



**Veille de l'IREDU n° 32**  
**1<sup>er</sup> octobre 2013**

<b>1. Ressources sur le Web .....</b>	<b>2</b>
<b>2. Sommaires de revues en éducation .....</b>	<b>32</b>
<b>3. Livres intéressants .....</b>	<b>47</b>

## 1. Ressources sur le Web

### ***Repéré sur : Afd.fr***

Rohen d'AIGLEPIERRE. [L'enseignement privé en Afrique subsaharienne : enjeux, situations et perspectives de partenariats public-privé](#). A Savoir, n°22, août 2013

Au regard des engagements des États en matière d'éducation, de leur situation éducative actuelle et de nombreux défis pour l'avenir, la question de l'enseignement privé constitue en effet un enjeu essentiel pour la région. En analysant le fonctionnement de l'enseignement privé en Afrique subsaharienne, notamment la situation de son offre et de sa demande, de son encadrement, de ses financements et de ses réalisations, l'auteur montre à quel point il est important de mieux l'encadrer et de l'inciter à améliorer l'accès, la qualité et l'équité de l'éducation dans la région.

### ***Repéré sur : Amue.fr***

Morgane Taquet. [Ce que les DRH pensent de l'enseignement supérieur](#). Educpros, 30/09/2013  
Compétences des diplômés, contenu de l'offre de formation, relations avec les établissements... EducPros a demandé à une trentaine de DRH comment ils perçoivent l'enseignement supérieur. Les premiers résultats, en demi-teinte, laissent entrevoir la persistance de certains clichés.

Nicolas Charles. [Justice sociale et enseignement supérieur : une étude comparée en Angleterre, en France et en Suède](#). Thèse en Sociétés, Politique, Santé publique, Sociologie, soutenue le 14 juin 2013, sous la dir. de François Dubet (l'Université Bordeaux 2)

La comparaison internationale sur laquelle repose la thèse vise à analyser la signification sociale que peut prendre la justice dans le cadre des études supérieures. Ce travail identifie les conceptions de justice, qui fondent la légitimité des inégalités dans l'enseignement supérieur, ainsi que les mécanismes sociaux qui mettent en acte cette recherche de justice en matière de formation, de financement des études, de sélection, et d'accès à l'emploi. Afin de souligner l'impact du contexte national sur la définition de la justice dans l'enseignement supérieur, cette thèse compare trois pays aux systèmes universitaires massifiés mais présentant des histoires et des structures variables : l'Angleterre, la Suède et la France. Fondée sur l'analyse d'enquêtes quantitatives (Eurostudent III et Reflex) et d'une soixantaine d'entretiens conduits auprès d'étudiants, ce travail témoigne de la cohérence des systèmes nationaux d'enseignement supérieur. Cette thèse explore ainsi, dans l'enseignement supérieur, les modèles d'action publique, traditionnellement analysés comme marchand en Angleterre, universaliste en Suède et académique en France. Elle met en lumière la façon dont les principes de justice (égalité, mérite, autonomie) sont articulés et interprétés, pour finalement consacrer un principe idéalisé dans chaque pays : l'autonomie individuelle en Angleterre, l'égalité sociale en Suède, la méritocratie scolaire en France. Ce travail permet ainsi de remettre en perspective la principale fonction sociale des études en France, à savoir faciliter l'insertion

professionnelle, et de souligner la nature éminemment sociale de la caractérisation, comme justes ou injustes, des inégalités.

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

François Jarraud. [De nets progrès enregistrés en maternelle](#). L'expresso du 16 septembre 2013.

François Jarraud. [Pour l'OCDE, la discipline reste la force principale des écoles](#). L'expresso du 17 septembre 2013

François Jarraud. [La discipline en classe et la question de la taille des classes](#). L'expresso du 17 septembre 2013

François Jarraud. [Neurosciences et éducation : Une alliance prudente](#). L'expresso du 17 septembre 2013

François Jarraud. [Rémi Brissiaud : Maternelle : De faux bons résultats](#). L'expresso du 18 septembre 2013.

François Jarraud. [L'éducation est bien une richesse](#). L'expresso du 19 septembre 2013.

François Jarraud. [Québec : La moitié des adultes ont des compétences insuffisantes en littératie](#). L'expresso du 19 septembre 2013.

François Jarraud. [L'apprentissage ne se substitue pas toujours à la voie scolaire](#). L'expresso du 19 septembre 2013.

François Jarraud. [Les jeunes du 93 moins qualifiés et moins scolarisés](#). L'expresso du 19 septembre 2013.

François Jarraud. [La collaboration parents - école nourrit la réussite scolaire](#). L'expresso du 23 septembre 2013

François Jarraud. [Primaire : Bruno Suchaut : "Faire en sorte que tous les élèves maîtrisent les compétences du socle dépasse la question des programmes"](#). L'expresso du 25 septembre 2013



François Jarraud. [Relations parents et établissements : L'enquête est ouverte](#). L'expresso du 27 septembre 2013.

François Jarraud. [Temps d'enseignement : La French Touch](#). L'expresso du 27 septembre 2013.

François Jarraud. [Le réseau pour rendre les écoles innovantes ?](#) L'expresso du 30 septembre 2013

**Repéré sur : [www.cse.gouv.qc.ca](http://www.cse.gouv.qc.ca)**

Conseil Supérieur de l'Éducation. Un engagement collectif pour maintenir et relever les compétences en littératie des adultes. Avis à la ministre de l'éducation, du loisir et du sport et au ministre de l'enseignement supérieur, de la recherche, de la science et de la technologie, Septembre 2013

Le Conseil supérieur de l'éducation a rendu public le 18 septembre 2013 l'avis intitulé Un engagement collectif pour maintenir et relever les compétences en littératie des adultes, lequel a été préalablement transmis à la ministre de l'Éducation, du Loisir et du Sport de même qu'au ministre de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie.

Dans cet avis, le Conseil exprime sa vive préoccupation devant le nombre considérable d'adultes québécois qui ont un niveau insuffisant de compétence en littératie. Aussi lance-t-il un appel à la mobilisation concertée des pouvoirs politiques de même que des organismes communautaires et des milieux du travail, de l'emploi, de la santé, de la culture et de l'éducation.

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

J.-J. Arrighi, V. Ilardi. [Evolutions de l'apprentissage : entre mutations structurelles et effets régionaux](#). Bref , n° 314 , 2013 , 4 p.

L'apprentissage progresse entre 1997 et 2008, mais l'expansion diffère selon les régions. De même, sa progression dans les différents métiers est hétérogène. Son évolution résulte en effet d'une combinaison complexe dans laquelle interviennent les mutations du système productif, les contextes et les choix régionaux en matière de formation professionnelle, ainsi que les politiques nationales. Entre 2008 et 2011 l'apprentissage résiste bien à la crise, mais subit les effets de la rénovation de la voie professionnelle.

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

**Sept. 18, 2013**

**New From ECS**

### **Use of Social Policy to Close Achievement Gaps**

Although it remains logical to argue that social reforms might dramatically affect academic performance in a way that would shrink the achievement gap, the current [evidence](#) does not allow for much certainty as to exactly how this might be accomplished. (New to the ECS Research Database)

### **What's Trending in Policy**

What's happened recently in state education [governance](#)? And with compulsory [attendance](#) policies? (From the ECS State Policy Database)

## Legislative Updates in Civic Education

While the role that civic education plays in public schools has been reduced in the past 50 years, the civic education field continues to make significant strides in identifying best practices for civic education. As evident in this 50-state policy [scan](#) by the National Center for Learning and Civic Engagement (NCLCE), some states have recognized such best practices by enacting policy on "civics," "citizenship education," and "social studies." (New to the ECS Policy Database)

## What States Are Doing

### Cyber Aces

Addressing increased demand for IT and cyber security professionals in **Delaware** and across the country, Governor Jack Markell [launched](#) Delaware Cyber Aces, a free online cyber security education and training program. A nonprofit, Cyber Aces provides education and job skills training through a series of free online tutorials and competitive assessments. The program is supported by a steering committee of representatives from several Delaware state agencies: the departments of Technology and Information, Labor, Education, Veteran's Affairs, and several institutions of higher learning.

### College Advising that Improves Graduation Rates

Concerned about low or late completion rates, the **Indiana** Commission for Higher Education recently [spotlighted](#) college advising practices that will better help students navigate the system and graduate on time. As things stand, less than one-third of four-year college students and only 4% of community college students graduate on time. The practices -- supplementing college advising with structured degree maps, encouraging students to complete 15 credits each semester, intervening when students fail to complete key courses -- are derived from a new [study](#), which will be the focus of a summit for college leaders this week.

### Keystone Exams

Today's **Pennsylvania** 6th graders will be required to pass five Keystone Exams -- Algebra I, biology, literature, composition, and civics and government -- to graduate in 2020, according to a [release](#) from the Department of Education. The class of 2020 will be the end result of graduated implementation of Keystone Exams, a process advanced by the approval last week of revised high school graduation requirements meant to ready the state's high school graduates for postsecondary education, the workforce, and the military.

## Good Reads

### Teach for America Teachers More Effective in Secondary Math

Although critics claim that Teach for America (TFA) and Teaching Fellows teachers are not as well prepared as traditionally prepared teachers, this [study](#) concludes secondary TFA math teachers are more effective than other math teachers and Teaching Fellows teachers are as effective and, in some cases, more effective than other math teachers in the same schools. The conclusion: TFA and Teaching Fellows teachers offer promising options for high-needs secondary schools. (Mathematica Policy Research)

### Screening Accuracy of Florida Assessments

Student performance on the interim Florida Assessments for Instruction in Reading (FAIR) [was analyzed](#) across grades 4-10 with the end-of-year Florida Comprehensive Assessment Test (FCAT) 2.0 to determine how well the FAIR and the 2011 FCAT 2.0 scores predicted 2012 FCAT 2.0 performance. The first key finding was that the reading comprehension screen of the Florida Assessments for Instruction in Reading (FAIR) was more accurate than the 2011 Florida Comprehensive Assessment Test (FCAT) 2.0 scores in correctly identifying students as not at risk for failing to meet grade-level standards on the 2012 FCAT 2.0. The second key finding was that using both the FAIR screen and the 2011 FCAT 2.0 lowered the under-identification rate of at-risk students by 12-20 percentage points compared with the results using the 2011 FCAT 2.0 score alone. (National Center for Education Evaluation and Regional Evaluation)

### **Data-Informed Conversations and Action in Education**

Education data teams are shown how to move beyond simply reporting data to applying data to direct strategic action. Using guiding questions, suggested activities, and activity forms, this [guide](#) provides a framework and the tools and vocabulary needed to support an informed conversation around the data they generate or acquire. The guide walks data teams through five key steps in using data for informed decision making and strategic action: setting the stage, examining the data, understanding the findings, developing an action plan, and monitoring progress and measuring success. (National Center for Education Evaluation and Regional Assistance)

*September 25*

### **New From ECS**

#### **Assisting Children of Military Personnel**

This short [report](#) and related [presentation](#) highlight the findings and recommendations of recent studies that quantify the needs of military children. (New to the ECS Research Studies Database)

#### **State ACTION: Does mandatory SAT and ACT administration improve college enrollment?**

For many years, states have used financial aid as a lever to increase college enrollment. While generally effective at increasing college-going rates, these policies can be expensive. Some states have explored non-financial levers to address enrollment challenges. This [study](#) evaluates the effect of one of these policies: a statewide requirement for schools to administer college entrance exams to all 11th grade students. The study analyzes college enrollment changes in Colorado, Illinois, and Maine. (New to the ECS Research Studies Database)

#### **School Racial Composition and Math Outcomes**

School racial isolation has a small, statistically significant negative effect on building-level mathematics outcomes, according to this [study](#). The effect creates achievement gaps that widen over the years. Findings are important for public policy because how schools are organized is, in theory, more amenable to change through policy choices than student-level factors such as motivation or aptitude, or family characteristics such as cultural norms, family structure, parental education, or income, all well-known contributing factors to mathematics outcomes. (New to the ECS Research Studies Database)

## What States Are Doing

### State Control of Education

**Arizona** Governor Janice Brewer signed an executive [order](#) this week reaffirming Arizona's right to set education policy. In that order, Brewer directs executive agencies to refer to new state standards as Arizona's College and Career Ready Standards, and, further, that a new assessment aligned to those standards be selected. The order declares "no standards or curriculum shall be imposed on Arizona by the federal government." In similar fashion, **Maine** Governor Paul LePage issued an executive order underscoring state education autonomy and added that the state department of education shall not apply for any federal grant that requires, as a condition of application, the adoption of any federally developed standards, curricula, or instructional approaches.

### \$25 Million for 9,000 Jobs

**Montana** is getting \$25 million from the U.S. Department of Labor that will be distributed among 13 community colleges and universities for development and expansion of innovative training programs. The [idea](#) is to create 9,000 jobs in advanced manufacturing, transportation, and health care, as well as jobs in science, technology, engineering, and math through partnerships between training providers and local employers.

