos Kavadias
- Housework Task Hierarchies in 32 Countries
Tsui-o Tai and Judith Treas
- Social Position, Work Stress, and Retirement Intentions: A Study with Older Employees from 11 European Countries

Morten Wahrendorf, Nico Dragano, and Johannes Siegrist

- Positive or Negative Policy Feedbacks? Explaining Popular Attitudes Towards Pragmatic Pension Policy Reforms
Juan J. Fernández and Antonio M. Jaime-Castillo
- Family Structure, Female Employment, and National Income Inequality: A Cross-National Study of 16 Western Countries
Christopher Kollmeyer
- The Generational Contract in the Family: An Analysis of Transfer Regimes in Europe
Marco Albertini and Martin Kohli
- Occupations and British Wage Inequality, 1970s–2000s
Mark Williams
- Intergenerational Continuity in School Performance: Do Grandparents Matter?
Bitte Modin, Robert Erikson, and Denny Vågerö
- Are There Catholic School Effects in Ontario, Canada?
Scott Davies

[Gender and Education, Vol. 25, No. 5, 01 Aug 2013](#)

- More male primary-school teachers? Social benefits for boys and girls
Kevin McGrath & Mark Sinclair
- Will the 'good' [working] mother please stand up? Professional and maternal concerns about education, care and love
Jools Page
- Knowledge of love: narratives of romance told by 12-year-old children
Marit Haldar
- School performance and gender differences in suicidal behaviour – a 30-year follow-up of a Stockholm cohort born in 1953
Yerko Rojas
- Teaching Christine de Pizan in Turkey
Sandrine Berges
- Bristol Palin: the pedagogical media spectacle of a sexual abstinence ambassador
Thuy DaoJensen
- Women and higher education: perspectives of middle-class, mother–daughter dyads
Linda Cooper

- Reframing the field of gender and nursing education
Kari Nyheim Solbrække, Betty-Ann Solvoll & Kristin M. Heggen

[Higher Education Quarterly, Volume 67, Issue 3, July 2013](#)

Special Issue: Governance Revisited

- University Governance, Leadership and Management in a Decade of Diversification and Uncertainty
Michael Shattock
- Reconciling Flexible Staffing Models with Inclusive Governance and Management
Celia Whitchurch and George Gordon
- Re-inventing Shared Governance: Implications for Organisational Culture and Institutional Leadership
Bjørn Stensaker and Agnete Vabø
- Changing Internal Governance: Are Leadership Roles and Management Structures in United Kingdom Universities Fit for the Future?
Robin Middlehurst
- Governance of Governance in Higher Education: Practices and lessons drawn from the Portuguese case
Antonio Magalhães, Amélia Veiga, Alberto Amaral, Sofia Sousa and Filipa Ribeiro

[Higher Education Research & Development, Vol. 32, No. 5, 01 Oct 2013](#)

- 'There are other people out there!' Successful postgraduate peer groups and research communities at a New Zealand university
Nell Buissink-Smith, Simon Hart & Jacques van der Meer
- The new higher education reality: what is an appropriate model to address the widening participation agenda?
Phillip Dawson, Karen Charman & Sue Kilpatrick
- 'It's a different world out there': improving how academics prepare health science students for rural and Indigenous practice in Australia
Angela Durey, Ivan Lin & Des Thompson
- A systematic approach to embedding academic numeracy at university
Linda Galligan
- Blended teaching and learning: a two-way systems approach
John Hamilton & SingWhat Tee

- The metaphors we study by: the doctorate as a journey and/or as work
Christina Hughes & Malcolm Tight
- Business graduate employability – where are we going wrong?
Denise Jackson
- The engagement of mature distance students
Ella R. Kahu, Christine Stephens, Linda Leach & Nick Zepke
- Use and evaluation of a technology-rich experimental collaborative classroom
Diane Salter, David L. Thomson, Bob Fox & Joy Lam
- Private for-profit higher education in Australia: widening access, participation and opportunities for public-private collaboration
Mahsood Shah & Chenicheri Sid Nair
- Enhancing postgraduate supervision through a process of conversational inquiry
Dorothy Spiller, Giselle Byrnes & Pip Bruce Ferguson
- A synopsis of the mental health concerns of university students: results of a text-based online survey from one Australian university
Dianne Wynaden, Helen Wichmann & Sean Murray
- Inquiring ape?
John Willison

