



Veille de l'IREDU n°34

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1. Ressources sur le Web

Repéré sur : Amue.fr

APEC. [Les jeunes diplômés handicapés face à l'insertion professionnelle : Recherche d'emploi et intégration dans l'entreprise](#). Les études de l'emploi cadre, n°2013-75, Septembre 2013

L'Apec publie une enquête mettant en évidence les problématiques liées à l'insertion professionnelle rencontrées par les jeunes diplômés handicapés. Elle montre que l'insertion professionnelle est particulièrement facilitée quand il s'agit d'intégrer une entreprise de grande taille pratiquant une politique active en matière de diversité et de handicap. Pour les plus petites structures, le challenge devient plus important, notamment à cause des connaissances et des moyens réduits.

Laurent Fauvet. [Projections des effectifs dans l'enseignement supérieur pour les rentrées de 2013 à 2022](#). Note d'Information Enseignement supérieur & Recherche, n°13.09, octobre 2013

Une note d'information du MESR d'octobre 2013 propose une projection des effectifs dans l'enseignement supérieur pour les rentrées de 2013 à 2022. Selon les auteurs, à l'horizon 2022, le nombre de bacheliers généraux augmenterait de 12,9 % par rapport à 2012, tandis que les effectifs de bacheliers technologiques diminueraient de 3,2 %. Suite à cet afflux de bacheliers généraux, si les tendances en termes d'orientation et de poursuite d'études se prolongeaient, les effectifs étudiants augmenteraient de 8 % à l'université entre 2012 et 2022, de 12,3 % en CPGE, de 4,1 % en IUT et 0,1 % en STS.

Ministère de l'éducation Nationale, Ministère de l'enseignement supérieur et de la recherche. [Bilan social 2011-2012](#). Paris : Ministère de l'éducation nationale : Ministère de l'enseignement supérieur, 2013

Le MESR met en ligne son bilan social national pour l'année 2011-2012. Il fournit de nombreuses données relatives aux effectifs, aux concours, aux promotions et aux rémunérations de ses agents. Il présente également les lieux d'exercice de l'activité des personnels, les caractéristiques de leur mobilité géographique, les quotités de travail et les congés pour raison de santé sans oublier les dépenses d'action sociale, la formation continue des personnels et les élections professionnelles.

MESR. [Bilan des candidatures à la prime d'excellence scientifique](#). Paris : MESR, 2013

Ce rapport est consacré à l'évolution des candidatures à la PES de 2009 à 2012 pour les universités et établissements assimilés. Il montre que ce sont les Sciences suivies des Lettres sciences humaines (LSH) qui comptent le plus de candidats. En 2012, le taux de satisfaction global des candidats est de 44 %. C'est en STAPS qu'il est le plus élevé (52 %) et en droit et LSH qu'il est le plus faible (38 et 39 %).

MESR. [Bilan des bénéficiaires à la prime d'excellence scientifique](#). Paris : MESR, 2013

Ce deuxième rapport montre l'évolution des bénéficiaires sur la même période. Il indique qu'en 2012, le nombre de bénéficiaires de la PES s'élève à 11 358, dont la moitié sont des hommes

professeurs des universités et plus du quart, des hommes maitres de conférences. Les femmes constituent moins du quart des bénéficiaires avec 12 % de professeurs des universités et 11 % de maîtres de conférence.

Valérie Erlich. [Les mobilités étudiantes en Europe : Des inégalités renforcées face aux défis de l'internationalisation](#). OVE Infos, n°28, novembre 2013

Le dernier numéro d'OVE Infos, publication de l'Observation de la vie étudiante, est consacré aux mobilités étudiantes en Europe et fait le point sur les inégalités émergentes face aux défis de l'internationalisation. Les auteurs constatent d'abord l'apparition d'un espace commun permettant aux étudiants mobiles en Europe d'évoluer dans un cadre structuré. D'un autre coté, ils montrent également l'inégalité entre étudiants concernant leurs ressources sociales, économiques et culturelles.

L'Observatoire des Sciences et des Techniques. [Analyses et indicateurs de référence](#).

L'Observatoire des Sciences et des Techniques (OST) met à disposition ses indicateurs de référence relatifs à la recherche et à l'innovation. Un premier ensemble de données est déjà disponible concernant cinq pays européens (Allemagne, Espagne, France, Italie, Royaume-Uni). Ces indicateurs sont accompagnés d'analyses et de notices méthodologiques.

Repéré sur : cafepedagogique.net

François Jarraud. [Les inégalités socio-culturelles apparaissent dès 18 mois](#). L'expresso du 24 octobre 2013

François Jarraud. [L'école à l'épreuve de la performance](#). L'expresso du 28 octobre 2013

François Jarraud. [Les immigrés et le secret des vallées](#). L'expresso du 28 octobre 2013

François Jarraud. [Agnès Van Zanten : Les effets de la ségrégation scolaire sur les conditions d'apprentissage des élèves](#). L'expresso du 28 octobre 2013

François Jarraud. [Quelles bonnes pratiques pour les chefs d'établissement ?](#) L'expresso du 28 octobre 2013

François Jarraud. [La France moyennement misogyne ?](#) L'expresso du 28 octobre 2013

François Jarraud. [Comment inventer le continuum lycée - université ?](#) L'expresso du 28 octobre 2013

François Jarraud. [Education : Les stéréotypes ont de l'avenir](#). L'expresso du 28 octobre 2013.

François Jarraud. [La scolarisation en maternelle](#). L'expresso du 31 octobre 2013

François Jarraud. [L'apprentissage tourné vers le post-bac](#). L'expresso du 31 octobre 2013

François Jarraud. [Bruno Suchaut : Les rythmes scolaires prisonniers du temps](#). L'expresso du 4 novembre 2013.

François Jarraud. [L'Angleterre adopte un examen final plus sélectif](#). L'expresso du 4 novembre 2013

François Jarraud. [Marc Demeuse : Evaluer les politiques d'éducation prioritaire : provocation indécente ou nécessité ?](#) L'expresso du 4 novembre 2013

François Jarraud. [Ouverture des premiers MOOCS français](#). L'expresso du 4 novembre 2013

François Jarraud. [L'éducation plombe le bien-être à la française](#). L'expresso du 6 novembre 2013

François Jarraud. [Redonner le goût des sciences : Le rapport de Julie Sommaruga met l'accent sur la formation continue et la démarche d'investigation](#). L'expresso du 6 novembre 2013

François Jarraud. [Projets éducatifs locaux : L'école dans la vie ?](#) L'expresso du 6 novembre 2013

François Jarraud. [Tribune : Rythmes scolaires et réussite de tous, halte aux contre-sens et idées reçues !](#) L'expresso du 6 novembre 2013

François Jarraud. [IFÉ : Qui doit former les enseignants ? Un collectif d'enseignants ou un collectif d'experts ?](#) L'expresso du 7 novembre 2013

François Jarraud. [Démocratiser l'enseignement de la lecture-écriture : Quel diagnostic pédagogique ? Quelles pratiques alternatives ?](#) L'expresso du 12 novembre 2013

François Jarraud. [La France enfin première de la classe ?](#) L'expresso du 13 novembre 2013

François Jarraud. [Panser l'erreur à l'école](#). L'expresso du 14 novembre 2013

François Jarraud. [L'évaluation des enseignants vue de l'OCDE](#). L'expresso du 14 novembre 2013.

François Jarraud. [Le rapport OCDE sur la compétitivité concerne aussi l'éducation](#). L'expresso du 14 novembre 2013

Repéré sur : ladocumentationfrancaise.fr

HOUCHOT Alain, THOLLON Frédéric, CHARBONNIER Daniel, KERRERO Christophe, MOUTOUSSAMY Isabelle. [La notation et l'évaluation des élèves éclairées par des comparaisons internationales](#). Paris : Ministère de l'éducation nationale, Octobre 2013

Cette étude a pour objet de faire un état des lieux sur les pratiques de notation et d'évaluation des acquis des élèves du primaire ou de collège, d'en mesurer les évolutions, d'identifier les résistances et d'en comprendre les fondements. Le rapport comporte quatre parties. La première dresse un bilan de l'évaluation pratiquée à l'école primaire. La deuxième s'intéresse aux expérimentations d'évaluation sans note menées au collège. La troisième partie est consacrée aux pratiques

d'évaluation dans certains systèmes étrangers dont les performances, dans le cadre des études du programme PISA, se situent parmi les meilleures. Cinq de ces systèmes étrangers ont fait l'objet d'une attention plus particulière : Corée du Sud, Finlande, Hong Kong, Pays-Bas et Québec. La dernière partie est consacrée aux conclusions et aux recommandations.

Repéré sur : Ecs.org

October 16, 2013

New From ECS

Student Sorting Within Schools

Sorting -- de facto segregation -- occurs across classrooms within schools, according to this [research](#). Especially at the high school level, much of the racial and socioeconomic sorting is accounted for by differences in achievement. But sorting students by achievement level exposes minority and poor students to lower quality teachers and classmates with fewer resources. (New to the ECS Research Studies Database)

What States Are Doing

Assessing 5-Year-Olds

The K-3 **North Carolina** Assessment Think Tank presented a [report](#) to State Superintendent June Atkinson that included nine recommendations in support of 17 learning goals critical for students in the earliest grades. At work on the report since last February, the Think Tank consisted of 22 teachers and other education experts. Atkinson said traditional testing isn't appropriate for the youngest students, but teachers of those students need to know how they are learning to meet their needs. Formal statewide assessment of North Carolina students begins at 3rd grade, but by then many learning problems already have emerged.

Early Learning Scholarships for 8,000

Minnesota Governor Mark Dayton and the legislature earmarked \$40 million over the next two years for early education scholarships benefitting more than 8,000 children. A [release](#) from the Minnesota Department of Education announced that as of October 1, low-income families with students aged 3 to 5 can apply for a scholarship. "The research is clear," said Art Rolnick, co-director of the Human Capital Research Collaborative at the Hubert H. Humphrey School of Public Affairs. "The best economic investment the state of Minnesota can make is to provide its most vulnerable children with access to high-quality early childhood programs."

Performance Funding Launch

Florida's Board of Governors released \$20 million to the state's public universities last week. Amounts varied by how well each institution met three specific goals. Those [metrics](#) are: percent of bachelor's graduates employed and/or continuing education one year after graduation, median average full-time wages of undergraduates employed in Florida one year after graduation, and average cost per undergraduate to the institution. A [release](#) explained this move is only the first step toward a more comprehensive performance-funding model being developed by the board with a total of 10 metrics tied to an upcoming \$50 million budget request.

Good Reads

American Adults Lag in Skills

American adults did poorly in mathematical and technical skills compared to their counterparts in most developed countries, according to an international [report](#). Young American adults lagged behind their international competitors in math and technology, but also in literacy. "This report underscores the importance of investing in adult education in the U.S.," said Martin Finsterbusch, president of the National Coalition for Literacy. "We must give adults the opportunity to improve their literacy, numeracy, and technology skills." (OECD)

Higher Ed's Value Varies

Value of an education has different meanings for different people. This [report](#) explains ways payoffs can be approached and the reason opinions vary. For example, there are considerable differences in earnings among workers at any one level of education and the differences may be attributable to occupations or geography. Or, conflicting predictions of the future need for more educated workers result from differing definitions and methodologies. Or, especially for students graduating into weak economies, it frequently takes time to find the path that ensures that going to college is worth it. (College Board)

Teacher Evaluation Trends in SREB States

Teachers are crucial to student success and everything that can be learned about recruitment, placement, evaluation, and retention is valuable. This [report](#) provides an update on teacher evaluation policies, practices, and lessons in the 16 Southern Regional Education Board states, many of which have begun to overhaul their teacher evaluation systems. Variation among them is the rule. (Southern Regional Education Board)

Implementing State Teacher Evaluation Plans

Although this is a Colorado-based [tool](#) to support teacher evaluation and professional development, other state policymakers may be interested in taking a look at it. A web-based application, it organizes information regarding major requirements of the state's new evaluation law in one place intended for use by superintendents, principals, and other district administrators and educators. Along with each requirement, available resources and district examples are provided. (Colorado Legacy Foundation)

In the Shadow of Shutdown

From the National Center of Education and the Economy newsletter: In September the World Economic Forum released its annual Global Competitiveness Report, assessing the competitiveness of 144 economies around the world. This year's [rankings](#) continue a trend seen over the past few years, with the United States still among the top 10 economies but steadily declining, while other economies such as Finland, Singapore, and the Netherlands are on the way up.