### Friends of Magic

**Illinois** Governor Pat Quinn and NBA Hall of Famer Earvin "Magic" Johnson [launched](#) Johnson's new school in Chicago, North/South Lawndale Magic Johnson Bridgescape Academy. Now in six states, Johnson's academies are for dropouts and at-risk students. They offer a free alternative path to earn a high school diploma in an environment that fits their schedule, life circumstances, and learning needs. A new organization, Friends of Magic, brings together a network of individuals, foundations, and companies to provide at-risk students and dropouts with education resources, internships, and real-world experiences.

## Good Reads

### Postsecondary Online Learning Gets Less Respect

Though perceived value of postsecondary online classes has improved over the past two years, most employers still prefer job applicants with traditional degrees from average schools over applicants with an online degree from a top university, according to this [brief](#). The majority of community college students believe online classes take more self discipline than in-person classes, and they are split on whether learning in person is greater or the same as online. Many community college students wish they could take fewer online classes than they do. (Public Agenda)

### More than 10% Absenteeism Chronic, Painful

Chronic absenteeism -- for whatever reason -- is defined by the authors of this [study](#) as missing 10% or more of school. They recommend tracking attendance on state longitudinal databases and publicly sharing chronic absence data by district, school, grade, and subgroup. Families need to be alerted. District and school improvement plans need to include strategies for nurturing a culture of attendance and measures of chronic absenteeism need to be incorporated into school accountability systems. Early warning systems should be developed. (Attendance Works)

### **Trouble on the Home Front**

The United States has been in war zones more than 12 years, deeply affecting soldiers' families. Two million children under the age of 18 have a deployed parent or two; nearly 500,000 are between birth and 5 years. This [brief](#), adapted from scientific literature, finds reunions can be problematic. Further, young children's well-being mirrors that of their caregivers, so supporting children means supporting non-deployed parents; if a parent is a National Guard or Reserves member, they are even more underserved, lacking supports available to their on-base peers. Learning how to help these families will no doubt give insight into helping other fragile families. (Child Trends)

### **Greater Transparency and Accountability in Higher Ed**

Relying on a formula utilizing performance indicators, performance-based funding (PBF) is gaining a national foothold. This [brief](#) offers a look at where states are: 22 have PBF in place, seven are in transition, 10 are in formal discussion, 12 -- including the District of Columbia -- had little evidence of activity. Researchers haven't yet found a link between PBF and improved student outcomes. States considering implementation or modification should consider stakeholder involvement, sector-specific measures, linking measures with state goals, and gradual phase-in. (University of Alabama Education Policy Center)

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

Solène Hilary et Alexandra Louvet. [La mobilité géographique des enseignants du second degré public](#). Note d'information, n° 13.18, septembre 2013

Près de 10 000 enseignants et assimilés du second degré public changent d'académie en 2012, soit un peu moins de 3 % de l'ensemble. Un tiers d'entre eux sont des professeurs nouvellement titularisés. Ces enseignants participent obligatoirement au mouvement, près de la moitié d'entre eux change alors d'académie.

Les autres sont des titulaires depuis un an ou plus ayant demandé une nouvelle académie : plus de 40 % d'entre eux obtiennent une nouvelle affectation.

Marion Le Cam, Thierry Rocher, Irène Verlet. [Forte augmentation du niveau des acquis des élèves à l'entrée au CP entre 1997 et 2011](#). Note d'information, n° 13.19, septembre 2013

Évalués dans le cadre d'une enquête de panel, les élèves entrés au CP en septembre 2011 affichent des scores nettement supérieurs à ceux des élèves entrés au CP en 1997. Les progrès les plus importants sont enregistrés dans les domaines de la pré-lecture, de l'écriture et de la numération. Ces résultats s'expliquent en partie par l'évolution socio-économique des familles. Les progrès observés sont plus importants pour les élèves issus des catégories sociales les moins favorisées.

Joëlle Grille. [Croissance modérée de la formation continue universitaire en 2011](#). Note d'information, n°13.20, septembre 2013.

La formation continue universitaire dispensée dans les universités, le CNAM et les écoles d'ingénieurs publiques compte 448 000 stagiaires en 2011, soit un nombre stable par rapport à l'année précédente. Le chiffre d'affaires de 411 millions d'euros augmente de 6 %. En université, la formation continue délivre 71 000 diplômes, dont 67 % sont des diplômes nationaux.



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

Thierry CHEVALLIER et Jean-François GIRET. [Dispositifs pédagogiques dans l'enseignement supérieur et insertion des diplômés](#). Revue Internationale de Pédagogie de l'Enseignement Supérieur n° 29-1, 2013



Cet article analyse l'effet des dispositifs pédagogiques dans l'enseignement supérieur sur le début de carrière des jeunes diplômés.

OCDE. [Les meilleurs élèves qui sont-ils ?](#) Pisa à la loupe, n° 31, Septembre 2013

Cette analyse démontre qu'en moyenne, dans les pays de l'OCDE, seuls 4 % des élèves sont très performants en compréhension de l'écrit, en mathématiques et en sciences (soit les élèves très performants dans toutes les matières).

OCDE. [Les stratégies d'apprentissage peuvent-elles réduire l'écart de performance entre élèves favorisés et élèves défavorisés ?](#) Pisa à la loupe n° 30, Septembre 2013

Cette étude fait remarquer que les élèves qui savent synthétiser les informations tendent à obtenir de meilleurs résultats en compréhension de l'écrit. Elle constate que si les élèves défavorisés avaient le même niveau de connaissance des stratégies efficaces d'apprentissage que les élèves favorisés, l'écart de performance entre ces deux groupes diminuerait de près de 20 %.

Cour des comptes. [L'enseignement français à l'étranger](#). Paris : Cour des Comptes, septembre 2013.

La Cour des comptes a rendu public, le 12 septembre 2013, un référé de son Premier président sur l'enseignement français à l'étranger. Élément structurant de la présence, du rayonnement et de l'influence de la France dans le monde, le réseau français d'enseignement à l'étranger est le premier par sa taille et sa densité. Il accueille près de 300 000 élèves, dont environ 110 000 Français. Il compte deux principaux acteurs, l'Agence pour l'enseignement français à l'étranger (AEFE), établissement public, qui a la charge d'assurer la coordination de l'ensemble du réseau d'établissements et la Mission laïque française, réseau associatif. Afin de préserver le précieux atout que représente ce dispositif, la Cour recommande que l'Etat, prenant toute la mesure des défis à relever face à une concurrence croissante, s'attache à mieux formaliser la stratégie d'ensemble.

Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO). [L'apprentissage mobile](#). Unesco, 2013

Cette étude montre comment on peut utiliser les technologies mobiles, notamment les téléphones portables, pour améliorer l'accès à l'éducation, l'équité et la qualité des services éducatifs à travers le monde.

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

Jenny Faucheu, David Delafosse, John Boulton. [Multidiscipline teams for intelligent innovation: educating and training engineering and design students to co-creation](#). 2012

Holistic approach for intelligent innovation is obtained in integrated design teams by mixing up backgrounds and skills into multidiscipline teams. However, is mixing enough? To go further than a

simple addition of skills and create a synergy, the key ingredient is to favour communication and understanding between individuals in the team. Our aim is to impulse the establishment of commons languages and favour constructive interactions between future engineers and future designers. It aims at preparing future engineers for team-working with people with various backgrounds, different methodologies and skills. A specific educational program has been tailored for engineering students to favour mind opening through variety of lectures and hand-on activities. The focus point is a multidiscipline international workshop in design and engineering, gathering students from both areas. The workshop process has been studied and it was demonstrated that significant knowledge transfer and efficient complementarities of skills and methods were occurring and led to a global and user-centred response to the Design brief

Regina Keiko Kato Miura. [Analyse de la pratique de compétences en gestion de comportement pour les enseignants du primaire](#). Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

L'objectif de cette recherche fut d'analyser la présentation de la pratique des compétences de gestion du comportement des élèves ayant des troubles de conduite par les enseignants. L'étude comme forme d'enseignement collaboratif a impliqué la collaboration des professeurs de l'enseignement ordinaire et spécial. Trois enseignants et des élèves entre 8 et 10 ans ayant des troubles de conduite dans différents contextes scolaires y ont participé. Nous avons effectué une évaluation fonctionnelle qui a permis de discriminer quelles étaient les compétences que les enseignants utilisaient ou non lorsque leurs étudiants avaient des troubles de conduite. Les données ont été classées selon leur fréquence d'occurrence des compétences de gestion du comportement présentée par les enseignants. Des dérivations de ce partenariat ont montré des données concernant l'augmentation des compétences prosociales et de meilleures relations entre l'enseignant et l'étudiant.

Basma Frangieh, Marc Weisser. [La transmission des savoirs et des pratiques éducatives dans le cadre de la formation des enseignants](#). Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

Dès 1909 le souci de l'éducation des enfants à besoins spéciaux (EBS) était présent. Pour répondre au droit de l'enfant à l'éducation, les EBS étaient scolarisés dans des structures spécialisées. Au fil du temps, plusieurs modifications ont été faite, pour arriver à la loi du 11 Février 2005 qui parle de l'éducation pour tous. Cette loi affirme que tout enfant doit être inscrit dans l'école de son quartier. Alors, la tendance actuelle est de promouvoir une éducation dans le cadre scolaire ordinaire pour éviter la ségrégation. Pour favoriser l'inclusion scolaire, plusieurs solutions peuvent être envisagées, dans cette contribution nous choisissons d'aborder le sujet de la transmission des savoirs et des pratiques éducatives dans le cadre de la formation des enseignants.

Jean-Pierre Bourreau, Michèle Sanchez. [L'école peut-elle \(aussi\) transmettre les gestes et la posture de l'apprenant ?](#) Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

L'école prend rarement en compte les difficultés des élèves qui n'ont pas développé un rapport à l'école, au savoir et à l'apprendre favorable ainsi que les outils cognitifs nécessaires à l'appropriation de la culture scolaire. Ce dispositif d'accompagnement cherche, à explorer les possibilités de transmission/construction, pour des petits groupes d'élèves "en difficultés", des gestes et de la

posture d'apprenant. Après une présentation du cadre théorique, institutionnel et pédagogique, cette contribution montre le fonctionnement du dispositif au travers de deux modules singuliers, avant de cerner les récurrences de la démarche. Enfin, les interrogations sur les effets d'une telle pratique permettent de mettre en évidence les limites, mais aussi les potentialités d'un accompagnement spécifique des élèves à partir de leur vécu scolaire.

Luliana Lunca-Popa, Alain Jaillet. [Pygmalion dans le processus de transmission. Analyse des recherches sur l'effet Pygmalion](#). Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

L'article revient sur une problématique qui a fait l'objet de débat depuis l'apparition, en 1968, du livre de Rosenthal et Jacobson, " Pygmalion à l'école ", celle de l'effet Pygmalion. Sans prétentions exhaustives et sans vouloir faire un bilan des recherches sur ce thème, nous proposons un parcours parmi des recherches s'intéressant à ce sujet tout en dégagant les points de vue de leurs auteurs au niveau de la méthodologie employée par chacun d'entre eux. Quelques recherches sont soumises à une analyse afin de délimiter des points de convergence entre les différents travaux de recherche sur lesquels notre analyse s'appuie. Dans cette logique, nous proposons des représentations graphiques de la méthodologie employée par les chercheurs pour " percer " le phénomène.

Denis Simard, Erick Falardeau. [Comment les "transmetteurs" s'inspirent de ceux qui leur ont transmis ?](#) Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

Dans une recherche portant sur le rapport sur le rapport à la culture, nous avons tenté de comprendre les facteurs sociaux qui contribuaient à construire le sens et la valeur que des enseignants de français donnent à des pratiques ou à des objets culturels. Parmi ces facteurs, l'influence des enseignants sur le parcours culturel des sujets interrogés s'est avérée déterminante dans leur discours sur leur pratique professionnelle. Pour comprendre comment des "transmetteurs" - les enseignants interrogés - s'inspirent de ceux qui leur ont transmis - leurs enseignants -, nous avons analysé les données recueillies au moyen d'entretiens. Notre analyse met en évidence trois types de modèles marquants : des modèles de rigueur et d'érudition ; des modèles de passion et d'engagement ; des contre-modèles.

Bruno Robbes. [Autorisation et institution : des concepts pour penser l'autorité éducative et la transmission des savoirs](#). Biennale internationale de l'éducation, de la formation et des pratiques professionnelles, Paris : France (2012)

La crise des finalités que la société assigne à l'école et les modifications du rapport social au savoir provoquent une crise de la transmission des savoirs scolaires. L'enseignant ne peut plus se définir exclusivement comme le détenteur d'un savoir. Il crée les conditions didactiques et pédagogiques pour que l'élève s'engage dans l'activité d'apprentissage, accède à un rapport critique et émancipateur au savoir. Le paradigme de l'autorité éducative s'inscrit dans cette perspective. Nous indiquerons la part que les concepts d'autorisation et d'institution y prennent, en référence aux significations de l'autorité éducative et aux pratiques de l'institutionnel. Puis, nous rapprocherons institution, durée et légitimation de l'autorité éducative. Enfin, nous montrerons en quoi les autorisations que la pédagogie institutionnelle permet à l'enseignant, l'aident à analyser son rapport à l'autorité.