[Industrial and Corporate Change, Vol. 22, No. 4, August 2013](#)

Special Issue: Finance, Innovation and Growth: Reforming a Dysfunctional System

- Financing innovation: creative destruction vs. destructive creation
Mariana Mazzucato
- The demand and supply of external finance for innovative firms
Andrea Mina, Henry Lahr, and Alan Hughes
- Buying big into biotech: scale, financing, and the industrial dynamics of UK biotech, 1980–2009
Michael M. Hopkins, Philippa A. Crane, Paul Nightingale, and Charles Baden-Fuller
- Does the alternative investment market nurture firm growth? A comparison between listed and private companies
Valérie Revest and Alessandro Sapio
- Financialization and productive models in the pharmaceutical industry

Matthieu Montalban and Mustafa Erdem Sakinç

- Ownership structures and R&D in Europe: the good institutional investors, the bad and ugly impatient shareholders
Olivier Brossard, Stéphanie Lavigne, and Mustafa Erdem Sakinç
- The impact of classes of innovators on technology, financial fragility, and economic growth
Stefania Vitali, Gabriele Tedeschi, and Mauro Gallegati
- The risk-reward nexus in the innovation-inequality relationship: who takes the risks? Who gets the rewards?
William Lazonick and Mariana Mazzucato

[Improving Schools, July 2013 ; Vol. 16, No. 2](#)

Special issue: Metaphor, vision and schoolwide pedagogies:

- School meaning systems: The symbiotic nature of culture and ‘language-in-use’
Lindy Abawi
- Activating ‘language for learning’ through schoolwide pedagogy: The case of MacKillop School
Shirley O’Neill
- Metalanguage: The ‘teacher talk’ of explicit literacy teaching in practice
Deborah Geoghegan, Shirley O’Neill, and Shauna Petersen
- Metaphor: Powerful imagery bringing learning and teaching to life
Lindy Abawi
- Raising the pedagogical bar: Teachers’ co-construction of explicit teaching
Shirley O’Neill, Deborah Geoghegan, and Shauna Petersen
- Shared pedagogical understandings: Schoolwide inclusion practices supporting learner needs
Lindy Abawi and Mark Oliver
- Creating enduring strength through commitment to schoolwide pedagogy
Joan M Conway and Lindy Abawi

[Innovations in Education and Teaching International, Vol. 50, No. 3, 01 Aug 2013](#)

- Academic developers using narrative to support our professional development
Ciara O’Farrell & Marian Fitzmaurice
- Using social network sites in Higher Education: an experience in business studies
José L. Arquero & Esteban Romero-Frías
- Student as co-producer in a marketised higher education system: a case study of students’ experience of participation in curriculum design
Philip Carey
- Successful law students as models for beginner students?

Anne Haarala-Muhonen, Sari Lindblom-Ylänne & Mirja Ruohoniemi

- Interaction and influence in culturally mixed groups
D.R.E. Cotton, R. George & M. Joyner
- Yes, you can teach an old dog new tricks. Contextualisation, embedding and mapping: the CEM model, a new way to define and engage staff and students in the delivery of an English language and study skills support programme: a case study of Heriot-Watt and Northumbria University
Diane Sloan, Elizabeth Porter & Olwyn Alexander
- The use of group activities in developing personal transferable skills
Syed Zulfiqar Ali Shah
- An innovative review of an undergraduate dissertation double marking policy
Sue Annetts, Una Jones & Robert van Deursen

[International Economic Review, Volume 54, Issue 3, August 2013](#)