Special Education Gaps between Traditional and Charter Schools

A national gap in enrollment rates of special education students persists between charter schools and public schools with charters lagging at about 3%. The author looked at a similar gap in New York City and [found](#) students with disabilities -- especially those with autism or a speech or language impairment -- are less likely to apply to charters in kindergarten. Surprisingly, the results do not suggest that charter schools are refusing to admit or are pushing out students with special needs. In

fact, more students with previously identified disabilities enter charter schools than exit them as they progress through elementary grade levels. (Center on Reinventing Public Education)

October 23, 2013

New From ECS

Early Math a Predictor

This [issue](#) of The Progress of Education Reform reveals five surprising findings about the strong relationship between early math instruction and later student achievement. In fact, early development of mathematics skills may be a greater predictor than early reading of later reading proficiency.

Caution on Teacher Evaluation

In evaluating the effects of teacher evaluation, the authors of this [study](#) conclude that we should be cautious in accepting claims about the ability of teacher evaluation, even in its newest form, to power significant school improvement or effectively inform personnel decisions.

An Oldie but Goodie

This [primer](#) on education research, a vintage 2004 document, remains relevant and popular.

Nominations, Please

ECS is now soliciting nominations for three prestigious awards ([download the brochure](#)). All nominations must be received by Wednesday, November 20, 2013. The awards will be presented at the 2014 ECS National Forum on Education Policy in Washington D.C., June 30 to July 2. Complete the nomination form ([PDF](#) or [Word](#)) and submit it, along with your statement of support, to Heidi Normandin by e-mail (hnormandin@ecs.org). If you have any questions about the nomination process, please call Heidi at 303.299.3629.

What States Are Doing

Microsoft's Global Program for Universal Access Comes to the States

Washington became the first state in the country to implement Microsoft's global program to help governments attain universal technology access for all citizens, following the Philippines, Kuwait, Brazil, the United Kingdom, and Portugal. Washington State Superintendent Randy Dorn [announced](#) last week that Microsoft and his office entered into an agreement to provide many teachers and students with computer software at a low cost and professional development.

Looking Good!

Check out the 2013 Best of the Web award winners -- as judged by executives from the Center for Digital Government, the parent company of *Government Technology*.

Top 5 State Portals:

1st place: Tennessee (<http://www.tennessee.gov>)

2nd place: Utah (<http://utah.gov>)

3rd place: California (<http://ca.gov>)

4th place: South Carolina (<http://sc.gov>)

5th place: Maine (<http://www.maine.gov>)

Hybrid Learning Pilot

Fifteen schools across **Pennsylvania** successfully tested a learning [initiative](#) that combines teacher instruction, group activities, and online self-instruction. Acting Secretary of Education Carolyn C. Dumesq encouraged all schools to test the method, which is designed to provide a deeper understanding of course content resulting in improved academic performance. Seventy-five percent of the pilots reported better academic achievement and all of them met or exceeded academic growth.

Youth Suicide Prevention

Idaho launched Idaho Lives Project, a youth suicide prevention [initiative](#) with \$1.3 million in grants to the Idaho State Department of Education. Idaho ranks among the top five states for teen suicides and in the top 10 for suicides overall. Idaho's rural geography creates barriers to prevention and mental health services for students and families, according to a release from the education department. The project will focus on training school staff and community adults in responding to at-risk youth.

Training Veterans for In-Demand Careers

Illinois Governor Pat Quinn [announced](#) a new partnership of state community colleges and manufacturers to train returning veterans for jobs. Quinn made the announcement with General Electric Transportation President and CEO Russell Stokes and Greg Baise, president and CEO of the Illinois Manufacturers Association. Stokes said veterans embody characteristics that make great employees -- they're results-oriented, have integrity, and leadership experience.

Good Reads

Compare High School Graduation Rates by Demographic

For the first time, a national [report](#) traces high school to college transition rates in six categories of high schools, grouped by demographic and geographic characteristics. The schools' poverty level, determined by eligibility for reduced-price lunches, was the most important correlate to college enrollment. The report allows high schools with similar geographic and demographic characteristics to compare success rates. (National Student Clearinghouse Research Center)

Supporting Adjuncts

The idea that providing more support for non-tenure-track faculty (NTTFs) is prohibitively expensive is a myth, argue the authors. They back up their argument with [suggestions](#), among them: include NTTFs in academic freedom statements, provide access to instructional materials, provide access to professional development, extend opportunities to participate in departmental meetings and curriculum design, and facilitate opportunities for faculty mentoring. (The Delphi project on the Changing Faculty and Student Success)

October 30, 2013

New From ECS

School Safety

In light of recent school tragedies in Sparks, Nevada, and Danvers, Massachusetts, ECS again offers this [resource](#) for state leaders seeking to improve school safety, produced after the incident at Sandy

Hook. The purpose of this ECS Alert is to provide our constituents with quick access to resources and information on potential policies directly related to school safety. The report contains descriptions and links, sorted by topic, from ECS and other organizations.

What States Are Doing

Is There a Similar STEM Resource in Your State?

Indiana offers an engaging STEM [website](#) with lesson plans designed to charm students. Check out the Barbie Bungee lesson that is used to examine linear functions. Students model a bungee jump using a Barbie doll and rubber bands. The website is the product of the I-STEM Resource Network, a collaboration of public and private higher education institutions, K-12 schools, business, and government that also provides Indiana education leaders with new knowledge about teaching and learning.

Digital Teaching Initiative

Alaska Governor Sean Parnell intends to allow student access to many of the state's best teachers via technology. In an [address](#) to the Alaska Federation of Natives, Parnell said, "It is time for bold solutions, and my administration is committed to going big into digital learning over the next five years to ensure all of Alaska's children have access to the best teachers available." He said all it takes is a small studio with cameras and computers in one location and technology in a rural classroom for teachers to deliver higher-quality and more-diverse classes.

Ideas Compete for Economic Development \$\$

University of **Wisconsin** campuses submitted 56 proposals totaling more than \$75 million in a competition for \$22.5 million from the one-time UW Incentive Grant [program](#) that was approved earlier in the month by the Board of Regents and the legislature. The idea for the proposals is to spur economic growth, strengthen the workforce, and improve college affordability. Leaders from business, industry, and economic development organizations will judge the applications.

First Statewide Microsoft IT Academy Yields 100,000 Certifications

Almost three years after **North Carolina** launched the first statewide Microsoft IT Academy, teachers and students have earned more than 100,000 professional certificates. State Superintendent June Atkinson and Microsoft executives made the [announcement](#). "We began this program with a mission to ensure that students from every background and in every county had the same opportunity to be Microsoft trained and certified," said Brian Field, general manager for the East Region of US Education at Microsoft. "With the support of the local community, we've been able to accomplish that and more."

Good Reads

Missing STEMs

In a country screaming for STEM expertise, we should all be bothered by the following numbers. This newly released "[First Look](#)" from IES introduces new data from the High School Longitudinal Study of 2009 -- data collected in the spring of 2012 when most sample members were in their 11th-grade year. This publication reports that of those still enrolled in high school in spring 2012, 18% reported taking no science at all and 11% of students reported no math course enrollment. (Institute of Education Sciences)

Modernizing Pell Grants

To fit the needs of a 21st century economy and student population, the Pell Grant program needs fundamental reform requiring significant congressional action, these authors [argue](#). They recommend establishing support with tailored guidance and services, simplifying eligibility and application, and offering incentives to students to increase completion rates. (Hamilton Project)

Pricing College

A just-released [report](#) shows prices of higher education tuition, fees, and room and board nationally, and by state/region. In response to the Great Recession, fees skyrocketed, but the 2013-14 increase was the smallest in years. Still, grant aid has slowed and students face increases in the prices they pay. Two-thirds of full-time students get grant aid. Readers will find wide variations: the highest tuition and fees charged at public four-year institutions are in New Hampshire (\$14,665) and Vermont (\$13,958), while the lowest are Wyoming (\$4,404) and Alaska (\$5,885). (College Board)

Trends in Aid

Spending on federal grants and loans decreased in 2012-13 while the percentage of all student aid in the form of grants -- 49% -- climbed to its highest level in the past decade, according to this annual [report](#). The number of students receiving Pell Grants increased from 4 million in 1992-93 to 8.8 million in 2012-13. Total education borrowing fell by 6% in real terms between 2011-12 and 2012-13, but 60% of students who earned bachelor's degrees in 2011-12 from the public and private nonprofit institutions where they began their studies graduated with debt -- an average of \$26,500. (College Board)

How Individual States Stack Up Against Countries

Extensively covered in the press, this [report](#) compares individual states' math and science scores with 47 different countries so readers can see how their state stacks up. Using results from the 2011 U.S. National Assessment of Educational Progress (NAEP) tests and the Trends in International Mathematics and Science Study (TIMSS) tests from the same year, researchers constructed easy-to-follow charts mixing countries and states. In mathematics for example, they show the highest-scoring U.S. state, Massachusetts, outscored 42 of 47 participating international education systems. (Institute of Education Sciences)

Getting to Completion

An experimental [program](#) at a Latino-serving community college had three goals: affordability, good academic progress, and rewarding students who used student services. Each participant got \$150 at program orientation, \$150 midterm at a second advising session, and up to \$1,000 for completing 12 or more credits with a C or better and participating in a variety of services worth a graduated level of monetary awards. Compared with the control group, the program students were more likely to complete 12 or more credits with a C or better and were slightly more likely to stay in school. (MDRC)

Students Become Teachers

A longitudinal statewide database tracks students through the new teacher supply pipeline from high school through college and initial teacher certification. Looking at how each stage influences the characteristics of those who enter the teaching profession, the [report](#) pays particular attention to academic skills and racial/ethnic diversity. It finds transition from certification to employment was one of the most critical stages in the new teacher pipeline. (Illinois Education Research Council)

Repéré sur : Esen.education.fr

Inspection générale de l'éducation nationale, inspection générale de l'administration de l'éducation nationale et de la recherche. [Les difficultés de recrutement d'enseignants dans certaines disciplines](#), Juillet 2013

Depuis plusieurs années, les postes proposés aux concours de recrutement ne sont pas tous pourvus dans certaines disciplines, soit faute de candidats, soit compte tenu du niveau insuffisant d'un certain nombre de candidats. Ce rapport procède à un état des lieux précis des raisons probables de la baisse d'intérêt pour le métier d'enseignant et identifie quelques pistes d'amélioration susceptibles de remédier à ces difficultés.

Didier MICHEL (Inspection générale de l'éducation nationale) et Françoise MALLET (Inspection générale de l'administration de l'éducation nationale et de la recherche). [Évolution des cartes de formations professionnelles et technologiques à la rentrée 2013](#).

"Le présent rapport analyse l'évolution des cartes de formation professionnelles et technologiques entre les rentrées 2012 et 2013, évolution qui a été de faible ampleur pour le second cycle professionnel comme pour les spécialités technologiques et les brevets de technicien supérieur (BTS). Dans une deuxième partie, le rapport analyse les modalités de partenariat entre les académies et les conseils régionaux concernant l'élaboration de l'offre de formation. Il montre que chaque partenaire éprouve des difficultés semblables pour faire évoluer l'offre de formation en fonction des besoins économiques."

Éduscol. Synthèse [de la consultation nationale des acteurs des ENT](#). 11 octobre 2013

Dans le cadre de sa stratégie numérique, le ministère a mené un cycle de travail avec tous les acteurs des espaces numériques de travail (ENT) pour construire une vision partagée des ENT (rôles, organisation, acteurs, fonctionnalités etc.) et pour donner un nouvel élan aux projets pour les années à venir. Les thèmes analysés sont les suivants : contributions de l'ENT aux pratiques de travail et missions éducatives, pilotage des projets ENT, évolutions du marché et des technologies liées aux projets ENT et enfin, la place des ENT dans l'écosystème des services numériques éducatifs.