Philippe Zimmermann. [Analyse du façonnage de l'identité professionnelle des enseignants d'école primaire en formation initiale](#). Thèse en sciences de l'éducation, soutenue le 11 avril 2013, sous la dir. de Jacques Méard (Université Nice - Sophia Antipolis) et Eric Flavier (I.U.F.M. d'Alsace, Université de Strasbourg)

Cette thèse porte sur l'étude du processus de façonnage de l'identité professionnelle (IP) de professeurs des écoles en formation initiale (PEFI). Usité dans des contextes institutionnels, professionnels et scientifiques, le concept d'IP revêt un caractère polysémique lui conférant toute sa complexité mais aussi tout son intérêt. Le discours institutionnel témoigne d'une préoccupation souvent réaffirmée mais, paradoxalement, d'une quasi-absence d'évocation explicite de l'IP. Au plan scientifique, la multiplicité des modèles théoriques qui définissent l'IP est à l'origine d'une ambiguïté sémantique la caractérisant. En s'inscrivant dans les théories culturalistes (Engeström, 1999 ; Leontiev, 1975 ; Vygotski, 1960), les postulats de la clinique de l'activité (Clot, 1999), de la psychodynamique du travail (Dejours, 1993) et de l'ergonomie (Wisner, 1995), cette thèse apporte un regard nouveau sur le concept d'IP, en l'appréhendant comme une activité de renormalisation des prescriptions reconnue par soi et par autrui. Menée avec six PEFI, la démarche clinique a permis la reconstitution de leurs itinéraires individuels ainsi que le repérage des caractéristiques communes au façonnage de leur IP. Les résultats mettent en exergue l'identification de quatre " bascules ", correspondant aux passages par lesquels passent tous les PEFI dans le processus identitaire. Ces bascules rendent compte du caractère dynamique et singulier du façonnage de l'IP. Elles ont conduit à la construction de scénarios individuels du façonnage identitaire qui rompent avec les scénarios-types retrouvés dans nombre d'études. Des propositions pour penser la formation initiale en termes d'IP sont esquissées.

***Repéré sur : ife.ens-lyon.fr***

DELGA Carole, BRETON Xavier. [Rapport d'information déposé \(...\) par la mission d'information commune sur la politique d'éducation prioritaire](#). Paris : Assemblée nationale, juillet 2013

"La politique d'éducation prioritaire s'appuie, depuis la rentrée scolaire 2011, sur le programme ECLAIR (écoles, collèges, lycées pour l'ambition, l'innovation et la réussite) et sur les RRS (réseaux de réussite scolaire). Le programme ECLAIR concerne des écoles et des établissements dont les élèves rencontrent de grandes difficultés scolaires et sociales. Les réseaux de réussite scolaire (RRS), pilotés au niveau académique, accueillent un public plus hétérogène. L'éducation prioritaire a été définie comme une priorité lors de la concertation conduite pendant l'été 2012 sur la refondation de l'école de la République. Dans le cadre de la démarche de « modernisation de l'action publique » (MAP), cet axe a été choisi pour faire l'objet d'une évaluation. Le rapport analyse les points suivants : pertinence des objectifs ; résultats obtenus ; quantité et utilisation des moyens consacrés à cette politique ; pilotage ; recommandations pour en améliorer l'efficacité."

Institute of Education Sciences (États-Unis), National Science Foundation (États-Unis). [Common Guidelines for Education Research and Development](#), 09/2013

Ce rapport américain est un guide de "bonnes pratiques" sur les recherches en éducation et qui en définit le cadre préalable selon plusieurs critères comme les conditions d'investigation, les liens entre les recherches empiriques et les théories adéquates, les méthodes d'investigation, la possibilité de répliquer les expérimentations et leurs développements cohérents et explicites.

Geoff Masters, et al. How the Brain Learns: What lessons are there for teaching? Australian Council for Educational Research (Australie), 08/2013

Ce rapport réunit les contributions des chercheurs qui ont participé à la conférence australienne de 2013. On retrouve des articles de B. Della Chiesa, P. Howard-Jones et de nombreux chercheurs australiens qui abordent un large éventail de sujets comme les neuromythes, la petite enfance ou encore les bénéfices de l'apprentissage de la musique sur le cerveau.

[The impact of ICT on pupils' learning in primary schools.](#) Estyn (Royaume-Uni), July 2013

Rapport des services d'inspection du Pays de Galles sur l'impact des TIC sur les apprentissages des élèves à l'école primaire. Un second sur le secondaire suivra. Le rapport étudie notamment l'impact sur la littératie, la numératie, l'implication des élèves et comment les TIC sont présent dans les curriculums ou encore comment les TIC peuvent contribuer à réduire les inégalités sociales. Une seconde partie concerne l'enseignement et l'apprentissage (rôle des TIC pour la prise en charge des élèves les plus avancés ; évaluation ; etc.) alors que la dernière partie s'intéresse au leadership et au management.

[The impact of teacher absence.](#) Estyn (Royaume-Uni), 09/2013

Rapport gallois sur les effets des stratégies mises en place par les écoles pour pallier les absences des enseignants et sur les façons d'utiliser les enseignants remplaçants. Il en ressort que les écoles devraient gérer plus efficacement les absences d'enseignants.

Les recommandations qui sont faites concernent les écoles, les autorités locales et le gouvernement.

Miradas sobre la educación en Iberoamérica 2013. [Desarrollo profesional docente y mejora de la educación.](#) Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura, 08/2013

El presente informe de 2013 sobre las Metas educativas 2021 aborda de forma monográfica la situación, la formación y la evaluación del profesorado en Iberoamérica. Se trata de un asunto de gran importancia y cuyo tratamiento, como los anteriores, se ha elaborado con el compromiso de proporcionar información rigurosa, veraz y relevante para conocer el grado de avance hacia la consecución de las Metas. El documento aspira a convertirse en un instrumento de análisis y orientación de las políticas públicas en el ámbito del profesorado, con el fin de fortalecer la profesión docente y mejorar la calidad y la equidad de la educación.

GARCIA Alain. [Éducation et discipline au collège.](#) Thèse en sociologie, soutenue le 8 janvier 2013, sous la dir. de François DUBET (Université Bordeaux-Segalen)

« Dans les collèges français, la question de l'éducation fait l'objet d'un traitement assez sombre : au niveau statutaire, elle marque en effet le faible prestige de certains personnels, ou de certaines matières enseignées. C'est le cas des conseillers et assistants d'éducation, ou, sur un autre plan, de l'éducation artistique, de l'éducation civique ou de l'éducation physique et sportive. La connotation négative de l'éducation apparaît aussi dans les discours quotidiens, enclins à dénoncer des carences. L'écart social entre les membres des classes moyennes cultivées et leurs élèves ne prédit pas, cependant, le niveau de tension. La construction d'un climat d'établissement joue en effet une fonction importante ; en second lieu, les situations éducatives les moins aisées obligent précisément à réfléchir en termes éducatifs. Il en ressort souvent un meilleur climat que dans des établissements

peu exposés. Dans l'imaginaire des professionnels, le collège n'aurait d'autre but que d'organiser la succession de cours entre enseignants savants et apprenants captivés. Depuis les débuts de la massification, les professeurs appliquent en réalité des pédagogies " bricolées ", sans rapport avec les principes idéels. Malgré ces adaptations officieuses, les collégiens sont pénalisés par la segmentation des cours, l'étouffement de l'esprit critique, la faible intégration éducative et la relégation du " sale boulot " de discipline. Dans les établissements favorisés, l'insuffisance démocratique incite plutôt à l'utilitarisme, et au développement d'une culture juvénile anti-scolaire ; dans les collèges populaires, les élèves en échec peuvent aussi opposer une violence. »

***Repéré sur : Insee.fr***

Mélanie Bouriez, Christine Lecrenais. [En vingt-cinq ans, l'emploi bourguignon se transforme et les territoires perdent leur spécialisation](#). Insee Bourgogne Dimensions, n°189, septembre 2013

En vingt-cinq ans, l'emploi s'est profondément transformé en Bourgogne comme en France. Les fonctions présentielle, premier moteur de croissance de l'emploi, deviennent majoritaires, tandis que l'emploi agricole et celui dédié à la fabrication se replient nettement. En Bourgogne, cependant, les métiers exercés restent davantage orientés vers les fonctions de production concrète. La région accuse un retard dans le développement des fonctions métropolitaines. Les professions du transport et de la logistique et celles de l'entretien et de la réparation confortent leur présence dans l'économie régionale. Ces transformations modèlent les zones d'emploi de la région. Leurs spécialisations d'autrefois s'estompent et laissent place à des profils plus nuancés et homogènes.

***Repéré sur : Nber.org***

Steven G. Rivkin, Jeffrey C. Schiman. [Instruction Time, Classroom Quality, and Academic Achievement](#). NBER Working Paper No. 19464, September 2013

Many countries, American jurisdictions and charter schools have recently embraced longer school days or more time devoted to core academic classes. Recent research generally supports the notion that additional time raises achievement, though difficulties isolating an exogenous source of variation raise questions about the strength of much of the evidence. Moreover, it seems likely that the magnitude of any causal link between achievement and instruction time depends upon the quality of instruction, the classroom environment, and the rate at which students translate classroom time into added knowledge. In this paper we use panel data methods to investigate the pattern of instruction time effects in the 2009 Programme for International Student Assessment (PISA) data. The empirical analysis shows that achievement increases with instruction time and that the increase varies by both amount of time and classroom environment. These results indicate that school circumstances are important determinants of the likely benefits and desirability of increased instruction time.

Karthik Muralidharan, Venkatesh Sundararaman. [Contract Teachers: Experimental Evidence from India](#). NBER Working Paper No. 19440, September 2013

The large-scale expansion of primary schooling in developing countries has led to the increasing use of non-civil-service contract teachers who are locally-hired from the same village as the school, are not professionally trained, have fixed-term renewable contracts, and are paid much lower salaries than regular civil-service teachers. This has been a controversial policy, but there is limited evidence on the effectiveness of contract teachers in improving student learning. We present experimental evidence on the impact of contract teachers using data from an ‘as is’ expansion of contract-teacher hiring across a representative sample of 100 randomly-selected government-run rural primary schools in the Indian state of Andhra Pradesh. At the end of two years, students in schools with an extra contract teacher performed significantly better than those in comparison schools by  $0.16\sigma$  and  $0.15\sigma$ , in math and language tests respectively. Contract teachers were also much less likely to be absent from school than civil-service teachers (18% vs. 27%). Using the experimental variation in school-level pupil-teacher ratio (PTR) induced by the provision of an extra contract teacher, we estimate that reducing PTR by 10% using a contract teacher would increase test scores by  $0.03\sigma$ /year. Using high-quality panel data over five years we estimate that the corresponding gain to reducing PTR by 10% using a regular civil-service teacher would be  $0.02\sigma$ /year. Thus, in addition to finding that contract teachers are effective at improving student learning outcomes, we find that they are no less effective than regular civil-service teachers who are more qualified, better trained, and paid five times higher salaries.

David J. Deming, Sarah Cohodes, Jennifer Jennings, Christopher Jencks. [School Accountability, Postsecondary Attainment and Earnings](#). NBER Working Paper, No. 19444, September 2013

We study the impact of accountability pressure in Texas public high schools in the 1990s on postsecondary attainment and earnings, using administrative data from the Texas Schools Project (TSP). We find that high schools respond to the risk of being rated Low-Performing by increasing student achievement on high-stakes exams. Years later, these students are more likely to have attended college and completed a four-year degree, and they have higher earnings at age 25. However, we find no overall impact - and large declines in attainment and earnings for low-scoring students - of pressure to achieve a higher accountability rating.

***Repéré sur : OCDE.fr***

Centre for Educational Research and Innovation. [Educational Research and Innovation : Innovative Learning Environments](#) Paris : OCDE, 2013

How to design a powerful learning environment so that learners can thrive in the 21st century? OECD’s Innovative Learning Environments (ILE) is an ambitious international study that responds to this challenging question. The study earlier released the influential publication *The Nature of Learning: Using Research to Inspire Practice*. This companion volume is based on 40 in-depth case studies of powerful 21st century learning environments that have taken the innovation journey. *Innovative Learning Environments* presents a wealth of international material and features a new



framework for understanding these learning environments, organised into eight chapters. Richly illustrated by the many local examples, it argues that a contemporary learning environment should:

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

#### [School Accountability, Postsecondary Attainment and Earnings](#)

David J. Deming ; Sarah Cohodes ; Jennifer Jennings ; Christopher Jencks

We study the impact of accountability pressure in Texas public high schools in the 1990s on postsecondary attainment and earnings, using administrative data from the Texas Schools Project (TSP). We find that high schools respond to the risk of being rated Low-Performing by increasing student achievement on high-stakes exams. Years later, these students are more likely to have attended college and completed a four-year degree, and they have higher earnings at age 25. However, we find no overall impact - and large declines in attainment and earnings for low-scoring students - of pressure to achieve a higher accountability rating.