- The evolution of education: a macroeconomic analysis
Diego Restuccia and Guillaume Vandenbroucke
- Legal institutions, innovation, and growth (pages 937–956)
Luca Anderlini, Leonardo Felli, Giovanni Immordino and Alessandro Riboni

[International Journal for Academic Development, Vol. 18, No. 3, 01 Sep 2013](#)

- Reconceptualising academic work as professional practice: implications for academic development
David Boud & Angela Brew
- Visualizing strategic change in an educational development centre with product-based analysis
Virginia King
- Collaborative scholarship as a means of improving both university teaching practice and research capability
Debbi Weaver, Diane Robbie, Sue Kokonis & Lucia Miceli
- Professional dialogues: exploring an alternative means of assessing the professional learning of experienced HE academics
Ruth Pilkington
- Online peer observation: its value in teacher professional development, support and well-being

Felicity Harper & Margaret Nicolson

- Rethinking e-learning support strategies
Thomas Cochrane, Becca Black, Michelle Lee, Vickel Narayan & Miranda Verswijvelen
- Performance measurement for academic development: risk or opportunity?
Lorraine Stefani

[International Journal of Inclusive Education, Vol. 17, No. 7, 01 Jul 2013](#)

- Attitudes and experiences of parents regarding inclusive and special school education for children with learning and intellectual disabilities
Barbara Gasteiger-Klicpera, Christian Klicpera, Markus Gebhardt & Susanne Schwab
- 'It should be teamwork': a critical investigation of school practices and parent advocacy in special education
Jessica K. Bacon & Julie Causton-Theoharis
- A whole-school approach to positive behaviour in a girls' secondary school
Carmel Cefai, Paul Cooper & Ray Vella
- Identifying engaging features of schooling: assessing the psychometric soundness of student-generated research
Suzanne Carrington, Derek Bland, Rebecca Spooner-Lane & Emma White
- Enriching the subject of Greek Literature with the experience of the 'other': an approach that fosters citizenship education in Cyprus
Simoni Symeonidou & Eleni Damianidou

[International Journal of Inclusive Education, Vol. 17, No. 8, 01 Aug 2013](#)

Special Issue: MAKING INCLUSIVE EDUCATION HAPPEN: IDEAS FOR SUSTAINABLE CHANGE

- Thinking in another way: ideas for sustainable inclusion
Keith Ballard
- Kinds of participation: teacher and special education perceptions and practices of 'inclusion' in early childhood and primary school settings
Bernadette Macartney & Missy Morton
- Sustaining friendships, relationships, and rights at school
Jude MacArthur
- Eighty years of growing up kāpo (blind) Māori: what can we learn about inclusive education in New Zealand?
Nancy Higgins, Hazel Phillips & Christine Cowan

- Learning about inclusion by listening to Māori
Mere Berryman & Paul Woller
- Making inclusive education happen: the impact of initial teacher education in remote Aboriginal communities
Marguerite Maher
- Self-assessment as a process for inclusion
Roseanna Bourke & Mandia Mentis
- Supporting inclusion of at risk students in secondary school through positive behaviour support
David Hill & Don Brown
- Collaborative consultation to promote inclusion: voices from the classroom
Charlotte Thomson
- How do we make inclusive education happen when exclusion is a political predisposition?
Roger Slee

[International Journal of Qualitative Studies in Education, Vol. 26, No. 7, 01 Aug 2013](#)

- The construction of researcher–researched relationships in school ethnography: doing research, participating in the field and reflecting on ethical dilemmas
Xi Wang
- Indigenous knowledge and the machinist metaphors of the bricoleur researcher
Troy A. Richardson
- Promoting children’s informed assent in research participation
Sue Dockett, Bob Perry & Emma Kearney
- The influence of researcher identity on ethnographies in multiracial schools
Anita P. Chikkatur & Cheryl Jones-Walker
- Middle-class young women: agentic sexual subjects?
Claire Maxwell & Peter Aggleton
- Reading an ethnology museum as pedagogical space: a multitext study
William Gaudelli
- Epistemological pluralism in research synthesis methods
Harsh Suri