Ministère de l'éducation nationale. [L'État de l'école 2013](#).

Cette vingt-troisième édition propose une analyse synthétique des coûts, des activités et des résultats du système éducatif français. Elle en observe les évolutions et apporte l'éclairage des comparaisons internationales. Elle met également à disposition des analyses thématiques : les compétences en lecture des élèves de CM1 (Pirls 2011), les compétences en histoire-géographie et éducation civique en fin d'école élémentaire et de collège (évaluations Cedre), les compétences en lecture des jeunes, les sorties aux faibles niveaux d'études, le niveau d'études selon le milieu social, le diplôme et l'exposition au chômage...

Ministère de l'éducation nationale. [Enquête sur les PEDT : les premiers enseignements](#).

Analyse des projets éducatifs territoriaux (PEDT), des activités menées, des acteurs sollicités, des dynamiques locales suscitées ou utilisées. Le dossier récapitule les résultats de 27 académies, avec 1094 PEDT concernant 4280 écoles.

Ministère de l'économie et des finances, forum de la performance. [Évaluation de la mise en œuvre des internats d'excellence.](#)

Ce rapport analyse, dans le cadre de l'évaluation des investissements d'avenir, le programme des internats d'excellence.

Ministère de l'économie et des finances, forum de la performance. [Suivi des pôles d'excellence.](#)

Ce rapport dresse un état de la mise en œuvre et du suivi des investissements d'avenir du programme "recherche et enseignement supérieur" parmi lesquels on trouvera : les initiatives d'excellence, les laboratoires d'excellence, les initiatives d'excellence en formations innovantes ainsi que les projets thématiques d'excellence ou encore l'opération campus.

Repéré sur : halshs.archives-ouvertes.fr

Béché Emmanuel. [Usages et représentations sociales de l'ordinateur chez les élèves dans deux lycées du Cameroun. Esquisse d'une approche de l'appropriation des technologies.](#) Thèse en Sciences Psychologiques et de l'Éducation, soutenue le 24 juin 2013, sous la dir. de Brigitte DENIS et Joseph Marie ZAMBO BELINGA

Cette thèse étudie comment les élèves des lycées Général Leclerc et bilingue de Yaoundé (Cameroun) s'approprient l'ordinateur et l'intègrent dans leur univers sociocognitif et quotidien. Pour y arriver, elle examine à la fois ce que ces sujets font effectivement avec cette technologie et ce qu'ils en pensent socialement. Sur cette base, elle esquisse une approche de l'appropriation des technologies. La question qui a servi de guide est celle-ci : Comment se présentent les usages et les représentations sociales de l'ordinateur chez ces élèves ? En quoi l'étude combinée de ces phénomènes contribue-t-elle à saisir l'appropriation qu'ils font de cette technologie ? L'hypothèse générale que nous avons posée, est que ces usages et ces représentations sociales comportent des aspects partagés, mais aussi ceux différenciés selon les différentes catégories sociales des répondants et selon les divers contextes d'utilisation de cet outil. Les étudier de façon combinée, révèle l'appropriation de cette technologie dans ses dimensions technique, scolaire, sociocognitif et symbolique. Cette démarche est alors capable de renseigner sur les formes et significations de l'appropriation, mais aussi sur son contenu, son organisation et sa conception comme un champ symbolique de positionnement des acteurs, ce qui permet d'approcher l'appropriation des technologies, mais aussi leur implémentation à l'école. Au plan théorique, plusieurs approches ont été mobilisées pour conduire la vérification de cette hypothèse. Nous avons ainsi retenu l'approche de l'appropriation pour étudier les usages de l'ordinateur. Nous avons aussi utilisé le courant des représentations sociales en faisant appel au modèle qui intègre la théorie du noyau central et celle des principes organisateurs. Du côté de la méthodologie, nous avons opté pour une démarche qualitative qui laisse place à l'exploitation des données quantitatives et à la prise en compte des paroles et pratiques des acteurs. Aussi avons-nous retenu les techniques de recherche fondées sur l'expression discursive et pratique des sujets : l'interview, le réseau d'associations et l'observation directe. Les deux premières ont été administrées à un groupe de 64 élèves choisis sur la base de leur

genre, cycle d'études et familiarité avec l'ordinateur. La dernière quant à elle a été menée dans des salles de classe, centres de ressources multimédias, cours de récréation et cybercafés. Si l'interview a porté sur tous les aspects de l'objet étudié, le réseau d'associations et l'observation directe quant à eux ont respectivement concerné les représentations sociales et les usages de l'ordinateur chez les répondants. L'analyse des données recueillies confirme les hypothèses de recherche. La thèse montre en effet une variété d'usages contextualisés, différenciés et signifiés. Aussi, face aux diverses contraintes, les élèves exploitent les éléments contextuels pour imaginer des stratégies de détournement, ce qui permet de souligner l'image d'un acteur qui bien que contraint par le système, fait dans et avec ce système pour s'approprier l'innovation techno-scolaire. Ce travail présente aussi un champ représentationnel de l'ordinateur dense et varié. Dans ce champ, l'ordinateur apparaît sous plusieurs angles : physique, scolaire, communicationnel, ludique, extraordinaire, mystérieux, positif et négatif. L'étude de sa structure montre que pour ces élèves, l'ordinateur est fondamentalement un objet technologique qui sert principalement à faire des recherches et à communiquer. Autour de ces enjeux, s'organisent des prises de position ancrées dans des réalités qui relèvent du genre, de la familiarité avec l'ordinateur et/ou du niveau scolaire. L'un des enseignements tirés de cette démarche qui intègre usages et représentations sociaux d'une technologie, est qu'elle renseigne non seulement sur l'épaisseur sociale de l'usage qui est le lieu de formation de l'appropriation, mais aussi sur le contenu, la structuration et les orientations de cette appropriation. Elle permet aussi de considérer cette appropriation comme un champ symbolique dans lequel les usagers de cette technologie se positionnent en fonction de leurs ressources et compétences informatiques. En envisageant l'appropriation des technologies à la fois en termes d'usages et de représentations sociales, cette démarche permet aussi de penser une approche globale et participative de leur intégration à l'école.

Repéré sur : ife.ens-lyon.fr

Endrizzi Laure. [Digital technologies in higher education: challenges and opportunities](#). Dossier de veille de l'IFÉ, n°78, october 2012

To what extent have digital technologies helped to modernize higher education and promote instructional reform? How have the digital practices of students and teachers changed over the past decade, and how have these practices impacted on learning expectations and conceptions of teaching? What is the impact of technology use on student performance? More generally, what are the benefits of promoting closer links between teaching and technology, and what are the conditions for realizing these benefits?

The purpose of this new study by the French Institute of Education, entitled “Digital technologies in higher education: challenges and opportunities”, is to examine these questions in the light of research conducted over the past decade in France, Europe and North America.

Analysis shows that while increasing numbers of students and teachers are reaping the benefits of the opportunities provided by digital technologies, the transition from experimental trials to a deeper change in teaching and learning practices will require an integrated approach at a ‘whole university’ level.

The move toward the “digital university” will require addressing various challenges while focusing on the needs of users. Among these are the challenge of digital literacy, which concerns students, teachers and administrative staff; the challenge of ensuring that instructional design professionals

are able to provide appropriate support; and the challenge of promoting recognition of the teaching role of academics. One last major challenge will be to ensure that more ambitious studies are conducted to assess the penetration of technologies in higher education and to better understand the changes associated with technology use and the conditions of change.

Conseil économique, social et environnemental. [Pour une politique de développement du spectacle vivant : l'éducation artistique et culturelle tout au long de la vie](#). Octobre 2013

"Des inégalités d'accès à l'art et à la culture subsistent en France. Une généralisation de l'éducation artistique et culturelle doit s'opérer à travers des pratiques artistiques dès le plus jeune âge, poursuivies tout au long de la vie dans les différents lieux de séjour et de travail. Afin d'y arriver il convient de favoriser la nécessaire complémentarité des acteurs de l'éducation artistique et culturelle, la reconnaissance du rôle des artistes dans la transmission et la formation initiale et continue de tous les intervenants."

Université Paris-Descartes (France). [Initier à la programmation des étudiants de master de sciences de l'éducation ? Un compte rendu d'expérience](#). Octobre 2013

Le texte qui suit relate une expérimentation d'initiation à la programmation menée auprès d'étudiants de master de sciences de l'éducation dans le cadre d'une pédagogie de projets. Un corpus de 63 réalisations en SCRATCH a été obtenu pendant une durée de 3 ans. Son analyse montre que ces étudiants ont été capables de concevoir des programmes faisant interagir plusieurs entités à l'écran et interagissant aussi avec l'utilisateur, mettant en œuvre des structures de contrôle parfois élaborées. La plupart des groupes ont adopté, pour répondre à leur cahier des charges, des solutions efficaces du point de vue du résultat final, mais peu sophistiquées du point de vue informatique, ce qui est tout à fait logique étant donné le caractère limité de l'initiation. Des prolongements et même des applications en classe apparaissent possibles, mais à condition qu'une formation d'une durée suffisante soit organisée.

Agence universitaire de la francophonie. [Le livre blanc de l'Agence universitaire de la francophonie sur le numérique éducatif dans l'enseignement supérieur](#). Avril 2013

Dans l'environnement dynamique d'aujourd'hui, l'AUF doit renouveler ses engagements vis-à-vis de ses membres, des enseignants, des chercheurs, des étudiants, des personnels non enseignants, des dirigeants des universités et de leurs composantes. Elle doit aussi affirmer ses idées sur les mutations de la gouvernance des universités et repérer les partenariats dont elle a besoin pour exister et remplir ses missions. C'est pourquoi, avec le soutien de son conseil scientifique l'Agence a préparé ce Livre blanc destiné au public universitaire et à ses partenaires.

Les engagements de l'AUF y prennent appui sur les besoins particuliers de chaque catégorie de destinataires, et sur des objectifs stratégiques basés sur des problématiques courtes, mais denses. Pour chacun de ces objectifs, l'on propose des actions décisives pour que le numérique éducatif permette aux membres de l'AUF de remplir efficacement leurs missions. S'établit ainsi la partie de la programmation quadriennale consacrée au numérique éducatif.

Edgar Faure (avec Felipe Herrera, Abdul Razzak Kaddoura, Henri Lopes, Arthur V. Petrovski, Majid Rahnema, Frederick Champion Ward). [Learning to be: the world of education today and tomorrow](#). United Nations Educational Scientific and Cultural Organization, 10/2013

L'UNESCO propose une seconde édition du rapport Faure, initialement publié en 1972. En apportant un nouveau regard sur les liens entre éducation et société, ce rapport est resté comme l'une des publications clés au fondement des actions menées aujourd'hui par l'UNESCO.

Un article d'Asher Deleon, publié dans le Courrier de l'UNESCO en avril 1996 en faisait le résumé suivant :

« Éducation permanente » et « cité éducative » sont les deux notions fondamentales du Rapport de la Commission Faure. La première était considérée comme la « clé de voûte » des politiques éducatives ; la seconde, comme stratégie visant à engager « toute la société » dans le processus éducatif. L'approche reposait sur l'idée d'une osmose entre l'éducation et la société et cherchait, d'emblée, à corriger un certain nombre d'erreurs d'optique, notamment celle d'une éducation conçue comme « sous-système » de la société, de l'instruction comme outil susceptible de résoudre tous les problèmes individuels et sociaux, de la coupure de la vie en « temps d'apprendre » et « temps de vivre ».

Mirjam Cranmer, Gaetan Bernier & Emanuel von Erlach. [La formation tout au long de la vie en Suisse : résultats du Microrecensement formation de base et formation continue 2011](#). Office fédéral de la statistique (Suisse), 07/2013

La formation ne se résume pas au système de formation formel. Les activités de formation continue, telles que les cours, séminaires, workshops, leçons privées ainsi que l'apprentissage autodidacte jouent un rôle déterminant dans la société de la connaissance d'aujourd'hui. A partir des données du Microrecensement formation de base et formation continue 2011, complétées par celles d'autres enquêtes de l'OFS, la présente publication a pour but de dresser un panorama statistique actuel de l'apprentissage tout au long de la vie dans la population suisse. Elle présente de plus, pour la première fois, des données globales sur les formations interrompues et les diplômes obtenus à l'étranger par les personnes résidant en Suisse.