#### [Liberty for More: Finance and Educational Opportunities](#)

Ross Levine ; Yona Rubinstein

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.

#### [How much do children learn in school? International evidence from school entry rules](#)

Sander Gerritsen ; Dinand Webbink

This study provides the first estimates of the causal effect of time in school on cognitive skills for many countries around the world, for multiple age groups and for multiple subjects. These estimates enable a comparison of the performance of education systems based on gain scores instead of level scores. We use data from international cognitive tests and exploit variation induced by school entry rules within a regression discontinuity framework. The effect of time in school on cognitive skills strongly differs between countries. Remarkably, we find no association between the level of test scores and the estimated gains in cognitive skills. As such, a country’s ranking in international cognitive tests might misguide its educational policy. Across countries we find that a year of school time increases performance in cognitive tests with 0.2 to 0.3 standard deviations for 9-year-olds and with 0.1 to 0.2 standard deviations for 13-year-olds. Estimation of gains in cognitive skills also yields new opportunities for investigating the determinants of international differences in educational achievements.



### [Do Students Perform Better in Schools with Orderly Classrooms?](#)

OECD

Most students enjoy orderly classrooms for their language-of-instruction lessons. Socio-economically disadvantaged students are less likely to enjoy orderly classrooms than advantaged students. Orderly classrooms – regardless of the school's overall socio-economic profile – are related to better performance.

### [Educational Inequality and the Returns to Skills](#)

Lundberg, Shelly (University of California, Santa Barbara)

Research and policy discussion about the diverging fortunes of children from advantaged and disadvantaged households have focused on the skill disparities between these children – how they might arise and how they might be remediated. Analysis of data from the National Longitudinal Study of Adolescent Health reveals another important mechanism in the determinants of educational attainment – differential returns to skills for children in different circumstances. Though the returns to cognitive ability are generally consistent across family background groups, personality traits have very different effects on educational attainment for young men and women with access to different levels of parental resources. These results are consistent with a model in which the provision of focused effort in school is complementary with parental inputs while openness, associated with imagination and exploration, is a substitute for information provision by educated parents and thus contributes to resilience in low-resource environments. In designing interventions to improve outcomes for disadvantaged children, we need to be cognizant of interactions between a child's skills and their circumstances.

### [Will Sooner Be Better? The Impact of Early Preschool Enrollment on Cognitive and Noncognitive Achievement of Children](#)

Filatriau, Olivier ; Fougère, Denis ; Tô, Maxime

In this paper we measure the effect of entering preelementary school at age 2 rather than 3 in France. Our identification strategy relies on ratios between the number of young children and the capacity of preelementary schools observed at the very local level. This information allows us to solve the endogeneity issue due to the potential correlation between unobserved determinants of early enrollment decision and children achievement. We measure this effect on schooling achievement in primary and lower secondary schools. We show that early enrollment in preelementary school improves cognitive and noncognitive skills at age six, and both literacy and numeracy from the third to the ninth grades.

### [Herding cats? Management and university performance](#)

McCormack, John ; Propper, Carol ; Smith, Sarah L.

Using a tried and tested measure of management practices which has been shown to predict firm performance, we survey nearly 250 departments across 100+ UK universities. We find large differences in management scores across universities and that departments in older, research-intensive universities score higher than departments in newer, more teaching-oriented universities. We also find that management matters in universities. The scores, particularly with respect to provision of incentives for staff recruitment, retention and promotion, are correlated with both teaching and research performance conditional on resources and past performance. Moreover, this relationship holds for all universities, not just research-intensive ones.

### [Igualdade de Oportunidades- Analisando o papel das circunstâncias no desempenho do ENEM](#)

Fernanda Leite Santana ; Lauro Cesar Bezerra Nogueira ; Erik Alencar de Figueiredo

This study examines how social circumstances influence the educational performance of students who provide the National Secondary Education Examination (ENEM). Initially, we adopt an approach nonparametric taking Roemer Identification Axiom assuming independence between circumstance and effort. Then relaxes this hypothesis seeking to measure the bias of omission of individual effort and talent. The first set of results show the strong difference between the types effort to obtain a good performance. The second approach suggests that the indirect effect of mother's education, is one of the most important factors for the success of the son. Keywords- Inequality

### [Development Class-size Reduction Policies and the Quality of Entering Teachers.](#)

Steven Dieterle (University of Edinburgh)

State-wide class-size reduction (CSR) policies have typically failed to produce large achievement gains. One explanation is that the introduction of such policies forces schools to hire relatively low-quality teachers. This paper uses data from an anonymous state to explore whether teacher quality suffered from the introduction of CSR. We find that it did, but not nearly enough to explain the small achievement effects of CSR. The combined fall in achievement due to hiring lower quality teachers and more inexperienced teachers is small relative to the unrealized gains. Furthermore, between-school differences in the quality of incoming teachers cannot explain the poor estimated CSR performance from previous quasi-experimental treatment-control comparisons.

### [Providing financial education: a general equilibrium approach](#)

Padula, Mario ; Pettinicchi, Yuri

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 Rationale for Higher Education Investment in Ibero-America](#)

José Joaquín Brunner

A key higher education policy question is about the financing of this sector. Who, why and how higher education should be paid for are debated around the world by governments, the academic community, students, experts and civil society. This is true of Ibero-America. The meetings of their heads of state or governments have, on various occasions, pronounced on this issue. And within the institutions themselves and on the streets of the principal cities in the region, students and professors have voiced their demands for greater funding. This document advocates the need for shared higher education funding – between the state and the private sector, (including students and their families), in a proportion that corresponds approximately to the private and social benefits

generated. The proposed public/private cost allocation (1:1) is based on econometric calculations of the respective benefits generated by tertiary education, with approximately one half of the total being private benefits and the other half social benefits and public externalities. From this it follows that HEIs should be funded in the same proportion, diversifying their sources so that the state (taxpayers) and the private sector (households or families, students and graduates) provide 50% each. But the above only makes sense if higher education can ensure that it provides the anticipated private and social benefits and public externalities. The bottlenecks that stand in the way of achieving these expectations have to be removed. So the State should allocate resources in terms of reaching these objectives, and implement policies that encourage institutions to reach the proposed outcomes and standards. Un point central du débat sur les politiques d'éducation supérieure ou tertiaire a trait au financement de ce secteur. Trois questions majeures alimentent les discussions entre gouvernements, chercheurs, étudiants, experts et membres de la société civile à travers le monde : qui doit financer, pour qui et comment. Et l'Amérique latine ne fait pas exception. Les chefs d'État et de gouvernement se sont prononcés à plusieurs reprises sur ce sujet lors des sommets ibéroaméricains. Les enceintes universitaires et les pavés des rues des principales villes de la région ont également servi de tribune aux étudiants et professeurs réclamant davantage de moyens financiers pour les universités. Le document présent plaide pour un partage du financement du système éducatif supérieur entre l'État et les particuliers, c'est-à-dire les étudiants et leurs familles, en fonction des bénéfices privés et sociaux générés. Le modèle de distribution des coûts (1:1) entre le privé et le public s'appuie sur le calcul économétrique des bénéfices respectifs générés, qui se partage de façon égale entre bénéfices privés et bénéfices sociaux ou externalités publiques. La conclusion qui découle de cette analyse consiste à suggérer une diversification des sources de financement des Institutions d'éducation supérieure (IES) de manière à garantir un partage égal des coûts entre l'État (les contributeurs) et les particuliers (ménages ou familles et étudiantes/diplômés). Ceci n'est valable bien entendu qu'à condition que le système éducatif fonctionne de façon optimale et génère effectivement les bénéfices attendus par les individus et la société. Les obstacles qui entravent un tel fonctionnement doivent être levés. Il est du ressort de l'État d'allouer les ressources nécessaires pour parvenir à ces objectifs, et de mettre en oeuvre des politiques publiques qui permettent aux institutions de répondre aux exigences et standards proposés.

#### [The organizational and regional determinants of inter-regional collaborations à€“ Academic inventors as bridging agents](#)

Friedrich Dornbusch (Fraunhofer Institute for Systems and Innovation Research ISI, Competence Center Policy and Regions) ; Sidonia von Proff (Economic geography and Location Research, Philipps-Universität Marburg) ; Thomas Brenner (Economic geography and Location Research, Philipps-Universität Marburg)

Collaboration over distance is difficult to maintain in innovation projects which require a great deal of regional collaboration. However, patent documents reveal that a number of inventor teams are able to overcome long distances. Earlier literature started to investigate factors, which increase the probability of long-distance innovation co-operation. The paper at hand is restricted to patents with academic participation, but takes a close look at two types of factors in the environment of the inventors: (1) the characteristics of the university that employs the academic inventor(s), and (2) the influence of the regional environment. Research on the impact of these factors is still underdeveloped in the literature. By considering only patents with at least one academic inventor we have a relatively homogeneous subset of patents and can concentrate on the external impacts. We

find that a similar research area structure, a high absorptive capacity as well as a high start-up rate foster intra-regional collaboration. More TTO staff and a larger university lead to more long-distance collaboration while the industry orientation of the university does not exert an influence on the distance between inventors.

#### [School Management in Developing Countries](#)

Sebastian Galiani (Washington University in St. Louis) ; Ricardo Perez-Truglia (Harvard University and Universidad de San Andres)

We review the empirical evaluation of three school-management interventions: school decentralization, tracking and contract teachers. We provide stylized models to organize the discussion of the results. We look at the average and distributional effects of the policies and stress the possible importance of complementary interventions aimed at reducing inequality when the programs are cost-effective but engender greater benefits to the best students. We compare the results across non-experimental, quasi-experimental and experimental studies, and argue, not surprisingly, that a solid identification strategy is critical to getting the policy recommendations right. Finally, we identify some problems that future research should address.

#### [Returns to Elite Higher Education in the Marriage Market: Evidence from Chile](#)

Katja Maria Kaufmann ; Matthias Messner ; Alex Solis

In this paper we estimate the marriage market returns to being admitted to a higher ranked (i.e. more "elite") university by exploiting unique features of the Chilean university admission system. This system centrally allocates applicants based on their university entrance test score, which allows us to identify causal effects by using a regression discontinuity approach. Moreover, the Chilean context provides us with the necessary data on the long run outcome 'partner quality'. We find that being admitted to a higher ranked university has substantial returns in terms of partner quality for women, while estimates for men are about half the size and not significantly different from zero. JEL-Classification: I23, I24, J12. Keywords: Returns to education quality, higher education, marriage market, regression discontinuity, Chile.

#### [In School and Out of Trouble? 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 canceling class for seventeen instructional days. We examine the effects of this unusually short school year to draw conclusions about the relationship between time in school and juvenile arrests on Oahu. 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. During the shortened school year, we calculate that there were twenty fewer assault arrests and fourteen fewer drug-related arrests of juveniles on Oahu. The declines in arrests for assaults were the most pronounced in poorer regions of the island whereas the declines in drug-related arrests were higher in relatively more prosperous regions.

### [The Evolution of German Historical School in Bulgaria \(1878-1944\)](#)

Nikolay Nenovsky ; Pencho Penchev

In this paper we present one possible historical reconstruction of the German historical school in Bulgaria for the period 1878 – 1944. The main postulates of the historical school which claimed to be a general theoretical model for newly emerging and backward economies suited well the interests of the basic social groups and the intellectual views of the newly formed Bulgarian elites. In Bulgaria the main dominating components of the historical school followed its own evolution (old, young and youngest historical school) while also intermingling with other major components of other theoretical schools. Thus, for instance, right after the Liberation, in the theoretical views of the Bulgarian economic scholars a specific synthesis emerged with the ideas of the classical liberal thought (G. Nachovich, Ivan Evstatiev Geshov), after WWI with the postulates of monetarism and conservative public finances (? Lyapchev, G. Danailov), and during the 1930s with the ideas of organic and directed economy (? Tsankov, ? Bobchev). This eclectic interaction, within which the influence of the historical school increased, brought about evolution of the character of the “Bulgarian economic nationalism” (liberal, monetary-conservative and integral, corporate). Especially significant for the Bulgarian economic thought was the warm receipt of the Russian economic historical school even if only for the fact that this school came from a Slavic and Orthodox country.

### [The U.S. Market for Higher Education: A General Equilibrium Analysis of State and Private Colleges and Public Funding Policies](#)

Dennis Epple ; Richard Romano ; Sinan Sarpça ; Holger Sieg

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.

### [The impact of a senior high school tuition relief program on poor junior high schoolstudents in rural China](#)

Xinxin Chen ; Yaojiang Shi ; Hongmei Yi ; Linxiu Zhang ; Di Mo ; James Chu ; Prashant Loyalka ; Scott Rozelle

A significant gap remains between rural and urban students in the rate of admission to senior high school. One reason for this gap may be high tuition and other school fees at the senior high school level. By reducing student expectations of attending high school, high tuition and school fees can reduce student academic performance in junior high school. In this paper we evaluate the impact of a senior high tuition relief program on the test scores of poor, rural seventh grade students in China. We surveyed three counties in Shaanxi Province and exploit the fact that, while the counties are adjacent to one another and share similar characteristics, only one of the three implemented a tuition relief program. Using several alternative estimation strategies, including difference-in-

differences (DD), difference-in-difference-in-differences (DDD), propensity score matching (PSM) and difference-in-differences matching (DDM), we find that the tuition program has a statistically significant and positive impact on the math scores of seventh grade students. More importantly, this program is shown to have the largest (and only significant) impact on the poorest students.