- Images and stories: through the eyes of at-risk college learners
Dely Lazarte Elliot & Anne Gillen

[International Journal of Qualitative Studies in Education, Vol. 26, No. 8, 01 Sep 2013](#)

- Exploring the policy implementation paradox: using the Free Compulsory Universal Basic Education (fCUBE) policy in Ghana as an exemplar
Hope Pius Nudzor
- 'I really want to make a difference for these kids but it's just too hard': one Aboriginal teacher's experiences of moving away, moving on and moving up
Ninetta Santoro
- Classroom teacher effectiveness research and inquiry, and its relevance to the development of public education policy: an Australian context
Andrew Skourdumbis
- Exploring and developing reciprocity in research design
Audrey Trainor & Kate Ahlgren Bouchard
- Student identity construction in online teacher education: a narrative life history approach
Timothy Moss & Sharon Pittaway
- Interactive group activity: a socially mediated tool for opening an interpretive space in classroom research
Barbara Whyte, Deborah Fraser, Viv Aitken & Graham Price
- Accounting for – and owning up to – the messiness in cross-cultural/linguistic qualitative research: toward methodological reflexivity in South America's Internet cafés
Eliane Rubinstein-Ávila
- Issues of responsibility when conducting research in a northern rural school
Eeva Kaisa Hyry-Beihammer, Eila Estola & Leena Syrjälä
- On entrepreneurship, in a different voice? Finnish entrepreneurship education and pupils' critical narratives of the entrepreneur
Katri Johanna Komulainen, Maija Korhonen & Hannu Rätty

[International Journal of Research & Method in Education, Vol. 36, No. 3, 01 Aug 2013](#)

Special Issue: Teaching and Learning Research Methodology

- Who's afraid of research questions? The neglect of research questions in the methods literature and a call for question-led methods teaching
Patrick White

- Engagement with research: acknowledging uncertainty in methodology
Daniela Mercieca & Duncan P. Mercieca
- Archival research as living inquiry: an alternate approach for research in the histories of teacher education
Anita Sinner
- Becoming researchers: doctoral students' developmental processes
Kathryn Roulston, Judith Preissle & Melissa Freeman
- Collaborative learning, face-to-face or virtual: the advantages of a blended learning approach in an intercultural research group
Michelle Nicolson & Kiyoko Uematsu
- Teaching computer-assisted qualitative data analysis to a large cohort of undergraduate students
Lynne D. Roberts, Lauren J. Breen & Maxine Symes
- Digital video as a pedagogical resource in doctoral education
Daniel Rogers & Paul Coughlan

[International Journal of Research & Method in Education, Vol. 36, No. 4, 01 Nov 2013](#)

- The diversity of school organizational configurations
Linda C. Lee
- The advantages of repeat interviews in a study with pregnant schoolgirls and schoolgirl mothers: piecing together the jigsaw
Kerry Anne Vincent
- Researching teacher education for inclusion: using a methodological memo
Kathryn S. Young & Lani Florian
- The propagation of errors in experimental data analysis: a comparison of pre- and post-test designs
Stephen Gorard
- Ethical issues in cross-cultural research
Eileen Honan, M. Obaidul Hamid, Bandar Alhamdan, Phouvanh Phommalangsy & Bob Lingard
- The role of the narrator in narrative inquiry in education: construction and co-construction in two case studies
Wendy Bignold & Feng Su
- A short German version of the Self Description Questionnaire I: theoretical and empirical comparability

Katrin Arens, Alexander Seeshing Yeung, Rhonda G. Craven & Marcus Hasselhorn

[International Journal of Training and Development, Volume 17, Issue 3](#)