Les principaux résultats sont les suivants :

63% de la population suisse âgée de 25 à 64 ans a pu participer aux activités de formation souhaitées ou n'avaient pas l'intention de se former. 25% des personnes considérées ont pris part à une formation de base ou continue et auraient également voulu en suivre d'autres. Seulement 12% ont dû renoncer à suivre une formation. Les principaux obstacles à la participation à une activité de formation étaient le manque de temps (33 %), les contraintes familiales (16%) et le coût trop élevé (15%).

Megan Brenn-White & Elias Faethe. [English-Taught Master's Programs in Europe - A 2013 Update](#). Suède : Institute of International Education, 09/2013

Dans cette note d'information publiée par l'IIE, les auteurs montrent que le nombre de masters européens où l'enseignement est totalement ou partiellement dispensé en anglais a connu une augmentation significative depuis 2011.

Les données analysées proviennent du site MastersPortal.eu qui fournit des informations par pays et par domaine disciplinaire.

Les auteurs ont ainsi dénombré plus de 6600 masters avec des cours en langue anglaise, ce qui représente une augmentation de 42% depuis 2011. Les pays les plus représentés dans ce segment de l'offre d'enseignement supérieur sont les Pays-Bas, l'Allemagne, la Suède, la France et l'Espagne.

Steve Jefferys, Janroj Keles, Nick Clark & Sylvie Contrepois. [Precarious work amongst students in Europe \(PRECSTUDE\)](#). London Metropolitan University, 11/2012

Des chercheurs du Working Lives Research Institute (WLRI) à la London Metropolitan University ont mené une enquête dans 7 pays membres de l'Union européenne (République tchèque, France, Italie, Espagne, Pologne, Lettonie et Royaume-Uni) sur les types d'emplois occupés par les étudiants pendant leurs études, afin de déterminer dans quelle mesure ces emplois pouvaient être considérés comme précaires.

Cette recherche, financée par la Direction générale de l'emploi de la Commission européenne, s'est achevée par un séminaire à Bruxelles en novembre 2012.

Le site web permet de consulter les principaux résultats de cette recherche ainsi que les monographies relatives aux pays participants et les diaporamas du séminaire final.

Montgomery County Public Schools (États-Unis). [Sleep Needs of Students, Scheduling Practices, and Options for Consideration](#), 10/2013

Ce rapport américain s'intéresse aux rythmes scolaires des élèves et recommande des changements d'horaires (début de la journée scolaire 50 mn plus tard en lycée, augmenter la journée des écoles élémentaires de 30mn) afin de mieux correspondre aux rythmes naturels des élèves. Ces recommandations sont faites à partir d'une enquête réalisée par le Bell Times Work Group.

Annie E. Casey Foundation (États-Unis). [The First Eight Years: Giving Kids a Foundation for Lifetime Success](#). 11/2013

Ce rapport de la Fondation Annie E. Casey basée à Baltimore se base sur l'analyse de 13.000 enfants suivis depuis l'entrée de la maternelle jusqu'au CE2. Il montre que seulement environ un tiers d'entre eux développent des capacités cognitives dites "standards" leur permettant de poursuivre une scolarité réussie. Les auteurs soulignent donc la nécessité d'une éducation plus complète dès la petite enfance (dès la naissance préconisent le rapport) en particulier pour les enfants issus de famille à faible revenu.

Eurydice. [National student fee and support systems 2013/14](#)

Dans la collection désormais bien connue des "Facts and figures", Eurydice publie une mise à jour de son étude comparative des frais de scolarité et systèmes d'aides financières qui concernent les étudiants d'Europe.

Le rapport est composé de deux parties. La première contient une analyse des variations nationales, disponible aussi en français (pdf, 3 pages), tandis que la seconde présente sous forme de fiches les principales caractéristiques des dispositifs à l'œuvre dans les 35 pays participants.

La synthèse fait apparaître des différences profondes entre les pays. Alors que les pays scandinaves n'appliquent le plus souvent aucun frais de scolarité, le Royaume-Uni, l'Irlande et certains pays de l'est de l'Europe pratiquent des frais qui peuvent atteindre 5000 euros par an en premier cycle. S'agissant des aides financières, les bourses sur critères sociaux restent les plus répandues, mais n'excluent pas des bourses au mérite, en vigueur dans une vingtaine de pays.

United Nations Educational Scientific and Cultural Organization, United Nations Children's Fund. [Flexible learning strategies: country case report](#)- Regional Meeting on Alternative Learning/Schooling

Programmes for Primary Education to Reach the Unreached. UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific, 09/2013

Ce rapport rend compte des contributions au séminaire consacré aux ALPs (alternative learning/schooling programmes) qui s'est tenu à Bangkok en novembre 2012, à l'initiative du bureau Asie et Pacifique de l'Unesco et de l'Unicef. L'objectif était de mettre en évidence, au travers d'études de cas, les configurations scolaires alternatives développées dans la sous-région, en particulier pour les élèves ayant besoin d'une seconde chance.

Le rapport rend compte des interventions plénières et des études de cas qui ont nourri le programme du séminaire selon 6 axes complémentaires :

- politiques et cadres structurels
- curriculum et enseignements
- rôle des enseignants et accompagnants, recrutement et formation
- évaluation des acquis de l'apprentissage
- gestion et management (inclus gestion budgétaire et mobilisation de ressources)
- implication de la communauté (stratégies de communication, et mobilisation sociale)

Adult and Youth Literacy : National, regional and global trends, 1985-2015. Editeur(s) : UNESCO Institute for Statistics, 07/2013

Ce rapport présente les données collectées par l'Institut de la statistique de l'Unesco sur l'alphabétisme des adultes et des jeunes dans 151 pays.

Selon ces nouvelles données, les taux d'alphabétisme des adultes et des jeunes continuent à progresser. Les augmentations les plus fortes ont été observées parmi les jeunes femmes âgées de 15 à 24 ans qui, néanmoins, accusent encore un certain retard par rapport aux jeunes hommes. Elles représentent encore 60 % de la population mondiale des illettrés.

Les projections montrent que les efforts déployés pour réduire les taux d'analphabétisme des adultes d'ici 2015 sont susceptibles de connaître un succès limité dans de nombreux pays.

Informations complémentaires :

- Voir les [données par pays](#)
- Téléchargez la [fiche d'information](#) sur l'alphabétisme des adultes et des jeunes (2012)
- Accédez aux [dernières données sur l'alphabétisme](#)
- L'Initiative de l'UNESCO pour l'alphabétisation: savoir pour pouvoir ([LIFE](#))
- [Nouvelles projections](#) sur l'alphabétisme des adultes et des jeunes
- [Journée internationale de l'alphabétisation 2013](#).

OCDE. AHELO [Feasibility Study Report Volume 3 - Further insights](#). Paris : Organisation for Economic Co-operation and Development, 10/2013

L'OCDE publie le troisième volume de l'étude de faisabilité AHELO visant la mise en oeuvre d'une enquête internationale sur les performances des étudiants et des universités.

Lancé en 2010, le programme AHELO (Assessment of Higher Education Learning Outcomes), à la manière de PISA, entend évaluer les connaissances et les compétences des étudiants au moment de l'obtention du diplôme à l'aide d'un protocole permettant une évaluation directe de la performance, indépendamment des cultures, langues et types d'institutions post-secondaires.

L'étude de faisabilité examine des résultats d'apprentissage au niveau :

- des compétences génériques communes à tous les étudiants, telles que la réflexion critique (le raisonnement analytique, la résolution des problèmes, et la communication écrite).
- des compétences spécifiques aux disciplines (en économie et ingénierie).

23000 étudiants issus de 248 établissements d'enseignement supérieur dans 17 pays ont pris part à l'étude de faisabilité.

Ce rapport, deuxième volume d'une série de trois, porte sur la fiabilité des données collectées et examine de façon critique les avancées de chaque pays dans la mise en œuvre de l'enquête.

La France ne fait pas partie des pays participant à l'étude de faisabilité.

Ce 3ème volume est le volume final qui inclut les analyses du groupe d'experts sur la valeur ajoutée de l'enquête AHELO et synthétise les contributions à la Conférence qui s'est tenue à Paris les 11 et 12 mars 2013.

Pour rappel, le 1er volume, publié en décembre 2012, traite de la conception de l'enquête et de sa mise en œuvre, tandis que le 2ème volume porte sur l'analyse des données et les expériences des pays participants.

Mike Sharples, Patrick McAndrew, Martin Weller, Rebecca Ferguson, Elisabeth Fitzgerald, Tony Hirst, Mark Gaved. [Innovating Pedagogy 2013](#). The Open University (Royaume-Uni), 10/2013

Deuxième rapport de l'Open University sur les tendances de l'innovation pédagogique. Dix tendances importantes sont relevées pour l'année 2013, qui concernent davantage l'enseignement supérieur que l'enseignement primaire et/ou secondaire :

- les MOOCs ;
- les badges ;
- les données d'apprentissage
- l'apprentissage unifié
- l'apprentissage par la foule
- l'activité académique numérique
- l'apprentissage géo-localisé
- l'apprentissage par le jeu
- la culture du faire
- l'investigation citoyenne

Joanne Moore, John Sanders and Louise Higham. [Literature review of research into widening participation to higher education](#). Higher Education Funding Council for England (Royaume-Uni), 08/2013

Revue de littérature pour le HEFCE (Angleterre) afin d'étudier les manières de rendre accessible au plus grand nombre l'enseignement supérieur. Ce rapport se base sur des recherches menées depuis 2006 jusqu'à aujourd'hui, recherches qui s'intéressent notamment aux résultats des étudiants, au tutorat, à la réussite et à l'abandon des études, aux aspects financiers, à l'employabilité des étudiants, etc.

Lindsey Bowes, Liz Thomas, Louise Peck, Tej Nathwani. [International research on the effectiveness of widening participation](#). Higher Education Funding Council for England (Royaume-Uni), 10/2013

Rapport comparatif du HEFCE (Angleterre) sur les approches efficaces pour augmenter le nombre d'étudiants de l'enseignement supérieur dans plusieurs pays : Pays-Bas, États-Unis, AUstralie, Afrique

du sud, Norvège et Irlande. Les systèmes universitaires sont étudiés et comparés. Ceci a donné lieu à un rapport final et à un rapport par pays. Le tout est téléchargeable à l'adresse indiquée.