### [Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers](#)

Karthik Muralidharan ; Ketki Sheth

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 ( $0.02\sigma$ /year) and language ( $0.01\sigma$ /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  $0.036\sigma$  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.

### [Does more general education reduce the risk of future unemployment? Evidence from labor market experiences during the Great Recession](#)

Hall, Caroline (Uppsala Center for Labor Studies)

This paper investigates whether more general education reduces the risk of future un-employment by examining individuals' labor market experiences during the "Great Re-cession" (2008–2010). To estimate the causal impact of differences in educational content, I exploit a reform in Sweden in the 1990s which prolonged vocational programs in upper secondary school and gave them a considerably larger general content. The re-search design takes advantage of variation across regions and over time in the imple-mentation of a large-scale pilot which preceded the reform. I find no evidence that having attended a longer and more general program reduced the risk of experiencing unemployment during the 2008–2010 recession. Among students with low GPAs from compulsory school, attending a pilot program seems instead to have led to an increased risk of unemployment. This pattern is strongest among male students and the effect is likely to be explained by the increased dropout rate which resulted from the change of the programs.

### [Key Trends in Russia's Education System: Results of 2012](#)

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

This paper deals with issues related to the education system. The author focuses on the latest legislation adopted by the government and reorganization of its institutions.

### [Reading to young children: a head-start in life?](#)

Kalb, Guyonne ; van Ours, Jan C

This paper investigates the importance of parents reading to their young children. Using Australian data we find that parental reading to children at age 4 to 5 has positive and significant effects on reading skills and cognitive skills of these children at least up to age 10 or 11. Our findings are robust to a wide range of sensitivity analyses.

### [Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates](#)

Raj Chetty ; John N. Friedman ; Jonah E. Rockoff

Are teachers' impacts on students' test scores ("value-added") a good measure of their quality? One reason this question has sparked debate is disagreement about whether value-added (VA) measures provide unbiased estimates of teachers' causal impacts on student achievement. We test for bias in VA using previously unobserved parent characteristics and a quasi-experimental design based on changes in teaching staff. Using school district and tax records for more than one million children, we find that VA models which control for a student's prior test scores exhibit little bias in forecasting teachers' impacts on student achievement. Although teachers have substantial impacts, differences in teacher quality account for a small fraction of achievement gaps across demographic groups, as more than 85% of the variation in teacher VA is within rather than between schools.

### [Leaving Boys Behind: Gender Disparities in High Academic Achievement](#)

Nicole M. Fortin ; Philip Oreopoulos ; Shelley Phipps

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.

### [Measuring the option value of education](#)

Rulof P Burger (Department of Economics, University of Stellenbosch) ; Francis J Teal (Centre for Studies of African Economics, University of Oxford)

Many recent descriptive studies find convex schooling-earnings profiles in developing countries. In these countries forward-looking students should attach option values to completing lower levels of schooling. Another option value may arise due to the uncertain economic environment in which the sequence of enrolment decisions is made. Most theoretical models that are used to motivate and interpret OLS or IV estimates of the returns to schooling assume away convexity in the schooling-earnings profile, uncertainty and the inherently dynamic nature of schooling investment decisions. This paper develops a decomposition technique that calculates the relative importance of different benefits of completing additional schooling years, including the option values associated with convex schooling returns and uncertainty. These components are then estimated on a sample of workers



who has revealed a highly convex schooling-earnings profile, and who face considerable uncertainty regarding future wage offers: young black South African men. We find that rationalising the observed school enrolment decisions requires large option values of early schooling levels (mainly associated with convexity rather than uncertainty), as well as a schooling cost function that increases steeply between schooling phases.

#### [Firm Entry Deregulation, Competition and Returns to Education and Skill](#)

Fernandes, Ana ; Ferreira, Priscila ; Winters, L. Alan

This paper investigates the effects of firm entry deregulation. We exploit a recent reform that simplified business entry in Portugal as a quasi-natural experiment. We use cross-municipality-year variation in the implementation of the reform for identification. Using matched employer-employee data for the universe of workers and firms, we find that the reform is associated with increased firm entry and competition within industries and regions. The returns to a university degree increased by 5% while the returns to skills increased by 3%.

#### [Non-cognitive skill formation in poor neighbourhoods of urban India](#)

Krishnan, Pramila ; Krutikova, Sofya

Recent labour market research has shown that a good education comprises investment in both cognitive and non-cognitive skills. We examine the impact of a long-term programme designed to raise non-cognitive skills of children and adolescents in slums in Bombay. We use a cross-cutting design with two comparison groups of peers for young adults who have attended the programme until leaving high school to analyse whether, compared to those from a similar environment and background, enrollment in the programme demonstrably raises such skills. We find evidence of substantial impacts on both self-esteem and self-efficacy (of about one standard deviation), as well as evidence of a smaller impact on life evaluation and aspirations. Furthermore, in line with the literature, both self-esteem and self-efficacy are positively related to success in school-leaving examinations and initial labour market outcomes.

#### [Household Finance: Education, Permanent Income and Portfolio Choice](#)

Russell Cooper ; Guozhong Zhu

This paper studies household financial choices: why are these decisions dependent on the education level of the household? A life cycle model is constructed to understand a rich set of facts about decisions of households with different levels of education attainment regarding stock market participation, stock share in wealth, stock adjustment rate and wealth-income ratio. The model, including preferences and both participation and portfolio adjustment costs, is estimated to match the asset allocation decisions of different education groups. Using the estimated parameters we argue that education matters for financial decisions mainly through its effect on mean income. We also study the sensitivity of household financial decisions to: (i) government programs that support consumption floors and (ii) changes in reimbursement for medical expenditures.

#### [You Get What You Pay For: Schooling Incentives and Child Labor](#)

Eric V. Edmonds ; Maheshwor Shrestha

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.

### [Immigration, Wages, and Education: A Labor Market Equilibrium Structural Model](#)

Joan Lull

This paper analyzes the effect of immigration on wages taking into account human capital and labor supply adjustments. Using U.S. micro-data for 1967-2007, I estimate a labor market equilibrium model that includes endogenous decisions on education, participation, and occupation, and allows for skill-biased technical change. Results suggest important labor market adjustments that mitigate the effect of immigration on wages. These adjustments include career switches, labor market detachment and changes in schooling decisions, and are heterogeneous across the workforce. The adjustments generate substantial self-selection biases at the lower tail of the wage distribution that are corrected by the estimated model.

### [How to boost the PHD labour market? : facts from the PHD system side](#)

Mónica Benito ; Rosario Romera

OCDE publications in the early 1990s on Science-Technology-Economy alerted several member countries on the prediction of a future shortage of skilled researchers and its possible impact on the economy. Consequently, on the decade 1998-2009 the number of doctorates handed out in all OECD countries grew by 31%. Doctoral holders are not only the most qualified in terms of educational attainment, but also those who are specifically trained to conduct research. Although the unemployment rate for doctoral holders is stabilized around 3% since 2006, nowadays it is becoming more and more difficult for them to find a job corresponding to their qualification. The recruitment of PhD graduates in the private sector (business, industry) should be considered a key avenue in converting research into commercialized innovations, technological progress and productivity growth of the countries. Universities and R&D and innovation policy makers are committed in boosting the PhD labour market. This paper discusses the diagnosis of the situation of the PhD job market, the careers and mobility of doctorates holders along the OCDE countries. Having analyzed the employment of PhD holders in the private sector and bearing in mind that most of the doctoral programs conform to a classical old model, our interest is focused on exploring significant relationships between the intensity of graduate’s employment in private sector and new strategies implemented in recently upgraded doctoral systems. Conclusions relating recent reforms in the PhD system established in some OECD countries and their PhD labour market are stated out. In this study we make intensive use of the data collected through a collaborative project launched by the OECD with the UNESCO Institute for Statistics (UIS) and Eurostat (OECD/UIS/Eurostat project) aimed at developing internationally comparable indicators on the careers and mobility of doctorate holders in 2 009, the CDH project

### [Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood](#)

Raj Chetty ; John N. Friedman ; Jonah E. Rockoff

Are teachers' impacts on students' test scores ("value-added") a good measure of their quality? This question has sparked debate partly because of a lack of evidence on whether high value-added (VA) teachers who raise students' test scores improve students' long-term outcomes. Using school district

and tax records for more than one million children, we find that students assigned to high-VA teachers in primary school are more likely to attend college, earn higher salaries, live in higher SES neighborhoods, and have higher savings rates. They are also less likely to have children as teenagers. Teachers have substantial impacts in all grades from 4 to 8. On average, a one standard deviation improvement in teacher VA in a single grade raises earnings by 1.3% at age 28. Replacing a teacher whose VA is in the bottom 5% with an average teacher would increase the present value of students' lifetime income by approximately \$250,000 per classroom.

### [The Effect of Education on Health: Cross-Country Evidence](#)

Raquel Fonseca ; Yuhui Zheng

This paper uses comparable micro-data from over 15 OECD countries to study the causal relationship between education and health outcomes. We combine three surveys (SHARE, HRS and ELSA) that include nationally representative samples of people aged 50 and over in these countries. We use variation in the timing of educational reforms across these countries as an instrument for the effect of education on health. Using instrumental variables Probit models (IV-Probit), we find causal evidence that more years of education lead to better health for a limited number of health markers. We find lower probabilities of reporting poor health, of having limitations in functional status (ADLs and iADLs) and of having been diagnosed with diabetes. These effects are larger than those from a Probit that does not control for the endogeneity of education. We cannot find evidence of a causal effect of education on other health conditions. Interestingly, the relationship between education and cancer is positive in both Probit and IV-Probit models, which we interpret as evidence that education fosters early detection.

### [Promptness and Academic Performance](#)

Novarese, Marco ; Di Giovinazzo, Viviana

This article uses university administration data to investigate the relation between student behavior (rapid response in finalizing enrolment procedures) and academic performance. It shows how student promptness in enrolling, or lack of it, can prove a useful forecast of academic success. Several explanations can be given, including simply the greater or lesser tendency to procrastinate.

### [Measuring the option value of education](#)

Rulof P. Burger ; Francis J. Teal

Many recent descriptive studies find convex schooling-earnings profiles in developing countries. In these countries forward-looking students should attach option values to completing lower levels of schooling. Another option value may arise due to the uncertain economic environment in which the sequence of enrolment decisions is made. Most theoretical models that are used to motivate and interpret OLS or IV estimates of the returns to schooling assume away convexity in the schooling-earnings profile, uncertainty and the inherently dynamic nature of schooling investment decisions. This paper develops a decomposition technique that calculates the relative importance of different benefits of completing additional schooling years, including the option values associated with convex schooling returns and uncertainty. These components are then estimated on a sample of workers who has revealed a highly convex schooling-earnings profile, and who face considerable uncertainty regarding future wage offers: young black South African men. We find that rationalising the observed school enrolment decisions requires large option values of early schooling levels (mainly associated

with convexity rather than uncertainty), as well as a schooling cost function that increases steeply between schooling phases.

### [Compulsory Education and the Benefits of Schooling](#)

Melvin Stephens, Jr. ; Dou-Yan Yang

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.

### [Looking Beyond Enrollment: The Causal Effect of Need-Based Grants on College Access, Persistence, and Graduation](#)

Benjamin L. Castleman ; Bridget Terry Long

Gaps in average college success among students of differing backgrounds have persisted in the United States for decades. One of the primary ways governments have attempted to ameliorate such gaps is by providing need-based grants, but little evidence exists on the impacts of such aid on longer-term outcomes such as college persistence and degree completion. We examine the effects of the Florida Student Access Grant (FSAG) using a regression-discontinuity strategy and exploiting the cut-off used to determine eligibility. We find grant eligibility had a positive effect on attendance, particularly at public four-year institutions. We also extend the literature by investigating the impact of aid on college success and find that eligibility for FSAG increased early persistence and the cumulative number of college-level credits students earned in their first four years. Most importantly, we find that FSAG increased the likelihood of bachelor's degree receipt within six years at a public college or university by 4.6 percentage points, which translates into a 22 percent increase among students near the eligibility cut-off. The results are robust to sensitivity analyses.

### [Financial Incentives and Educational Investment: The Impact of Performance-Based Scholarships on Student Time Use](#)

Lisa Barrow ; Cecilia E. 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 results indicate that well-designed incentives can induce post-secondary students to increase investments in educational attainment.

### [Cycling to School: Increasing Secondary School Enrollment for Girls in India](#)

Muralidharan, Karthik (University of California, San Diego) ; Prakash, Nishith (University of Connecticut)

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.