Special Issue on Basic and Employability Skills. Edited

- The nature of employability skills: empirical evidence from Singapore
Johnny Sung, Michael Chi Man Ng, Fiona Loke and Catherine Ramos
- Employability development in the context of doctoral studies: systemic tensions and the views of key stakeholders
Elena Golovushkina and Colin Milligan
- Fostering intrapreneurial competencies of employees in the education sector
Jo Boon, Marcel Van der Klink and Jose Janssen
- Employability skills in practice: the case of manufacturing education in Mississippi
Mamie Griffin and Heather Annulis
- Employability skills and the notion of 'self'
Simone R. Haasler

[International Sociology ; July 2013; Vol. 28, No. 4](#)

- Proliferation of educational credentials, changing economic returns, and rising occupational education requirements: Evidence in urban China from 2003 to 2008
Anning Hu

[Journal of Career Assessment , August 2013; Vol. 21, No. 3](#)

- Contributions of Social Status and Family Support to College Students' Career Decision Self-Efficacy and Outcome Expectations
Jennifer Metheny and Ellen Hawley McWhirter
- Predictive Contribution of Personality Traits in a Sociocognitive Model of Academic Performance in Mathematics
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- Le contrat d'objectifs : un outil d'opérationnalisation institutionnelle du leadership
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- La GRH en établissement ÉCLAIR : le témoignage du principal du collège Bellefontaine de Toulouse
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- Quels impacts de l'assouplissement de la carte scolaire sur la ségrégation sociale au collège ? Tendances nationales et déclinaisons locales contrastées
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- Sectorisation et assouplissement de la carte scolaire. Des actions segmentées et contradictoires
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Nathalie Younès et Marc Romainville

[Revue d'économie politique, Vol. 123 - 2013/2](#)

- Une photographie du corps des professeurs des universités de sciences économiques en 2011
Thomas Jobert

[Revue des sciences de l'éducation, Vol. 38, n° 1, 2012](#)

- Mise à jour d'une adaptation canadienne-française des règles de publication de l'APA : typographie et présentation des références
Gilles Raïche et Monique Noël-Gaudreault
- L'entretien individuel en recherche qualitative : usages et modes de présentation dans la Revue des sciences de l'éducation
Colette Baribeau et Chantal Royer
- Enjeux identitaires de l'apprentissage d'une langue étrangère par des élèves sourds : variations du rapport à soi et aux autres
Diane Bedoin
- Croyances motivationnelles, habiletés numériques et stratégies dans l'apprentissage des mathématiques en formation professionnelle
Jean-Louis Berger
- Observation de pratiques pour développer des habiletés de communication chez les enfants du préscolaire qui ont des incapacités
Francine Julien-Gauthier, Carmen Dionne, Jessy Héroux et Stéphanie Mailhot
- Représentations d'enseignants de la pratique du modelage dans le contexte d'une rédaction
Nicole Lamarre et Martine Cavanagh
- Approches pragmatique et dispositionnaliste du rapport aux savoirs scientifiques des enseignants d'Éducation physique, agrégés et normaliens
Matthieu Quidu
- Dynamique de l'activité individuelle et collective en classe lors du passage dans les rangs
Philippe Veyrunes

[Les Sciences de l'éducation – Pour l'Ère nouvelle, n° 2, 2013](#)

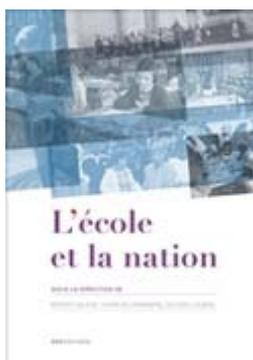
L'exigence réflexive en formation : quels développements à l'université ?