POSSOZ Didier. [La qualité de la formation professionnelle continue en ses formes et ses usages : instruments de contrôle ou de régulation du marché de la formation ? Etat multiforme de la question.](#) Thèse en sciences de l'éducation, soutenue en 2011, sous la dir. de Bénédicte GENDRON (Université Paul Valéry-Montpellier 3)

« La qualité de la formation professionnelle continue pose de multiples questions. Pour les traiter, nous les abordons sous l'angle du modèle économique de la servuction, rencontre d'acteurs co-producteurs de la formation. Le système est caractérisé par une pluralité d'enjeux et de pilotes ; chacun d'eux, malgré des modalités institutionnelles de concertation, développe ses politiques spécifiques et élabore ses propres normes, marquant ainsi son territoire d'action. De leurs côtés, des organismes de formation créent leurs labels de la qualité pour mieux affirmer leur identité face à leurs partenaires et concurrents et asseoir leur légitimité à intervenir. Les signes de la qualité prolifèrent donc sur le marché de la certification, chacun portant une conception singulière de la formation et des critères de sa qualité. Quelle valeur leur accorder ? Un accord est-il possible sur la qualité de la formation et son évaluation ? En nous appuyant sur les théories des conventions et de la régulation, nous construisons un cadre d'intelligibilité des concepts de qualité, normalisation et certification mis en œuvre aux niveaux macro-économique et microsocial. Nous interrogeons la catégorie de marché de la formation, eu égard aux caractéristiques de l'acte de formation. Nous étudions les pratiques d'institutions chargées de la gouvernance du système, d'entreprises et de bénéficiaires sur ce qui fonde la qualité de la formation de leur point de vue. Nous analysons les raisons pour lesquelles les normes élaborées par consensus entre professionnels du secteur ne font pas l'unanimité et étudions les propositions portées par des réseaux d'organismes, dont les Greta de l'Education nationale. »

GILLET Isabelle. [L'impact des variables dispositionnelles et de la déclaration de liberté sur les résultats d'une activité de formation.](#) Thèse en Psychologie, soutenue en 2011 sous la dir. de Fabien GIRANDOLA & Daniel GILIBERT (Université de Bourgogne)

« Dans cette thèse nous nous intéressons à la prédiction de la réussite à l'issue de la formation (réussite à l'examen à l'université, insertion de demandeurs d'emplois accueillis en formation) sur la base de mesures subjectives « à chaud » (satisfaction ou apprentissages subjectifs) et de variables dispositionnelles (sentiment d'efficacité personnelle, locus de contrôle, estime de soi, optimisme et évaluation centrale de soi). Les résultats montrent en rapport avec les modèles d'évaluation de la formation que les mesures subjectives « à chaud » ne sont pas de bons prédicteurs de la réussite à l'issue de la formation ou de l'insertion professionnelle. Par ailleurs, la réussite à l'issue de la formation peut parfois être prédite par les variables dispositionnelles dans la mesure où ces dernières ont des valeurs élevées, dans le cas d'obtention au préalable de bonnes notes de la part des étudiants. En effet, l'effet de prédiction disparaît lorsqu'est neutralisé l'impact du niveau académique antérieur de l'étudiant. En accord avec les travaux sur la norme d'internalité, ces variables semblent des indicateurs de situations sociales de réussite préexistantes et non des déterminants directs de la réussite sociale (Dubois, 1987, 2003). Dans la seconde partie de notre thèse, nous proposons par le biais de la théorie de l'engagement d'agir sur le contexte au moyen d'une déclaration de liberté ayant pour objet la présence au cours. Des effets positifs de la déclaration de liberté, par opposition à une déclaration de contrainte, sont observés sur plusieurs

résultats collectés en fin de formation (satisfaction, apprentissage subjectif). Au niveau théorique, il semble que les retours d'évaluation fournis par les formateurs pourraient affecter les variables dispositionnelles, dont font état les personnes formées, et ainsi les rendre prédictives de la réussite. Les interactions évaluatives réifieraient ainsi le lien entre variables dispositionnelles et situation de réussite. Par ailleurs le contexte de liberté induit pourrait favoriser une élévation des mesures dispositionnelles et initier les processus d'apprentissage. »

ROUILLARD Rozen. [Collèges publics, collèges privés : ethnographie comparative de configurations contextuelles et de leurs effets scolaires](#). Thèse en Sciences de l'éducation, soutenue en 2013, sous la dir. de Pierre PERIER (Université Rennes 2)

« De la maternelle à la terminale, la population scolaire française fait de plus en plus usage des deux secteurs d'enseignement (public, privé) : deux élèves sur cinq effectuent au moins une année dans un établissement privé. Pourtant, les deux secteurs de scolarisation ont fait l'objet de rares études comparatives sous la focale d'enquêtes de terrain. Par une démarche ethnographique et statistique, cette recherche souhaite contribuer à la compréhension (caractérisation, différenciation, évaluation) des « effets de contexte » sur la scolarité des élèves de collèges publics et privés. Notre analyse de ces effets a eu pour objectif initial d'enrichir le champ de recherche sur l'efficacité des établissements sous l'angle d'une construction progressive des carrières scolaires dans les secteurs d'enseignement et des contextes différents. Pendant deux années scolaires, l'enquête est menée dans quatre collèges (deux publics et deux privés) d'un territoire rural de forte implantation du secteur privé. Les résultats obtenus montrent d'abord la nécessité de distinguer dans l'analyse du contexte d'établissement, ce qui relève des performances scolaires et ce qui concerne l'orientation des élèves. Ensuite, les effets de territoire et les effets de secteur d'enseignement ne peuvent être analysés indépendamment des effets de contexte. Ainsi, le secteur privé privilégie une mobilisation collective que l'on pourrait qualifier de communautaire et de territorialisée, dans le sens où elle prend sa référence dans un réseau et un espace au niveau local. Du côté du secteur public, la dynamique d'établissement serait "extraterritorialisée", en s'appuyant sur un référent national. L'enjeu porte sur la formation de citoyens et l'avenir des élèves est pensé sur une plus longue échelle temporelle (orientation scolaire). Si le public et le privé conservent des spécificités, on peut se demander à la lumière de nos résultats si le secteur d'enseignement ne tend pas à s'effacer au profit des logiques d'établissement et du travail de plus en plus déterminant des acteurs. En ce sens, cette recherche participe à la réflexion sur les configurations contextuelles, leur construction et leur pertinence, et conjointement, sur les effets de l'appartenance sectorielle d'un établissement scolaire. »

MAITRE Jean-Philippe. [Les processus d'implicitation et de tacitation : contribution à l'étude des sémioses dans l'enseignement scientifique](#). Thèse en Sciences de l'éducation, soutenue en 2012, sous la dir. de Jacques BAILLÉ & Christian DÉPRET (Université de Grenoble)

« L'enseignement de notions nouvelles appelle l'usage de signes nouveaux pour les élèves, de signes dont l'enseignant sait la signification inconnue des élèves. Parce que le signe "ne peut ni faire connaître ni reconnaître [son] objet" (Peirce, 2.231), l'enseignant doit, pour instruire les enfants, "leur parler de ce qu'ils ne connaissent pas encore mais avec des mots qu'ils connaissent et comprennent" (Condorcet, 1791-1792/1989, p.278). Cohabitent alors, dans le discours de l'enseignant, des signes aux significations inconnues, et d'autres aux significations connues. Ces derniers doivent permettre la compréhension des premiers. Nous faisons comme première hypothèse que, en tant que signe, un terme (nom, groupe nominal ou verbe) dont l'enseignant

présuppose la signification non-connue des élèves est utilisé en association avec d'autres termes dont la signification est présupposée connue. D'une part, la production d'un signe est un processus - une sémiologie (Peirce, 1978 ; Morris, 1938). D'autre part, l'enseignant, relativement au terme inconnu, attend de l'élève la construction d'un concept - des connaissances agies (Piaget 1970 ; Vergnaud, 1990) - qui est un signifié nécessairement implicite au discours. Alors, nous parlons du processus d'implicite. A l'inverse, nous posons comme seconde hypothèse que, pour l'efficacité de la communication, un terme dont l'enseignant présuppose la signification connue des élèves est produit sans autres termes pour aider à sa compréhension. Dans ce cas, toute part du signifié est tue ; nous parlons du processus de tacite. Défendre ces deux hypothèses, c'est défendre que l'étude du discours de l'enseignant, restreinte à une étude de la mise en coprésence (ou non) de termes entre eux, permet la saisie d'une part des présuppositions de l'enseignant quant aux connaissances des élèves. C'est la thèse que nous soutenons. La réduction alors opérée des phénomènes langagiers est franche, notamment sur leurs aspects syntaxiques et pragmatiques. Il ne s'agit pas de négliger l'existence de ces aspects, mais de tester l'heuristique, pour l'enseignement, d'un principe fondamental associationniste du langage. A l'aide d'apports philosophiques (quand il s'agit de l'étude du signe et de la sémiologie), épistémologiques et didactiques (quand il s'agit d'ancrer notre réflexion dans une théorie de la connaissance et des apprentissages) et linguistiques (quand il s'agit de justifier l'appel aux termes implicite et tacite), nous défendons d'abord théoriquement cette réduction (partie I, chap. I et II). A partir d'études de cas issues d'enseignements de mathématiques, nous construisons ensuite une méthodologie couplant l'observation d'enseignants - pour l'accès aux termes qu'ils utilisent - et des entretiens d'auto-confrontation - pour l'accès (indirect) à leurs présuppositions. Dans notre groupe de sujets (composés d'enseignants de mathématiques, sciences physiques et biotechnologies), lors de l'étude de 259 occurrences de termes, nous parvenons à prédire 80% des présuppositions des enseignants (partie I, chap. III). Fort de ce résultat donnant à l'implicite et la tacite un crédit empirique, nous proposons alors d'en repérer les instances dans l'intégralité de 10 séances d'enseignement de sciences physiques sur la quantité de matière. Nous montrons que l'étude de la répartition dans le temps des deux types de processus permet le repérage de moments d'enseignement distincts quant à 1. la gestion de l'hétérogénéité de la classe par l'enseignant et 2. la dépendance de la compréhension du discours par les élèves à leurs connaissances préalables (partie II, chap. IV et V). Les processus d'implicite et de tacite, par les éclairages nouveaux qu'ils apportent, peuvent participer aux débats qui portent sur les interactions verbales de la salle de classe. »

CARRON Alexandre. [Parcours scolaire des élèves de Section d'Enseignement Général et Professionnel Adapté à l'île de La Réunion : analyse et processus](#). Thèse en sciences de l'éducation, soutenue en 2012, sous la dir. de Alain GEOFFROY & Raoul LUCAS (Université de la Réunion)

« Basée sur une approche sociologique, cette recherche a pour objet l'analyse et la compréhension du parcours scolaire des élèves de Section d'Enseignement Général et Professionnel Adapté (SEGPA) à l'île de La Réunion. Nous nous sommes principalement intéressé aux élèves en fin de scolarité dans douze SEGPA. Notre approche en termes de processus nous permet de montrer que l'histoire et le parcours scolaires des élèves rencontrés ne se réduisent pas à une aventure individuelle, mais sont le résultat d'un processus global construit dont les dynamiques sont à chercher dans la combinaison et l'interaction complexes d'un grand nombre d'éléments, de phénomènes, d'événements. Ainsi, même s'il apparaît que le fonctionnement institutionnel de l'orientation influence fortement les destins scolaires, il ressort de cette recherche que ce qui rend possibles le parcours scolaire et les sorties

sans qualification des élèves de SEGPA, n'est pas réductible aux seules caractéristiques personnelles des élèves, ni à celles de leur cadre familial de socialisation, et encore moins à ce qui se joue dans l'espace scolaire ; nous y voyons plutôt le produit d'un processus global dont les dynamiques interdépendantes se conjuguent, s'imbriquent, se cumulent et s'influencent. »

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Sébastien Gossiaux. [La formation des adultes : un accès plus fréquent pour les jeunes, les salariés des grandes entreprises et les plus diplômés](#). INSEE Première, n° 1468, octobre 2013

En France métropolitaine, en 2012, plus d'une personne sur deux âgée de 18 à 64 ans a suivi au moins une formation dans l'année, que ce soit dans un but personnel ou professionnel. L'accès à la formation diminue avec l'âge. Même lorsqu'ils sont encore en activité, les seniors suivent moins de formations pour raisons professionnelles que les plus jeunes ; il en est de même pour les chômeurs par rapport aux personnes en emploi, mais leurs formations sont cependant plus longues. La formation profite également davantage aux cadres et aux personnes qui travaillent dans de grands établissements. Le taux d'accès des adultes à la formation augmente avec leur niveau de diplôme.

Les responsabilités familiales et le coût sont les principaux obstacles évoqués lorsque les personnes déclarent avoir renoncé à une formation. Et pour celles qui n'aspirent pas à en suivre, il peut s'agir d'une forme d'autocensure, liée à ce type de difficultés, de même qu'au sentiment de ne pas être au niveau.

INSEE. [France, portrait social : édition 2013](#). Insee Références, novembre 2013.

France, portrait social est l'ouvrage de référence pour tous ceux qui souhaitent mieux connaître la société française.