### [Ranking of Business School Journals: A Rating Guide for Researchers](#)

Bandyopadhyay, Arindam

Rating of research journals enables academic institutions to evaluate research quality of scholars in a more transparent manner. An indicative Journal Quality Ranking List has been compiled in this piece of work to assist researchers to understand the academic standards of various business journals. It is a collation of journal rankings in a master scale from a variety of sources. This list may also be helpful Business schools to encourage faculty publications & conduct academic performance evaluation.

### [Educational Attainment, Wages and Employment of Second-Generation Immigrants in France](#)

Gabin Langevin (CREM UMR CNRS 6211, University of Rennes 1, France) ; David Masclat (CREM UMR CNRS 6211, University of Rennes 1 and CIRANO, France) ; Fabien Moizeau (CREM UMR CNRS 6211, University of Rennes 1 and IUF, France) ; Emmanuel Peterle (CREM UMR CNRS 6211, University of Rennes 1, France)

We use data from the Trajectoires et Origines survey to analyze the labor-market outcomes of both second-generation immigrants and their French native counterparts. Second-generation immigrants have on average a lower probability of employment and lower wages than French natives. We find however considerable differences between second-generation immigrants depending on their origin: while those originating from Northern Africa, Sub-Saharan Africa and Turkey are less likely to be employed and receive lower wages than French natives, second-generation immigrants with Asian or Southern- and Eastern-European origins do not differ significantly from their French native counterparts. The employment gap between French natives and second-generation immigrants is mainly explained by differences in their education; education is also an important determinant of the ethnic wage gap. Finally we show that these differences in educational attainment are mainly

explained by family background. Although the role of discrimination cannot be denied, our findings do point out the importance of family background in explaining lifelong ethnic inequalities.

#### [Student loans and the allocation of graduate jobs](#)

Alessandro Cigno (Università degli Studi di Firenze) ; Annalisa Luporini (Università degli Studi di Firenze)

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.

#### [Economic Conditions at Birth, Birth Weight, Ability, and the Causal Path to Cardiovascular Mortality](#)

van den Berg, Gerard J. (University of Mannheim) ; Modin, Bitte (Centre for Health Equity Studies - CHESS)

We analyze interaction effects of birth weight and the business cycle at birth on individual cardiovascular (CV) mortality later in life. In addition, we examine to what extent these long-run effects run by way of cognitive ability and education and to what extent those mitigate the long-run effects. We use individual records of Swedish birth cohorts from 1915–1929 covering birth weight, family characteristics, school grades, sibling identifiers, and outcomes later in life including the death cause. The birth weight distribution does not vary over the business cycle. The association between birth weight (across the full range) and CV mortality rate later in life is significantly stronger if the individual is born in a recession. This is not explained by differential fertility by social class over the cycle. Ability itself, as measured at age 10, varies with birth weight and the cycle at birth. But the long-run effects of early-life conditions appear to mostly reflect direct biological mechanisms. We do not find evidence of indirect pathways through ability or education, and the long-run effects are not mitigated by education.

#### [Who are the Academic All-rounders?](#)

OECD

On average across OECD countries, around 4% of students are top performers in reading, mathematics and science (all-rounders). Australia, Finland, Hong Kong-China, Japan, New Zealand, Shanghai-China and Singapore have larger proportions of these students than any other country or economy.

#### [Mapping and Analysing Prospective Technologies for Learning - Results from a Consultation with European Stakeholders and Roadmaps for Policy Action](#)

Stefania Aceto (MENON Network) ; Spiros Borotis (MENON Network) ; Jim Devine (DEVINE Policy|Projects|Innovation (and former President, IADT)) ; Thomas Fischer (MENON Network)

EU policies call for the strengthening of Europe's innovative capacity and it is considered that the modernisation of Education and Training systems and technologies for learning will be a key enabler of educational innovation and change. This report brings evidence to the debate about the technologies that are expected to play a decisive role in shaping future learning strategies in the short to medium term (5-10 years from now) in three main learning domains: formal education and training; work-place and work-related learning; re-skilling and up-skilling strategies in a lifelong-

learning continuum. This is the final report of the study 'Mapping and analysing prospective technologies for learning (MATEL)' carried out by the MENON Network EEIG on behalf of the European Commission, Joint Research Centre, Institute for Prospective Technological Studies. The report synthesises the main messages gathered from the three phases of the study: online consultation, state-of-the-art analysis and a roadmapping workshop. Eight technology clusters and a set of related key technologies that can enable learning innovation and educational change were identified. A number of these technologies were analysed to highlight their current and potential use in education, the relevant market trends and ongoing policy initiatives. Three roadmaps, one for each learning domain, were developed. These identified long-term goals and specific objectives for educational change, which in turn led to recommendations on the immediate strategies and actions to be undertaken by policy and decision makers.

### [State of Science and Innovation in 2012](#)

Irina Dezhina (Gaidar Institute for Economic Policy)

The past year was marked by the alteration of former trends and priorities following the change of the President and the Government. State policies for supporting science came to the fore while the encouragement of innovative activities and technological development lost in the frequency of its mentioning in the official documents. The switching of priorities was also reflected in the way consultative bodies were restructured.

### [Employer education, agglomeration and workplace training: poaching vs knowledge spillovers](#)

Giuseppe Croce ; Edoardo Di Porto ; Emanuela Ghignoni ; Andrea Ricci

This paper analyzes the role of the employer in workplace training, a novelty with respect to the literature on this topic. Taking advantage of a unique dataset on Italy, we study how individual employer profile and the agglomeration of employers influence firms' propensity to invest in training. Our findings show that highly educated employers have a greater propensity to invest in workplace training. Moreover, we are able to capture the effect of employers' human capital agglomeration on the training decision. We assert that such agglomeration leads to two different alternative scenarios: 1) a poaching effect may prevail, therefore competition among employers induces less propensity to train workers; 2) a positive knowledge spillover effect may prevail leading to a greater propensity to engage in training. We test these two options discovering that in the Italian case, where small businesses are prominent, the first effect is stronger. Several econometrics issues are considered in our empirical strategy: the skewed and bounded nature of the training decision indicator, the endogeneity issues derived from the agglomeration effect as well as the cross section dependence problems affecting standard errors.

### [The Effect of Maternal Employment on Children's Academic Performance](#)

Rachel Dunifon ; Anne Toft Hansen ; Sean Nicholson ; Lisbeth Palmhøj Nielsen

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.

[Universities as local knowledge hubs under different technology regimes – New evidence from academic patenting](#)

Friedrich Dornbusch (Fraunhofer Institute for Systems and Innovation Research ISI, Competence Center Policy and Regions) ; Thomas Brenner (Economic Geography and Location Research, Philipps-Universität Marburg)

It is often claimed that universities act as local knowledge factories. Although this function is largely analyzed in previous research, there still is a knowledge gap regarding the role of a technological match between the profiles of partners in university-industry interactions. In addition, the effects of different knowledge dynamics in technological regimes remain under-researched. In this paper, we thus draw special attention to the question how geographical distance and the specific role of a technological fit between the knowledge provided by the university and the technological needs of the local industry affects interactions between universities and firms. Thereby, we differentiate between six technological regimes constituted by different knowledge dynamics. Our analyses are based on a unique dataset containing all German universities' academic patenting and publication activities. As these are further enriched by secondary data, they enable us to show that the technological fit between a university and its surrounding region (in terms of local industry needs) indeed has a significant influence on a university's innovation-related research interactions, especially with small firms. We further show that this effect additionally depends on the underlying knowledge base in heterogeneous technological regimes.

***Repéré sur : Unesco.org***

Unesco. [L'éducation transforme nos existences](#). Rapport mondial de suivi pour l'éducation pour tous. Paris : Unesco, 2013

L'éducation éclaire chaque pas accompli vers une vie meilleure, surtout pour les pauvres et les plus vulnérables. Pourtant, l'extraordinaire capacité de l'éducation à servir de catalyseur pour réaliser les objectifs généraux du développement ne s'exerce pleinement que lorsque l'éducation est équitable. Des efforts particuliers doivent donc être déployés pour garantir que tous les enfants et les jeunes – quels que soient leur revenu familial, le lieu où ils vivent, leur genre, leur origine ethnique ou leur handicap éventuel – puissent bénéficier à égalité de cette capacité de l'éducation à transformer nos existences. L'éducation est en particulier source d'autonomisation pour les filles et les jeunes femmes, parce qu'elle augmente leurs chances de trouver un emploi, de rester en bonne santé et de participer pleinement à la vie de la société. Elle donne aussi plus de chances à leurs enfants de vivre des vies saines. Pour recueillir les plus larges bénéfices de l'éducation, il faut permettre à tous les enfants d'étudier jusqu'au terme non seulement du cycle primaire, mais aussi du premier cycle de l'enseignement secondaire. L'accès à l'école n'est toutefois pas suffisant : pour qu'il y ait réellement apprentissage, l'éducation doit être de bonne qualité. Compte tenu de son pouvoir transformateur, l'éducation doit occuper une place centrale dans le cadre du développement mondial pour l'après-2015



## 2. Sommaires de revues en éducation

[American Educational Research, October 2013; Vol. 50, No. 5](#)

- The Efficacy of Private Sector Providers in Improving Public Educational Outcomes  
Carolyn J. Heinrich and Hiren Nisar
- The Net Black Advantage in Educational Transitions: An Education Careers Approach  
David M. Merolla
- Tracking Effects Depend on Tracking Type: An International Comparison of Students' Mathematics Self-Concept  
Anna K. Chmielewski, Hanna Dumont, and Ulrich Trautwein
- Culture Consciousness Among Hmong Immigrant Leaders: Beyond the Dichotomy of Cultural Essentialism and Cultural Hybridity  
Bic Ngo
- The Importance of Scaffolding the Transition: Unpacking the Null Effects of Relocating Poor Children Into Nonpoor Neighborhoods  
Micere Keels
- The Influence of Teachers' Knowledge on Student Learning in Middle School Physical Science Classrooms  
Philip M. Sadler, Gerhard Sonnert, Harold P. Coyle, Nancy Cook-Smith, and Jaimie L. Miller
- Between Politics and Equations: Teaching Critical Mathematics in a Remedial Secondary Classroom  
Andrew Brantlinger
- Why Students Choose STEM Majors: Motivation, High School Learning, and Postsecondary Context of Support  
Xueli Wang
- Connecting Self-Esteem and Achievement: Diversity in Academic Identification and Dis-identification Patterns Among Black College Students  
Elan C. Hope, Tabbye M. Chavous, Robert J. Jagers, and Robert M. Sellers
- Pressures of the Season: An Examination of Classroom Quality and High-Stakes Accountability  
Stephen B. Plank and Barbara Falk Condliffe



[Applied Measurement in Education, Vol. 26, No. 4, 01 Oct 2013](#)

- Centering, Scale Indeterminacy, and Differential Item Functioning Detection in Hierarchical Generalized Linear and Generalized Linear Mixed Models  
Yuk Fai Cheong & Akihito Kamata
- The Language Factor in Elementary Mathematics Assessments: Computational Skills and Applied Problem Solving in a Multidimensional IRT Framework  
Marian Hickendorff
- An Application of Generalizability Theory to Evaluate the Technical Quality of an Alternate Assessment  
Melinda Ann Taylor & Dena A. Pastor
- Comparing Panelists' Understanding of Standard Setting Across Multiple Levels of an Alternate Science Assessment  
Mary A. Hansen, Steven R. Lyon, Peter Heh & Naomi Zigmond

[Assessment & Evaluation in Higher Education, Vol. 38, No. 7, 01 Nov 2013](#)

- Students' perceptions of the usefulness of marking guides, grade descriptors and annotated exemplars  
Amani Bell, Rosina Mladenovic & Margaret Price
- Strategies that challenge: exploring the use of differentiated assessment to challenge high-achieving students in large enrolment undergraduate cohorts  
Cristina Varsavsky & Gerry Rayner
- Do those who benefit the most need it the least? A four-year experiment in enquiry-based feedback  
Andy Adcroft & Robert Willis
- Are the principles of effective feedback transferable across disciplines? A comparative study of written assignment feedback in Languages and Technology  
María Fernández-Toro, Mike Truman & Mirabelle Walker
- Interpretations of formative assessment in the teaching of English at two Chinese universities: a sociocultural perspective  
Qiuxian Chen, Margaret Kettle, Val Klenowski & Lyn May
- Beneath the patchwork quilt: unravelling assessment  
Mary Richardson & Mary Healy
- Evaluating the level of degree programmes in higher education: the case of nursing  
Trudy Rexwinkel, Jacques Haenen & Albert Pilot

- Improving engagement: the use of 'Authentic self-and peer-assessment for learning' to enhance the student learning experience  
Sean Kearney
- Tertiary teachers and student evaluations: never the twain shall meet?  
Sarah J. Stein, Dorothy Spiller, Stuart Terry, Trudy Harris, Lynley Deaker & Jo Kennedy

[Community College Journal of Research and Practice, Vol. 37, No. 11, 01 Nov 2013](#)