- Réflexivité et formations professionnalisantes à l'université : enjeux épistémologiques et pragmatiques
Philippe MAZERAU
- Quels outils pour favoriser la réflexivité des formés ? Les apports du suivi de parcours de reconversion dans des dispositifs universitaires de formation professionnelle

Catherine NÉGRONI

- Éléments de conceptualisation du travail d'enseignant chercheur : l'activité suivi de mémoire est-elle homomorphe à l'activité accompagnement de Validation des Acquis de l'Expérience ?
Grégory MUNOZ , Emmanuel SYLVESTRE et Évelyne SOULARD
- L'accompagnement de l'autoformation dans des dispositifs de formation. Pratiques relationnelles et effets formatifs
Catherine CLÉNET
- Le rôle du processus de fonctionnalité dans la professionnalisation et le développement professionnel des enseignants
Valérie HUARD
- L'insertion professionnelle dans le milieu de l'ingénierie : Une question de genre
Biljana STEVANOVIC

3. Livres intéressants



Benoit Falaize, Charles Heimberg, Olivier Loubes (ed.). **L'école et la nation : Actes du séminaire scientifique international : Lyon, Barcelone, Paris, 2010**. Paris : ENS éditions, 2013. 516 p. (éducation) – 978-2-84788- 339-8

Une vieille question, si nationale. « Et d'abord, l'école n'est pour rien dans la création de la nation française », affirme d'emblée Antoine Prost. Pourtant, en France, dès lors que la société et le pouvoir politique s'interrogent sur la nation et ses troubles, c'est à l'école qu'ils posent la question de l'identité collective et de sa construction, c'est vers elle qu'ils se tournent pour rechercher les responsabilités, imaginer les solutions. Ainsi, ce livre interroge, en s'en détachant, le débat français sur l'identité nationale, classique, ambivalent et propice aux instrumentalisation. *Une réponse internationale, neuve.* Dès lors, pour dépasser ces singulières ambiguïtés franco-françaises, et parce que l'école et la nation est un champ scientifique commun par-delà les frontières, cet ouvrage choisit de répondre à la (dé-)raison nationale par la comparaison internationale. Grâce à la mobilisation exceptionnelle du réseau de chercheurs de l'Institut national de recherche pédagogique (devenu Institut français de l'Éducation), de nombreux auteurs s'attachent à dépayser le cas d'école français en le confrontant à bien d'autres situations nationales, et s'efforcent de déconstruire, loin des idées reçues, ce rapport de l'école à la nation.



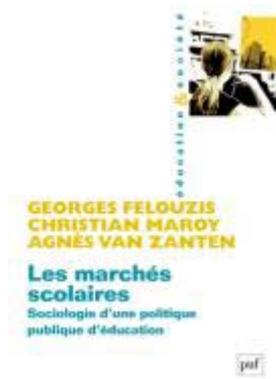
Ernestine Antoinette NGO MELHA. **Éducation inclusive en Afrique subsaharienne**. Paris : L'harmattan, 2013. 96 p. (études africaines) - ISBN 978-2-343-00664-2

L'éducation inclusive est identifiée comme une des stratégies permettant la réalisation de l'éducation pour tous. Mais dans les contextes où il existe une pluralité de problèmes éducatifs à régler, est-il possible d'inclure dans le système scolaire tous les groupes exposés à la marginalisation et à l'exclusion scolaire au travers des plans nationaux d'éducation ? Comment assurer la prise en compte des besoins éducatifs particuliers des enfants handicapés ? Cet ouvrage aborde ces questions en s'appuyant sur le cas de l'Afrique subsaharienne.



Adel Bousnina. **Le chômage des diplômés en Tunisie**. Paris : l'Harmattan, 2013. 232 p. - ISBN : 978-2-343-00258-3

Très élevé en dépit de tous les efforts déployés depuis l'indépendance, le chômage constitue l'un des défis les plus cruciaux auxquels la Tunisie est confrontée. L'objet principal de cet ouvrage est l'étude du chômage des diplômés du supérieur et les différentes problématiques inhérentes à ce phénomène, notamment ses causes et sa perception par les jeunes diplômés.



Georges Felouzis, Christian Maroy, Agnès van Zanten. **Les marchés scolaires : sociologie d'une politique publique d'éducation**. Paris : PUF, 2013. 228 p. (éducation et société). ISBN 978-2-13-058115-4

Cet ouvrage vise à porter à la connaissance d'un large public les débats et les résultats de recherche sur la conception, le fonctionnement, les conséquences et les modes de régulation des marchés scolaires.