Agathe Dardier, Nadine Laïb, Isabelle Robert-Bobée. [Les décrocheurs du système éducatif : de qui parle-t-on ?](#) In INSEE. France, portrait social, édition 2013, novembre 2013

Un quart des jeunes entrés en 6e en 1995 n'ont pas terminé avec succès leur formation dans l'enseignement secondaire. Ils sont « décrocheurs ». Parmi eux, huit sur dix n'ont pas de diplôme de l'enseignement secondaire et deux sur dix ont un BEP ou un CAP, mais ont échoué dans la formation qu'ils ont poursuivie ensuite. Les jeunes décrocheurs ont souvent eu des difficultés scolaires et sont souvent d'origine sociale modeste, mais pas tous. On distingue trois grands profils de décrocheurs : des jeunes au faible niveau d'études qui ont massivement redoublé au collège (près de la moitié des décrocheurs) ; des jeunes avec un bon niveau d'études à l'entrée au collège, mais qui échouent au CAP, au BEP ou au Baccalauréat (un tiers des décrocheurs) ; et des jeunes qui sont passés par des enseignements spécialisés au collège (section d'enseignement générale et professionnel adapté - SEGPA - notamment) (un cinquième des décrocheurs). Parmi les bacheliers poursuivant des études supérieures, un sur cinq n'obtient pas de diplôme du supérieur. Là aussi, le niveau scolaire et les origines sociales jouent un rôle, mais pas seulement. L'orientation et la situation financière des étudiants semblent également conditionner l'obtention d'un diplôme de l'enseignement supérieur.

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NCES. [U.S. States in a Global Context: Results from the 2011 NAEP-TIMSS Linking Study](#).

The U.S. States in a Global Context report presents results from the 2011 NAEP-TIMSS Linking Study in mathematics and science at grade 8 for 52 states (includes the District of Columbia, and the Department of Defense schools) and 47 education systems (38 countries and 9 subnational education systems).

Results are reported as average scores on the TIMSS scales (0–1,000 with an average of 500) and percentages of students scoring at or above the TIMSS international benchmarks: Advanced (625), High (550), Intermediate (475), and Low (400). Three linking methods—statistical moderation, statistical projection, and calibration—were applied to predict TIMSS results for 43 states that had participated only in NAEP. The three linking methods produced similar results. Of these, the statistical moderation linking method was selected to predict the TIMSS results that are reported for those states. Nine states participated in TIMSS 2011, and their actual TIMSS results are reported (Alabama, California, Colorado, Connecticut, Florida, Indiana, Massachusetts, Minnesota, and North Carolina).

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[Developing Skills for Innovative Growth in the Russian Federation](#)

World Bank , National Research University – Higher School of Economics

Keywords: Education - Access & Equity in Basic Education Education - Education For All Education - Educational Sciences Education - Knowledge for Development Education - Primary Education

[Selection and tracking in secondary education; A cross country analysis of student performance and educational opportunities](#)

Korthals R.A. (GSBE)

[Access to Post-Secondary Education: The Importance of Culture](#)

Ross Finnie (Graduate School of Public and International Affairs, University of Ottawa, Ottawa, ON)

This paper first discusses the theoretical approaches regarding the choice of participating in post-secondary (or “higher”) education, starting with a presentation of the standard neoclassical economics approach, and then adding concepts taken from the emerging behavioural economics literature to take into account “cultural” factors that affect access. The paper then presents the results of an empirical analysis based on a very rich Canadian dataset, the Youth in Transition Survey, which follows youth from age 15 through to age 25 and includes remarkably detailed information on family and other background factors as well as schooling experiences, which provides evidence which points to the importance of cultural influences on PSE choices. Policy implications are then discussed.

[The short- and long-term effects of school choice on student outcomes – evidence from a school choice reform in Sweden](#)

Wondratschek, Verena (Centre for European Economic Research (ZEW)) ; Edmark, Karin (Research Institute of Industrial Economics) ; Frölich, Markus (University of Mannheim)

This paper evaluates the effects of a major Swedish school choice reform. The reform in 1992 increased school choice and competition among public schools as well as through a large-scale introduction of private schools. We estimate the effects of school choice and competition, using precise geographical information on the locations of school buildings and children's homes for the entire Swedish population for several cohorts affected at different stages in their educational career. We can measure the long-term effects up to age 25. We find that increased school choice had very small, but positive, effects on marks at the end of compulsory schooling, but virtually zero effects on longer term outcomes such as university education, employment, criminal activity and health.

[School segregation, school choice and educational policies in 100 Hungarian towns](#)

Gabor Kertesi (Institute of Economics, Center for Economic and Regional Studies, Hungarian Academy of Sciences) ; Gabor Kezdi (Central European University and Institute of Economics, Center for Economic and Regional Studies, Hungarian Academy of Sciences)

The distribution of Roma and non-Roma students across schools has become considerably more unequal in Hungary since the 1980's. This paper analyzes the effect of school choice and local educational policies on that inequality, known as school segregation, in 100 Hungarian towns. We combine administrative data with data from a survey that we collected from municipality administrations with respect to local educational policies and the ethnic composition of neighborhoods. Our results indicate that in Hungarian towns, free school choice diminishes the role of residential distribution because many students commute to schools of their choice. Towns where such commuting is more pronounced are characterized by stronger inter-school inequalities. We also find that local educational policies have, on average, somewhat segregationist tendencies, though there is substantial heterogeneity across towns. The more segregationist the local policies are, the higher the segregation in the town, thus suggesting that local policies have room to influence school segregation in this system. However, the impact of local educational policies is weaker than the role of school choice.

[Tax Benefits for Graduate Education: Incentives for Whom?](#)

Bednar, Steven (Elon University) ; Gicheva, Dora (University of North Carolina at Greensboro, Department of Economics)

Numerous studies have examined the enrollment responses of traditional undergraduate students to the introduction of government-provided tuition subsidies, but far less attention has been devoted to the elasticity of demand for graduate education. This paper examines how the tax code and government education policies affect graduate enrollment and persistence rates along with the ways in which students fund their graduate education. Our empirical methodology is based on exogenous variations in the availability of an income tax exemption for employer- provided tuition assistance for graduate courses. We find that graduate attendance among full-time workers age 24-30 is higher when the tax exemption is available, mostly due to higher persistence in public universities and vocational course work. The use of employer aid for individuals enrolled in full-time and public part-time graduate programs also increases. We present some evidence that universities may adjust tuition to capture part of the incidence.

[Promoting Excellence in Turkey's Schools](#)

World Bank

Keywords: Education - Education For All Secondary Education Tertiary Education Teaching and Learning Education - Primary Education

[What is expected of higher education graduates in the 21st century?](#)

Humburg M. ; Velden R.K.W. van der (GSBE)

In this paper, we reflect on the skills higher education graduates are expected to have in today's economy and the role of higher education in equipping graduates with these skills. First, we identify 6 trends which form the basis of the changing role of graduates in economic life. These trends are the knowledge society, increasing uncertainty, the ICT revolution, high performance workplaces, globalization, and the change of the economic structure. By changing the nature and range of tasks graduates are expected to fulfil in today's economy, we argue that these trends generate new and intensify traditional skill demands, which we summarize as professional expertise, flexibility, innovation and knowledge management, mobilization of human resources, international orientation, and entrepreneurship. Second, we draw out some key issues concerning the role of higher education institutions in equipping graduates with these skills.

[The long-run and intergenerational education impacts of intergovernmental transfers](#)

Irineu de Carvalho Filho ; Stephan Litschig

This paper provides regression discontinuity evidence on long-run and intergenerational education impacts of a temporary increase in federal transfers to local governments in Brazil. Revenues and expenditures of the communities benefiting from extra transfers temporarily increased by about 20% during the 4 year period from 1982 to the end of 1985. Schooling and literacy gains for directly exposed cohorts established in previous work that used the 1991 census are attenuated but persist in the 2000 and 2010 censuses. Children and adolescents of the next generation --born after the extra funding had disappeared-- show gains of about 0.08 standard deviation across the entire score distribution of two nationwide exams at the end of the 2000s. While we find no evidence of persistent improvements in school resources, we document discontinuities in education levels, literacy rates and incomes of test takers' parents that are consistent with intergenerational human capital spillovers.

[Understanding income mobility: the role of education for intergenerational income persistence in the US, UK and Sweden](#)

Paul Gregg (Department of Social and Policy Science, University of Bath) ; Jan. O. Jonsson (Nuffield College, Oxford University and Swedish Institute for Social Research, Stockholm University) ; Lindsey Macmillan (Department of Quantitative Social Science, Institute of Education, University of London) Carina Mood (Institute for Future Studies, Stockholm and Swedish Institute for Social Research, Stockholm University)

A growing number of studies in several countries over the past twenty years have documented the persistence in incomes across generations, and much of the current literature is seeking to understand the processes driving intergenerational mobility and how these differ across time periods and across countries. Education is commonly seen, just as in sociological studies of social mobility or status attainment, as the key driving force of intergenerational associations. In this paper we study

the role of education for intergenerational income associations in three countries over time, and across the life-span of sons. We pay particular attention to issues of life-cycle bias and measurement error in modelling income mobility in a comparative setting. To explore the role of education, we utilise a three-stage framework that decomposes the intergenerational elasticity into three parts: the relationship between income and education, the returns to education, and the direct relationship between parental income and their child's income in the next generation after controlling for education. We find that the US and the UK have high levels of income persistence (low mobility) across generations while Sweden is more moderate. Levels of educational inequality are surprisingly similar in all three countries with the majority of the difference between the US/UK and Sweden working through unequal returns to education and, more strikingly, inequality of opportunities for people with similar educational qualifications.

[Hidden Redistribution in Higher Education](#)

Perrotta Berlin, Maria (Stockholm Institute of Transition Economics)

Low income countries, and in particular countries in Sub-Saharan Africa, have invested huge resources over the last 40 years in financing higher (university level) education, compared with the number of students at that level and with the corresponding expenditures for lower levels of education. I propose and test an elite capture hypothesis: that expenditure in tertiary education is partly used as a tool for redistribution towards the elites close to the political leaders. I find that this hypothesis can explain a substantial part of the within-country variation in expenditures levels.

[What Do Parents Want? An Exploration of School Preferences Expressed by Boston Parents](#)

Glaeser, Ed (Harvard University) ; Poftak, Steve (Harvard University) ; Tobio, Kristina (Harvard University)

This working paper seeks to determine the preferences of Boston parents for certain school attributes. It analyzes data provided by the Boston Public Schools and the Massachusetts School Building Authority to determine what factors are most closely correlated with popular schools in Boston's public school lottery. The report finds that parents favor closer schools and schools with higher levels of academic achievement (as measured by the MCAS test). It also finds that certain school structures--K1 (over K2 only) schools and K-8 (over K-5) schools--are preferred. The working paper found that other school offerings, both structural and programs, did not matter. Overall school size, computer facilities, and gyms did not have a significant impact. Art, music, and science lab facilities had minimal or no impact. The working paper also provides detailed information on how neighborhood, racial composition, and socio-economic conditions impact school preferences.

[Improving college access and success for low-income students: Evidence from a large need-based grant program](#)

Gabrielle Fack ; Julien Grenet

Using comprehensive administrative data on France's single largest financial aid program, this paper provides new evidence on the impact of large-scale need-based grant programs on the college enrollment decisions, persistence and graduation rates of low-income students. We exploit sharp discontinuities in the grant eligibility formula to identify the impact of aid on student outcomes at different levels of study. We find that eligibility for an annual cash allowance of 1,500 euros increases college enrollment rates by up to 5 percentage points. Moreover, we show that need-based grants have positive effects on student persistence and degree completion.

[Instructional Practices and Student Math Achievement: Correlations from a Study of Math Curricula.](#)

Douglas H. Clements ; Roberto Agodini ; Barbara Harris

Keywords: Correlational study, elementary school, instructional practices, student math achievement

[Scoping paper: Developing University Innovation Capacity: How can innovation policy effectively harness universities' capability to promote high-growth technology businesses?](#)

Einar Rasmussen (Bodø Graduate School of Business (HHB), University of Nordland) ; Paul Benneworth (Center for Higher Education Policy Studies (CHEPS) at the University of the Twente)

Magnus Gulbrandsen (Centre for Technology, Innovation and Culture (TIK), University of Oslo)

Some universities and departments have been very successful in stimulating university spin-off firms (USOs). This has persuaded policy makers and university administrators to devote considerable resources to improve universities' capabilities to promote USOs, but with little tangible results. Related research has considered why some universities contributes more to business innovation than others, but whether the majority of universities can become innovation hotbeds remains an open question. This paper takes a novel interdisciplinary approach integrating insights from two separate literatures, academic entrepreneurship and university management. We start by taking the firm's perspective and seek to understand the challenges faced by USOs and how universities can assist these firms in developing their entrepreneurial competencies. The structure and main purpose of universities are very different from that of new technology businesses and the transition from being an academic research activity to become a commercial business activity poses challenges both for the university and the USO. Much research on universities' entrepreneurial capability focuses on 'what' universities can do to support USOs at the expense of 'why' universities' might choose to promote USOs when they are under many intense competing demands from outside. We explore not only what universities can do to support USOs, but also how universities experience USOs' support demands, and the circumstances under which universities can develop capability to promote USOs. We address the barriers that arise between universities and USOs and discuss mitigating factors which support the competencies of USOs whilst at the same time meet the different university stakeholders' needs.