- A High Impact Practice that Works: Connecting Mentors From the Professional Community to Teacher Education Students  
Judy Brown-DuPaul, Joseph H. Davis & Melanie Wursta
- A Multilevel Analysis of the Association of Class Schedule with Student Outcomes in Community College Developmental Math  
David S. Fike & Renea Fike
- Learning Communities, Academic Performance, Attrition, and Retention: A Four-Year Study  
Gene Popiolek, Ricka Fine & Valerie Eilman
- Why We Can't Wait: Diversity Planning In Community Colleges  
Lewis H. Burke Jr.
- Dual-Credit in Kentucky  
Lisa G. Stephenson
- The Next Generation of Community College Leaders  
Michele K. McArdle
- The Accessibility and Usability of College Websites: Is your Website Presenting Barriers to Potential Students?  
William Erickson, Sharon Trerise, Camille Lee, Sara VanLooy, Samuel Knowlton & Susanne Bruyère
- Confirmatory Factor Analysis of Transfer Student Adjustment  
Jacob T. N. Young & Elizabeth Litzler
- The AACC Leadership Competencies: Pennsylvania's Views and Experiences  
Robert A. Boswell & Sohel M. Imroz
- Emotions and Sensemaking: A Consideration of a Community College Presidential Transition  
Kerri S. Kearney
- New-to-College "Academic Transformation" Distance Learning: A Paradox

David T. Goomas & Alexis Clayton

[Community College Journal of Research and Practice, Vol. 37, No. 12, 01 Dec 2013](#)

- Dialogistic Presence on Community College Websites in Nine Megastates  
David Shadinger
- Work and Life Balance Support of Female Midlevel Noninstructional Staff at Community Colleges  
Stephanie J. Jones & Colette M. Taylor
- Learning Communities' Impact on Student Success in Developmental English  
Randall A. Barnes & William E. Piland
- Internationalization of General Education Curricula in Community Colleges: A Faculty Perspective  
Gavin C. O'Connor, Kent A. Farnsworth & Mary E. Utley
- Implementing Quality Service-Learning Programs in Community Colleges  
Lauren Weiner Vaknin & Marilee J. Bresciani
- Student Success in Developmental Mathematics Courses  
Linda Reichwein Zientek, Z. Ebrar Yetkiner Ozel, Carlton J. Fong & Mel Griffin
- Technology Usage Among Community College Faculty in First-Time-in-College Classes: A Call to Standardization  
David T. Goomas
- Contextualized Learning May Redefine Remedial Education  
David W. Hamilton

[Economica, Volume 80, Issue 320, October 2013](#)

- Does Education Expansion Increase Intergenerational Mobility?  
Hai Zhong

[Educational Studies, Vol. 49, No. 5, 01 Sep 2013](#)

Special Issue: Eco-Democratic Reforms in Education

- Case Studies in Critical Ecoliteracy: A Curriculum for Analyzing the Social Foundations of Environmental Problems  
Rita Turner & Ryan Donnelly
- Fostering Eroticism in Science Education to Promote Erotic Generosities for the Ocean-Other  
Rachel Luther

- Avoid the Banking Model in Social and Environmental Justice Education: Interrogate the Tensions  
Daniel Kruidenier & Scott Morrison
- Eros, Education, and Eco-Ethical Consciousness: Re-Membering the “Room of Love” in Wendell Berry's Hannah Coulter  
Rebecca Martusewicz
- What is Outside of Outdoor Education? Becoming Responsive to Other Places  
David A. Greenwood

[Education and Urban Society, November 2013; Vol. 45, No. 6](#)

- School Choice and Market Imperfections: Evidence From Chile  
Claudio Thieme and Ernesto Treviño
- Show Me the Money: The Benefits of For-Profit Charter Schools (aka EMOs)  
Amy L.-M. Toson
- Toward Authentic Student-Centered Practices: Voices of Alternative School Students  
Rachel Sophia Phillips
- Equity, Adequacy, and Categorical Funding in Colorado School Finance: A Focus on English Language Learners  
Al Ramirez, Michael Siegrist, Patrick Krumholz, and Tracie Rainey

[Educational Administration Quarterly, October 2013; Vol. 49, No. 4](#)

- Educational Leadership on the Social Frontier: Developing Promise Neighborhoods in Urban and Tribal Settings  
Peter Miller, Nathan Wills, and Martin Scanlan
- When the "Dream" Turns Into a Nightmare: Life and Death of Voyager Charter School  
Zorka Karanxha
- How External Institutions Penetrate Schools Through Formal and Informal Leaders  
Min Sun, Kenneth A. Frank, William R. Penuel, and Chong Min Kim
- Preparing Instructional Leaders: A Model  
S. David Brazer and Scott C. Bauer

[Educational Researcher, October 2013; Vol. 42, No. 7](#)

- Mitigating Against Epistemic Injustice in Educational Research

Jeff Frank

- Gender Gaps in College Enrollment: The Role of Gender Sorting Across Public High Schools  
Dylan Conger and Mark C. Long
- Challenging the Research Base of the Common Core State Standards: A Historical Reanalysis of Text Complexity  
David A. Gamson, Xiaofei Lu, and Sarah Anne Eckert
- The Effect of Postsecondary Coenrollment on College Success: Initial Evidence and Implications for Policy and Future Research  
Xueli Wang and Bo McCready

[Educational Measurement: Issues and Practice, Volume 32, Issue 3, Fall 2013](#)

- Using State Assessments for Predicting Student Success in Dual-Enrollment College Classes  
Neal M. Kingston and Gretchen Anderson
- Evaluating Growth for ELL Students: Implications for Accountability Policies  
Joni M. Lakin and John W. Young
- The Impact of Process Instructions on Judges' Use of Examinee Performance Data in Angoff Standard Setting Exercises  
Janet Mee, Brian E. Clauser and Melissa J. Margolis
- Instructional Topics in Educational Measurement (ITEMS) Module: Using Automated Processes to Generate Test Items  
Mark J. Gierl and Hollis Lai

[Ethnicities, October 2013; Vol. 13, No. 5](#)

- 'It's not written on their skin like it is ours': Greek letter organizations in the age of the multicultural imperative  
Joanna S. Hunter and Matthew W. Hughey
- Imagining the nation: Symbols of national culture in England and Scotland  
Frank Bechhofer and David McCrone
- Europe – a default or a dream? European identity formation among Bulgarian and English children  
Vera Slavtcheva-Petkova and Sabina Mihelj
- Educational aspirations among ethnic minority youth in Brussels: Does the perception of ethnic discrimination in the labour market matter? A mixed-method approach  
Celine Teney, Perrine Devleeshouwer, and Laurie Hanquinet

- Young adults of ethnic minority background on the Norwegian labour market: The interactional co-construction of exclusion by employers and customers  
Katrine Fangen and Erlend Paasche
- The psychic life of resistance: The ethnic subject in a high-tech region  
Ester Barinaga
- In Ireland 'Latin Americans are kind of cool': Evaluating a national context of reception with a transnational lens  
Helen B Marrow

[Gender and Education, Vol. 25, No. 6, 01 Oct 2013](#)

Special Issue: Material Feminisms: New Directions For Education

- Material feminisms: new directions for education  
Carol A. Taylor & Gabrielle Ivinson
- A more 'livable' school? A diffractive analysis of the performative enactments of girls' ill-/well-being with(in) school environments  
Hillevi Lenz Taguchi & Anna Palmer
- Objects, bodies and space: gender and embodied practices of mattering in the classroom  
Carol A. Taylor
- Valleys' girls: re-theorising bodies and agency in a semi-rural post-industrial locale  
Gabrielle Ivinson & Emma Renold
- The teacher–student writing conference reimaged: entangled becoming-writingconferencing  
Donna Kalmbach Phillips & Mindy Legard Larson
- Theorising learning and nature: post-human possibilities and problems  
Jocey Quinn
- Gendered subjectivities of spacetime  
Malou Juelskjaer
- Making matter making us: thinking with Grosz to find freedom in new feminist materialisms  
Alecia Youngblood Jackson
- Materialist mappings of knowing in being: researchers constituted in the production of knowledge  
Lisa A. Mazzei
- Re-turning feminist methodologies: from a social to an ecological epistemology

Christina Hughes & Celia Lury

[International Journal of Inclusive Education, Vol. 17, No. 10, 01 Oct 2013](#)

- Deaf children and children with ADHD in the inclusive classroom: working memory matters  
Kate Cockcroft & Hansini Dhana-Dullabh
- Access, opportunity, and career: supporting the aspirations of dis/abled students with high-end needs in New Zealand  
Barrie A. Irving
- The contested professionalism of teachers meeting radicalising youth in their classrooms  
Yvonne Leeman & Willem Wardekker
- Education for a new 'museology'  
Karen Charman
- Fish out of water: refugee and international students in mainstream Australian schools  
Iris E. Dumenden & Rebecca English
- Alternative courses in upper secondary vocational education and training: students' narratives on hopes and failures  
Marieke Bruin & Stein Erik Ohna
- Thai preschool teachers' views about inclusive education for young children with disabilities  
Sasipin Sukbunpant, Michael Arthur-Kelly & Ian Dempsey
- Developing inclusive practice: teacher perceptions of opportunities and constraints in the Republic of Ireland  
Michael Shevlin, Eileen Winter & Paula Flynn

[International Journal of Qualitative Studies in Education, Vol. 26, No. 10, 01 Nov 2013](#)

- "Staying Black": the demonstration of racial identity and womanhood among a group of young high-achieving Black women  
Kris Marsh
- Writing critical race theory and method: a composite counterstory on the experiences of black teachers in New Orleans post-Katrina  
Daniella Ann Cook & Adrienne D. Dixon
- Passionate pedagogy and emotional labor: students' responses to learning diversity from diverse instructors  
April M. Schueths, Tanya Gladney, Devan M. Crawford, Katherine L. Bass & Helen A. Moore

- Empathy-based stories capturing the voice of female secondary school students in Tanzania  
Hanna Posti-Ahokas
- Assessing the mess: challenges to assemblage theory and teacher education  
Chris Beighton
- Coping with the crickets: a fusion autoethnography of silence, schooling, and the continuum of biracial identity formation  
Lynnette Mawhinney & Emery Marc Petchauer
- Orientalism(s), world geography textbooks, and temporal paradox: questioning representations of Southwest Asia and North Africa  
Lisa Zagumny & Amanda B. Richey
- Respect in principal–teacher relations at primary schools in Turkey  
Sabri Güngör, İneyet Aydın, Hasan Basri Memduhoğlu & Ebru Oğuz
- The role of teachers’ shared values and objectives in promoting intercultural and inclusive school cultures: a case study  
Lidon Moliner Miravet & Odet Moliner García

[Journal of Career Assessment, November 2013; Vol. 21, No. 4](#)

- Development and Initial Validation of the Willingness to Compromise Scale  
Serena Wee
- Attachment and Autonomy in the Workplace: New Insights  
Hadassah Littman-Ovadia, Lior Oren, and Shiri Lavy
- Comparison of the Effectiveness of Two Assessment Feedback Models in Reducing Career Indecision  
Gregory N. Essig and Kevin R. Kelly
- Revisiting the Academic Hardiness Scale: Revision and Revalidation  
Peter A. Creed, Elizabeth G. Conlon, and Kamal Dhaliwal
- Career Decision Making, Stability, and Actualization of Career Intentions: The Case of Entrepreneurial Intentions  
Andreas Hirschi
- Development of the Reasons for Entrepreneurs’ Retirement Decision Inventory (RERDI) and Preliminary Evidence of Its Psychometric Properties in a French Sample  
Séverine Chevalier, Evelyne Fouquereau, Nicolas Gillet, and Virginie Demulier



- Social Cognitive and Cultural Orientation Predictors of Well-Being in Asian American College Students  
Kayi Hui, Robert W. Lent, and Matthew J. Miller
- Gender Differences in Expressed Interests in Engineering-Related Fields ACT 30-Year Data Analysis Identified Trends and Suggested Avenues to Reverse Trends  
E. Tiffany Iskander, Paul A. Gore, Jr., Cynthia Furse, and Amy Bergerson

[Journal of Educational Measurement, Volume 50, Issue 3, Fall 2013](#)

- Some Conceptual Issues in Observed-Score Equating  
Wim J. van der Linden
- Comments on van der Linden's Critique and Proposal for Equating  
Paul W. Holland
- Local Equating Using the Rasch Model, the OPLM, and the 2PL IRT Model—or—What Is It Anyway if the Model Captures Everything There Is to Know About the Test Takers?  
Matthias von Davier, Jorge González B. and Alina A. von Davier
- On Attempting to Do What Lord Said Was Impossible: Commentary on van der Linden's "Some Conceptual Issues in Observed-Score Equating"  
Neil J. Dorans
- Statistical Models and Inference for the True Equating Transformation in the Context of Local Equating  
Jorge González B. and Matthias von Davier
- Comments on "Some Conceptual Issues in Observed-Score Equating" by Wim J. van der Linden  
Eric T. Bradlow
- More Issues in Observed-Score Equating  
Wim J. van der Linden
- Situations Where It Is Appropriate to Use Frequency Estimation Equipercentile Equating  
Hongwen Guo, Hyeonjoo J. Oh and Daniel Eignor