[Open Enrolment and Student Achievement](#)

Friesen, Jane (Simon Fraser University) ; Harris, Benjamin Cerf (U.S. Census Bureau) ; Woodcock, Simon D. (Simon Fraser University)

URL: We investigate the effects of public school open enrolment, which allows students to enroll in any public school with available space, on fourth grade test scores. We find a small, positive effect on the average student; this benefit appears to stem from increased competition among schools, rather than directly through expanded choice opportunities. Among students whose catchment school is locally top-ranked according to test scores, greater choice is of no direct benefit; however, students whose catchment school is locally lowest-ranked earn higher scores when they have access to better local schools. Students in both groups benefit from increased school competition.

[Do More Educated Leaders Raise Citizens' Education?](#)

Diaz-Serrano, Luis (Universitat Rovira i Virgili) ; Pérez, Jessica (Universitat Rovira i Virgili)

This paper looks at the contribution of political leaders to enhance citizens' education and investigate how the educational attainment of the population is affected while a leader with higher education remains in office. For this purpose, we consider educational transitions of political leaders in office and find that the educational attainment of population increases when a more educated leader remains in office. Furthermore, we also observe that the educational attainment of the population is negatively impacted when a country transitions from an educated leader to a less educated one. This result may help to explain the previous finding that more educated political leaders favor economic growth.

[School Structure, School Autonomy and the Tail](#)

Stephen Machin ; Olmo Silva

In this paper, we survey the UK-based literature on school structures and school autonomy to identify settings in which alternative and more autonomous school arrangements can improve the educational attainments of pupils in the bottom tail of the achievement distribution. We also present new evidence on the effect of school academies on the age-16 GCSE attainment of students of different abilities up to 2009, before the Coalition Government changed the nature of the Labour academy programme. Within the UK education system, academies enjoy substantial autonomy in terms of management of their staff, taught curriculum, length of the school day and other aspects of their day-to-day functioning. Our results show that schools that converted to academies between 2002 and 2007 improved their overall age-16 GCSEs results by further raising the attainments of students in the top half of the ability distribution, and in particular pupils in the top 20% tail. Conversely, we find little evidence that academies helped pupils in the bottom 10% and 20% of the ability distribution. Finally, we find little evidence that late converters (2008 and 2009) had any beneficial effects on pupils of any ability. We conclude our research by comparing the experience of UK academies to that of US charter schools and Swedish free schools, and by providing some insights into the reasons why UK academies did not serve 'the tail' as is the case for some US charter schools.

[Education and Health: The Role of Cognitive Ability](#)

Bijwaard, Govert (NIDI - Netherlands Interdisciplinary Demographic Institute) ; van Kippersluis, Hans (Erasmus University Rotterdam) ; Veenman, Justus (Erasmus University Rotterdam)

We aim to disentangle the relative contributions of (i) cognitive ability, and (ii) education on health and mortality using a structural equation model suggested by Conti et al. (2010). We extend their model by allowing for a duration dependent variable, and an ordinal educational variable. Data come from a Dutch cohort born between 1937 and 1941, including detailed measures of cognitive ability and family background at age 12. The data are subsequently linked to the mortality register 1995-2011, such that we observe mortality between ages 55 and 75. The results suggest that at least half of the unconditional survival differences between educational groups are due to a 'selection effect', primarily on basis of cognitive ability. Conditional survival differences across those having finished just primary school and those entering secondary education are still substantial, and amount to a 4 years gain in life expectancy, on average.

[Educação para todos –“free to those who can afford it”: human capital and inequality persistence in 21st c Brazil](#)

Kendrick, Neil

As one of the world's most unequal societies, Brazil is often referred to as a land of contrasts: the causes of its high levels of income inequality continuously debated. When solutions are discussed, one of the more frequently recited policy prescriptions is to expand the supply of education within the economy. Through utilisation of socio-economic profiles of students who subscribed to and were enrolled in Universidade Estadual de Campinas (UNICAMP), one of the more progressive public higher education establishments, the data indicates that, between 1987- 2010, the Brazilian education system could in fact have exacerbated inequality, despite society having undertaken national educational expansion. The data illustrates how, during the period analysed, less than 35% of UNICAMP students attended only public education; and that moreover, while 61% had attended entrance examination preparation courses, nearly three quarters of participants at these examinations failed to be enrolled at the first time of asking. It is also estimated that more than 60% of UNICAMP students are from households from the 9th and 10th income decile. With the socio-economic profiles of public higher education tending to favour high income households, the curative effects of educational expansion on income inequality appear to be paradoxical. Therefore, a more qualitative approach to public education expansion may be required if a more egalitarian society is to be engendered by tuition-free public higher institutions.

[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.

[Does Expert Advice Improve Educational Choice?](#)

Borghans, Lex (Maastricht University) ; Golsteyn, Bart H.H. (Maastricht University) ; Stenberg, Anders (SOFI, Stockholm University)

This paper reports evidence that an individual meeting with a study counselor at high school significantly improves the quality of choice of tertiary educational field, as self-assessed 18 months after graduation from college. The results are strongest among males and those with low educated parents. To address endogeneity, we explore the variation in study counseling practices between schools. Tentative analyses also indicate that counselors reduce students' uncertainty about their own individual preferences at least to the same extent as uncertainty about objective measures such as employment prospects.

[Estimating the impact of language of instruction in South African primary schools: A fixed effects approach](#)

Stephen Taylor (Department of Basic Education) ; Marisa Coetzee (Departement Ekonomie, Universiteit van Stellenbosch)

For many children around the world, access to higher education and the labour market depends on becoming fluent in a second language. This presents a challenge to education policy: when and how in the school programme should a transition to the second language occur? While a large theoretical literature exists, empirical evidence is limited by the difficulties inherent to measuring the causal effect of language of instruction. In South Africa, the majority of children do not speak English as their first language but are required to undertake their final school-leaving examinations in English. Most schools offer mother-tongue instruction in the first three grades of school and then transition to English as the language of instruction in the fourth grade. Some schools use English as the language of instruction from the first grade. In recent years a number of schools have changed their policy, thus creating within-school, cross-grade variation in the language of instruction received in the early grades. We use longitudinal data on school characteristics including language of instruction by grade, and student test score data for the population of South African primary schools. Simple OLS estimates suggest a positive correlation between English instruction in the first three grades and English performance in grades 4, 5 and 6. After including school fixed effects, which removes the confounding effects of selection into schools with different language policies, we find that mother tongue instruction in the early grades significantly improves English acquisition, as measured in grades 4, 5 and 6. The significance of this study is twofold. Firstly, it illustrates the power of school-fixed effects to estimate causal impacts of educational interventions. Secondly, it is the first South African study (and one of a very few international studies) to bring robust empirical evidence to the policy debate around language of instruction.

[Measuring Teacher Value Added in DC, 2012-2013 School Year.](#)

Eric Isenberg ; Elias Walsh

Keywords: Value Added, DC Schools, Education, Measuring Teacher

[Educational mismatches and skills: New empirical tests of old hypotheses](#)

Allen J.P. ; Velden R.K.W. van der ; Levels M. (GSBE)

In this paper, we empirically explore how the often reported relationship between overeducation and wages can best be understood. Exploiting the newly published Programme for International Assessment of Adult Competencies PIAAC data OECD 2013, we are able to achieve a better estimation of the classical ORU-model Duncan and Hoffman, 1981, by controlling for heterogeneity of observable skills. Our findings suggest that 1 a considerable part of the effect of educational mismatches can be attributed to skills heterogeneity, and 2 that the extent to which skills explain educational mismatches varies by institutional contexts. These observations suggest that skills matter for explaining wage effects of education and educational mismatches, but the extent to which this is the case also depends on institutional contexts.

[How Are University Students Changing?](#)

OECD

More than 23 million students across the OECD and G20 countries will start their first university level course in 2013. The new generation of students will be particularly diverse, with more adults and

international students than ever. Entry rates have increased over the last decades but unequal access to university still persists, with entry rates reflecting the background of the students.

[The Missing Manual: Using National Student Clearinghouse Data to Track Postsecondary Outcomes](#)

Susan M. Dynarski ; Steven W. Hemelt ; Joshua M. Hyman

This paper explores the promises and pitfalls of using National Student Clearinghouse (NSC) data to measure a variety of postsecondary outcomes. We first describe the history of the NSC, the basic structure of its data, and recent research interest in using NSC data. Second, using information from the Integrated Postsecondary Education Data System (IPEDS), we calculate enrollment coverage rates for NSC data over time, by state, institution type, and demographic student subgroups. We find that coverage is highest among public institutions and lowest (but growing) among for-profit colleges. Across students, enrollment coverage is lower for minorities but similar for males and females. We also explore two potentially less salient sources of non-coverage: suppressed student records due to privacy laws and matching errors due to typographic inaccuracies in student names. To illustrate how this collection of measurement errors may affect estimates of the levels and gaps in postsecondary attendance and persistence, we perform several case-study analyses using administrative transcript data from Michigan public colleges. We close with a discussion of practical issues for program evaluators using NSC data.

[How large second-generation migrants and natives differ in terms of human capital accumulation and why? Empirical evidence for France](#)

Fleury, Nicolas

This paper analyses the differences in the determinants of the accumulation of human capital for second-generation immigrants relatively to natives for the French case. We use the Training and Occupational Skills survey to conduct our econometric analysis, where we distinguish the natives, the second-generation immigrants from 'North Africa' and from 'Southern Europe' origins. We don't observe striking differences in the determinants between the second-generation immigrants as a whole and the natives. Moreover, the 'second-generation immigrants' group is a heterogeneous one. The significant determinants as well as the magnitude of the impact of these determinants substantially differ between the natives and the two main considered origins. There seems to be a lower 'determinism' through parental education for 'Southern Europe' than 'North Africa' origin, but differences in intergenerational correlations of education could be explained by parental transmission of education and/or by selection effects of the migrants. The Blinder-Oaxaca decomposition shows that parental endowments in education account for a large part of the mean outcome differences, but transmissions of education (and other components) also seems to be some relevant to explain differences in accumulation of human capital of second-generation migrants vs natives or between migrants.

[Academic Institutions in Search of Quality: Local Orders and Global Standards](#)

Catherine Paradeise (LATTS - Laboratoire Techniques, Territoires et Sociétés - Université Paris-Est Marne-la-Vallée (UPEMLV) - École des Ponts ParisTech (ENPC) - CNRS : UMR8134) ; Jean-Claude Thoenig (DRM - Dauphine Recherches en Management - CNRS : UMR7088 - Université Paris IX - Paris Dauphine)

Quality judgments in terms of academic standards of excellence required by external stakeholders such as labour markets and steering hierarchies obviously exert strong pressure on universities. Do

they generate an "iron cage" effect imposing a passive and uniform conformity on global standards? The paper examines the organization of higher education and research set-ups with a strong lens. What does academic quality actually mean when observed in the field? How do universities and their subunits - professional schools, colleges, etc - actually achieve what they call quality? A methodological and analytical framework is tested. Three sociological concepts - diversity, recognition, local order - make it possible to build four ideal-types applicable to comparative inquiry. Such a typology identifies the interdependencies existing between how they position themselves with respect to quality dimensions and internal organizational measures. The paper contributes to a broader organizational study agenda: how local orders face and deal with market and hierarchy dynamics in a global world of apparently increasing standardization under pressure from soft power. It questions the effect of the "iron cage" hypothesis. It lists a series of changing patterns or dynamics between types of universities in terms of quality sensitivity, fabrication and content. Diversity and standardization in fact coexist.