[Journal of Education and Work, Vol. 26, No. 5, 01 Nov 2013](#)

- A critical account of employability construction through the eyes of Chinese postgraduate students in the UK  
Zhen Li
- The Working Lives project: a window into Australian education and workforce participation

Heather Fehring & Katherine Herring

- Investment in Second-Chance Education for adults and income development in Sweden  
Madelene Nordlund, Tom Stehlik & Mattias Strandh
- The impact of students' working status on academic progress: assessing the implications of policy change in Greece  
Elias Katsikas

[Management in Education, October 2013 ; Vol. 27, No. 4](#)

- The satisfaction of teachers with their supervisors' interpersonal communication skills in relation to job burn-out and growth satisfaction in southern India  
J Irudhaya Rajesh and L Suganthi
- Performativity and affectivity: Lesson observations in England's Further Education colleges  
Ursula Edgington
- Towards a new privacy: Totalitarianism, emotion and management discourse  
Christopher Hanley
- Leading charters: How charter school administrators define their roles and their ability to lead  
Dick Michael Carpenter, II and Charity Peak
- Meeting AYP: Affective or effective on school leadership?  
Soribel Genao
- Head teachers' experiences of school inspection under Ofsted's January 2012 framework  
Steven J Courtney
- A study of current male educational leaders, their careers and next steps  
Rachel Chard
- Governance practice in English Further Education colleges: The purpose of further education governance and the changing role of standards committee governors  
Robert Masunga

[Race Ethnicity and Education, Vol. 16, No. 4, 01 Sep 2013](#)

Special Issue: The Legacy of Derrick Bell

- Derrick Bell's post-Brown moves toward critical race theory  
Sherick Hughes, George Noblit & Darrell Cleveland

- Living with racism in education and society: Derrick Bell's ethical idealism and political pragmatism  
Zeus Leonardo & Angela P. Harris
- Derrick Bell, CRT, and educational leadership 1995–present  
Muhammad Khalifa, Christopher Dunbar & Ty-Ron Douglasb
- The legacy of Derrick Bell and Latino/a education: a critical race testimonio  
Luis Urrieta Jr. & Sofia A. Villenas
- Counter-narrative as method: race, policy and research for teacher education  
H. ichard Milner IV & Tyrone C. Howard
- Countering common-sense understandings of 'good parenting:' women of color advocating for their children  
Thandeka K. Chapman & Kalwant K. Bhopal
- Trayvon Martin and the curriculum of tragedy: critical race lessons for education  
Theodorea Regina Berry & David O. Stovall
- Critical race pedagogy 2.0: lessons from Derrick Bell  
Marvin Lynn, Michael E. Jennings & Sherick Hughes

[Research Papers in Education, Vol. 28, No. 5, 01 Nov 2013](#)

- A critical evaluation of the Literature of the Troubles Project: philosophy, methodology, findings/outcomes  
Brian Robert Hanratty
- Professional learning orientations: patterns of dissonance and alignment between teachers' values and practices  
David Pedder & V. Darleen Opfer
- From campus to classroom: a critical perspective on approximations of practice in teacher education  
John Trent
- To what extent do student teachers have the values required for the profession?  
Fabia Morales-Vives, Misericordia Camps & Urbano Lorenzo-Seva
- No Child Left Behind and outreach to families and communities: the perspectives of exemplary African-American science teachers  
Linda T. Coats & Jianzhong Xu
- Using modern test theory to maintain standards in public qualifications in England

Christopher Wheadon

[Sociology of Education, October 2013; Vol. 86, No. 4](#)

- Comments from the Editor: The Sociology of Failure and Rejection  
David B. Bills
- The Collective Mind: A Reassessment  
David B. Bills
- The "Collective Mind" at Work: A Decade in the Life of U.S. Sociology of Education  
Steven Brint
- What Shapes the "Collective Mind"? A Response to Brint  
John Robert Warren
- Sociology of Education's Cultural, Organizational, and Societal Turn  
Amy J. Binder
- Integrating Comparative and Theoretical Sociology of Education: A Reflection on "The 'Collective Mind' at Work: A Decade in the Life of U.S. Sociology of Education" by Steven Brint  
Hyunjoon Park
- Altered States of the Collective Mind: A Response to Brint  
David B. Bills, Stefanie DeLuca, and Stephen L. Morgan
- The Light Bulb Test  
Steven Brint
- Mismatch and the Paternalistic Justification for Selective College Admissions  
Michal Kurlander and Eric Grodsky
- The Embeddedness of Teachers' Social Networks: Evidence from a Study of Mathematics Reform  
Cynthia E. Coburn, Willow S. Mata, and Linda Choi
- School Violent Crime and Academic Achievement in Chicago  
Julia Burdick-Will
- Educational Systems and Rising Inequality: Eastern Germany after Unification  
Susanne von Below, Justin J.W. Powell, and Lance W. Roberts

[Teachers and Teaching, Vol. 19, No. 5, 01 Oct 2013](#)

- Teachers' role in curriculum design in Portuguese schools  
Ana Mouraz, Carlinda Leite & Preciosa Fernandes
- What is my role? Establishing teacher and youth worker responsibilities in social action projects  
Shira Eve Epstein
- Teaching efficacy beliefs of national board certified physical educators  
Amelia Mays Woods & Jesse Rhoades
- Teachers' attitudes towards inclusion in high schools  
Christopher Boyle, Keith Topping & Divya Jindal-Snape
- Learning to teach literacy through collaborative discussions of student work  
Marie Tejero Hughes, Michelle Parker-Katz & Anita Balasubramanian
- Teacher involvement in pre-service teacher education  
Kevin O. Mason
- Probability constructs in preschool education and how they are taught  
Konstantinos Antonopoulos & Konstantinos Zacharos

#### **Revue française :**

##### [Revue d'économie politique, vol. 123, 2013/4](#)

Les journées de Microéconomie Appliquée 2012

- Les Journées de Microéconomie Appliquée, 2012  
Virginie Lethiais, Youenn Loheac,
- Compétition académique et modes de production scientifique des économistes français  
Jean-Yves Lesueur, et al.
- A qui profite la formation en entreprise ?  
Jérôme Lê
- Heterogeneity in the Egyptian informal labour market: choice or obligation?  
Rawaa Harati

##### [Revue française de pédagogie, n° 182 - 2013/1](#)

Connaissances et politiques d'éducation : quelles interactions ?

- Connaissances et politiques d'éducation : quelles interactions ?  
Agnès Van Zanten

- Pourquoi n'y a-t-il pas eu de « choc PISA » en France ? Sociologie de la réception d'une enquête internationale (2001-2008)  
Xavier Pons, Nathalie Mons
- Hiérarchie des savoirs et concurrences institutionnelles : la régulation des cartes régionales des formations professionnelles initiales  
Éric Verdier, Hélène Buisson-Fenet
- Le rôle des connaissances dans le champ de l'éducation belge francophone : de la nécessité de discrétion au développement hétéronome de connaissances  
Éric Mangez, Bernard Delvaux
- Les déterminations du phénomène de différenciation didactique passive dans les pratiques d'aide ordinaire à l'école élémentaire  
Marie Toullec-Théry, Corinne Marlot
- L'aide aux devoirs. Dispositif de lutte contre l'échec scolaire ou caisse de résonance des difficultés non résolues au sein de la classe ?  
Séverine Kakpo, Julien Netter
- Un modèle sociocognitif des apprentissages scolaires : style motivationnel de l'enseignant, soutien perçu des élèves et processus motivationnels  
Philippe Sarrazin, et al.
- Expériences de mixités vécues par les enseignants d'éducation physique et sportive : lien entre vigilance et équité sexuée  
Geneviève Cogérino, Catherine Patinet
- Quels fondements philosophiques pour l'enseignement de la morale laïque ? Pour une éducation au décentrement  
Pierre-Étienne Vandamme
- Quand se juger meilleur ou moins bon qu'il ne l'est s'avère profitable ou nuisible à l'élève  
Thérèse Bouffard, et al.

#### [Savoirs 2013/2, n° 32](#)

- Les apprentissages informels dans la formation pour adultes  
Denis Cristol et Anne Muller
- Apprendre au-delà des frontières : entre nomadismes et mobilités  
Bernadette Charlier
- Ethos professionnel et professionnalisation : le cas de formateurs occasionnels en entreprise dans le cadre des transferts de technologies

### 3. Livres intéressants



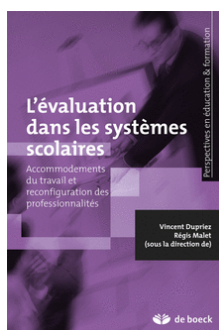
Muriel Darmon. **Classes préparatoires : la fabrique d'une jeunesse dominante**. Paris : La Découverte, 2013. 280 p. (Laboratoire des sciences sociales) – ISBN 9782707177209

Qui sait ce qui se passe réellement aujourd'hui derrière les murs des classes préparatoires ? Accusées de tous les maux - fabriquer des crétins ou désespérer leur jeunesse - ou célébrées comme formation d'« élite » - dans l'oubli de sa contribution à la reproduction sociale -, les « prépas » sont en réalité très mal connues. Cette première enquête ethnographique sur les classes préparatoires vient donc combler un manque et remettre en question nombre d'idées reçues. Au travers d'une analyse très originale de l'« institution préparatoire », Muriel Darmon nous montre quels types de sujets y sont « fabriqués ». Elle met ainsi au jour les dispositifs de pouvoir qui s'y exercent, la manière dont l'institution produit une certaine forme de violence envers les élèves tout en étant soucieuse de leur bien-être, comment elle opère en individualisant à l'extrême plutôt qu'en homogénéisant et comment, ce faisant, elle renforce sa prise sur les individus. L'enjeu est de transformer les élèves en « maîtres du temps », aimant gérer l'urgence et haïssant les temps morts, et de leur faire intégrer un savoir critique légitime tout en valorisant leur capacité à appliquer des « recettes ». Ce faisant, c'est aussi à devenir dominant, à s'adapter aux nouvelles exigences du monde du travail et à y occuper des positions élevées que les prépas forment la jeunesse.



BRIQUET- DUHAZÉ Sophie. **Développement professionnel et enseignement de la lecture au CP.** Paris : L'Harmattan, septembre 2013. 146 p. (ISBN : 978-2-343-01064-9)

Cet ouvrage interroge le développement professionnel du professeur des écoles lorsqu'il débute dans ce métier et, par là, dans l'enseignement de la lecture au CP. Dit autrement, comment se construit-on en tant qu'enseignant de l'apprentissage de la lecture ? Ainsi, notre recherche au CP met au jour un système pyramidal de construction du développement professionnel en lecture des novices. L'itinéraire de recherche de plus de cinq ans interroge un corpus composé de professeurs des écoles stagiaires, de stagiaires en reconversion, d'étudiants, de titulaires première année. La méthodologie variée (entretiens semi-dirigés, récits de vie, observations, analyse de traces, questionnaires) permet le croisement des résultats. L'apprentissage de la lecture au CP a un enjeu sociétal fort.



DUPRIEZ Vincent, MALET Régis (dir.). **L'évaluation dans les systèmes scolaires : accomodements du travail et reconfiguration des professionnalités.** Bruxelles : De Boeck, août 2013

Tous les systèmes éducatifs ont vu se développer, au cours des deux dernières décennies, une diversité de politiques et d'outils d'évaluation, visant à renouveler les formes traditionnelles de contrôle du travail des enseignants. Progressivement, l'évaluation se déplace ainsi des enseignants vers les établissements et du respect des prescriptions vers une évaluation centrée sur les résultats. La fonction classique d'une évaluation adressée aux autorités publiques est par ailleurs complexifiée par une visée complémentaire d'information externe des usagers, des décideurs et des médias.

Cet ouvrage fait également apparaître qu'au-delà de la rhétorique commune sous-jacente à de telles évolutions, on observe dans les différents pays étudiés (la France, la Suisse, l'Angleterre et les États-Unis) une grande diversité de politiques et dispositifs d'évaluation, en fonction des principes qui les animent (rendre des comptes aux usagers ou aux autorités publiques), du niveau d'intervention pris en compte et des sanctions ou incitants mobilisés.

Au final, on retiendra des études de cas présentées ici que dans la majorité des situations, ce déploiement de dispositifs de mesures et d'évaluation des résultats est souvent mal perçu par les enseignants qui se retrouvent au centre d'une diversité grandissante de normes et de prescriptions, pas toujours convergentes. À leurs yeux, ces nouveaux dispositifs et en particulier le recours massif à des indicateurs quantitatifs souvent perçus comme simplistes, sont une forme de méconnaissance de la complexité de leur métier et un indice d'une confiance en train de se perdre.





Jacques Bernardin. **Le rapport à l'école des élèves de milieux populaires**. Bruxelles : De Boeck, 2013. 136 p. (le point sur ... pédagogie). – ISBN 9782804182243

L'auteur étudie l'évolution du rapport entre origines sociales et institution scolaire : comment les jeunes d'aujourd'hui, d'origine tant aisée que populaire, appréhendent-ils l'école et la notion de savoir ?