[The Effects of School Desegregation on Teenage Fertility](#)

Robert Bifulco (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244-1020) ; Leonard M. Lopoo (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244-1020) ; Sun Jung Oh (Center for Policy Research, Maxwell School, Syracuse University, 426 Eggers Hall, Syracuse, NY 13244-1020)

The school desegregation efforts following the historic Supreme Court ruling in Brown v. Board of Education (1954) represent one of the most important social policy initiatives of the 20th century. Despite a large research literature on desegregation and educational outcomes, its effects on the lives of individuals are still not fully understood. In this paper we examine the effects of desegregation on the fertility of teenagers. Our findings suggest that desegregation increased the fertility of African American teens and is unrelated to the fertility of white teens.

[Education in a Devolved Scotland: A Quantitative Analysis](#)

Stephen Machin ; Sandra McNally ; Gill Wyness

Education is an area that is highly devolved in the UK, and the fact that all four constituent countries have pursued very different policies in the recent past provides a good testing ground to undertake a comparative review of the merits or otherwise of the education reforms that have taken place. There is, of course, an important policy context to such an analysis. Examining the performance of children educated in the devolved Scottish system in comparison to those educated in England, Wales and Northern Ireland has potential to offer a unique and valuable insight into the impact of Scottish devolution in a high profile area of public policy. When deciding whether or not to seek independence from the UK, the Scottish electorate will need to consider how a devolved Scotland has fared in educating its nation under its own terms - and hence how they might fare when taking ownership of other policy areas. In examining the key differences in attainment bearing in mind these differences, this report will help answer this question.

[When do adults learn? A cohort analysis of adult education in Europe](#)

Beblavý, Miroslav ; Thum, Anna-Elisabeth ; Potjagailo, Galina

Adult learning is seen as a key factor for enhancing employment, innovation and growth, and it should concern all age cohorts. The aim of this paper is to understand the points in the life cycle at which adult learning takes place and whether it leads to reaching a medium or high level of

educational attainment. To this end we perform a synthetic panel analysis of adult learning for cohorts aged 25 to 64 in 27 European countries using the European Labour Force Survey. We find, as previous results suggest, that a rise in educational attainment as well as participation in education and training happens mostly at the age range of 25-29. However, investment across the life cycle by cohorts older than 25 still occurs: in most countries in our sample, participation in education and training as well as educational attainment increases observably across all cohorts. We also find that the decline with age slows down or is even reversed for older cohorts, for both participation in education and educational attainment. Finally, we can identify a Nordic model in which adult learning is achieved through participation in education and training, a Central European model in which adult learning occurs in the form of increasing educational attainment and a liberal model in which both approaches to adult learning are observable.

[Home with Mom: The effects of stay-at-home parents on children's long-run educational outcomes](#)

Eric Bettinger ; Torbjørn Hægeland ; Mari Rege (Statistics Norway)

In 1998 the Norwegian government introduced a program that substantially increased parents' incentives to stay home with children under the age of three. Many eligible children had older siblings, and we investigate how this program affected long-run educational outcomes of the older siblings. Using comprehensive administrative data, we estimate a difference-in-differences model which exploits differences in older siblings' exposures to the program. We find a significant positive treatment effect on older siblings' 10th grade GPA, and this effect seems to be largely driven by mother's reduced labor force participation and not by changes in family income or father's labor force participation.

[Childhood Sporting Activities and Adult Labour-Market Outcomes](#)

Cabane, Charlotte ; Clark, Andrew E.

We here ask whether sports participation at school is positively correlated with adult labour-market outcomes. There are many potential channels for this effect, although, as usual, identifying a causal relationship is difficult. We appeal to two widely-separated waves of Add Health data to map out the correlation between school sports and adult labourmarket outcomes. We show that different types of school sports are associated with different types of jobs and labour-market insertion when adult. We take the issue of the endogeneity of sport seriously and use data on siblings in order to obtain estimates that are as close to unbiased as possible. Last, we compare the effect of sporting activities to that of other leisure activities.

[Incentives, Selection, and Teacher Performance: Evidence from IMPACT](#)

Thomas Dee ; James Wyckoff

Teachers in the United States are compensated largely on the basis of fixed schedules that reward experience and credentials. However, there is a growing interest in whether performance-based incentives based on rigorous teacher evaluations can improve teacher retention and performance. The evidence available to date has been mixed at best. This study presents novel evidence on this topic based on IMPACT, the controversial teacher-evaluation system introduced in the District of Columbia Public Schools by then-Chancellor Michelle Rhee. IMPACT implemented uniquely high-powered incentives linked to multiple measures of teacher performance (i.e., several structured observational measures as well as test performance). We present regression-discontinuity (RD) estimates that compare the retention and performance outcomes among low-performing teachers

whose ratings placed them near the threshold that implied a strong dismissal threat. We also compare outcomes among high-performing teachers whose rating placed them near a threshold that implied an unusually large financial incentive. Our RD results indicate that dismissal threats increased the voluntary attrition of low-performing teachers by 11 percentage points (i.e., more than 50 percent) and improved the performance of teachers who remained by 0.27 of a teacher-level standard deviation. We also find evidence that financial incentives further improved the performance of high-performing teachers (effect size = 0.24).

[Skill mismatch and use in developed countries: Evidence from the PIAAC study](#)

Velden R.K.W. van der ; Allen J.P. ; Levels M. (GSBE)

In this paper we develop and test a new set of measures of skill mismatches, based on data on skill levels and skill use in the domains of literacy and numeracy from the PIAAC project. The measures we develop represent the extent of skill use relative to ones own skill level. We test the measures by examining their relation to a number of labour market outcomes. We subsequently examine how mismatches are distributed across and within a large number of countries, and use our results to reflect on possible causes and consequences of mismatches. We find that, in general, higher skill utilization is always beneficial in terms of productivity and job satisfaction, and that overutilization of skills therefore points more towards a fuller use of the available human capital, rather than to a serious skill shortage. We find an asymmetry in returns between literacy and numeracy skills although numeracy skill level appears to pay higher dividends than literacy skill level, shifts in skill utilization within skill levels have greater consequences for literacy than for numeracy. The distribution of mismatches across and within countries is broadly consistent with the expectation that skills will be used more fully under competitive market conditions with few institutional or organizational barriers. Finally, skill mismatches are only quite weakly related to educational mismatches, reflecting the heterogeneity in skill supply and demand that cross-cuts the dividing lines set by formally defined qualification levels and job titles.

[Was it worth it? An empirical analysis of over-education among Ph.D. recipients in Italy](#)

Giuseppe Lucio Gaeta (University of Naples L'Orientale, Department of Social Sciences and Humanities)

This paper aims to provide an empirical examination of factors associated with overeducation among Ph.D. graduates in Italy. Our investigation is based on recently released data collected by the Italian National Institute of Statistics by means of interviews with a large sample of Ph.D. recipients, carried out a few years after they obtained their Ph.D. degree. We measured the mismatch between their current job and previous Ph.D. studies using two direct subjective evaluations of over-education, which distinguish between the usefulness of the Ph.D. title to get the current job position and to perform the current work activities. Even if the incidence of over-education varies according to the measurement applied, we found that it is highly widespread among Ph.D. recipients. Our econometric analyses are aimed at identifying factors associated with over-education and are based on the standard probit model and the bivariate probit model with sample selection which allows to control for self selection into employment. Our results show that over-education is significantly correlated with: i) a number of Ph-D. related variables, such as the scientific field of study, having attended courses or visiting periods abroad; ii) some job-related characteristics, such as working in the academia or being mainly involved in research related activities; iii) the channel of access to the job; iv) residential location. This paper contributes to the literature focusing on job-education

mismatch by providing, to the best of our knowledge, the first empirical analysis of over-education among Ph.D. recipients in Italy; moreover, it provides some useful insights to evaluate the professional doctoral graduates in Italy.

[Skill mismatch and skill use in developed countries: Evidence from the PIAAC study](#)

Levels M. ; Velden R.K.W. van der ; Levels M. ; Allen J.P. (ROA)

In this paper we develop and test a new set of measures of skill mismatches, based on data on skill levels and skill use in the domains of literacy and numeracy from the PIAAC project. The measures we develop represent the extent of skill use relative to ones own skill level. We test the measures by examining their relation to a number of labour market outcomes. We subsequently examine how mismatches are distributed across and within a large number of countries, and use our results to reflect on possible causes and consequences of mismatches. We find that, in general, higher skill utilization is always beneficial in terms of productivity and job satisfaction, and that overutilization of skills therefore points more towards a fuller use of the available human capital, rather than to a serious skill shortage. We find an asymmetry in returns between literacy and numeracy skills although numeracy skill level appears to pay higher dividends than literacy skill level, shifts in skill utilization within skill levels have greater consequences for literacy than for numeracy. The distribution of mismatches across and within countries is broadly consistent with the expectation that skills will be used more fully under competitive market conditions with few institutional or organizational barriers. Finally, skill mismatches are only quite weakly related to educational mismatches, reflecting the heterogeneity in skill supply and demand that cross-cuts the dividing lines set by formally defined qualification levels and job titles.

[Academic knowledge as a driver for technological innovation? Comparing universities, small and large firms in knowledge production and dissemination](#)

Dornbusch, Friedrich ; Neuhäusler, Peter

It is generally claimed that universities provide the scientific basis for future technological progress. Still, empirical evidence of the impact of direct links between universities and firms remains weak and is often at least inconsistent. This paper aims at contributing to the literature by analyzing how direct academic involvement affects the output of inventive activities of research teams in different organizational backgrounds. By applying a unique dataset of German academic and corporate patents, we find that boundary-spanning knowledge production with academic inventors raises the innovative performance of SMEs and MNEs. Furthermore, geographical proximity between team members is generally shown to be valuable for team performance in terms of the influence on future technological developments. At the same time, the results indicate that academic involvement helps inventor teams to profit from spatially distant knowledge sources.

[Capacity Development in Higher Education Institutions in Developing Countries](#)

Rita van Deuren (Rita van Deuren, PhD, Assistant Professor, Academic Coordinator MBM Programs, Maastricht School of Management, the Netherlands. Contact: deuren@msm.nl)

HEI in developing countries face the requirement to increase performance and improve results to enlarge their contribution to socio-economic development and poverty reduction. Organizational capacity is considered a pre-requisite for this performance. Organizational capacity is enhanced by capacity development processes and activities. This paper is about capacity development in higher education institutions (HEI) in developing countries. The introduction chapter of the paper first

describes the objective of the paper and the method used to realize the objective. The chapter also includes a brief introduction on systems thinking, since concepts and ideas of systems thinking are frequently used in the paper. Finally, this chapter presents an outline of the paper.

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- The Australian higher education quality assurance framework
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- Quality & consumerism in higher education
David Palfreyman

[Race Ethnicity and Education, Vol. 16, No. 5, 01 Nov 2013](#)

- 'There's a problem, and we've got to face it': how staff members wrestled with race in an urban high school
Jennifer Buehler
- Movement conservatism and the attack on ethnic studies
Donna J. Nicol
- Pedagogy of refuge: education in a time of dispossession
Juliet Christine Perumal
- 'The goddamndest, toughest voting rights bill': Critical Race Theory and the Voting Rights Act of 1965
Ryan M. Crowley

[Review of Educational Research, December 2013; Vol. 83, No. 4](#)

- What Is Meant by Argumentative Competence? An Integrative Review of Methods of Analysis and Assessment in Education
Chrysi Rapanta, Merce Garcia-Mila, and Sandra Gilabert

- Public School–Based Interventions for Adolescents and Young Adults With an Autism Spectrum Disorder: A Meta-Analysis
Catriona L. de Bruin, Joanne M. Deppeler, Dennis W. Moore, and Neil T. Diamond
- Educational Accommodations for Students With Behavioral Challenges: A Systematic Review of the Literature
Judith R. Harrison, Nora Bunford, Steven W. Evans, and Julie Sarno Owens
- On the Validity of Student Evaluation of Teaching: The State of the Art
Pieter Spooren, Bert Brockx, and Dimitri Mortelmans

[R&D Management, Volume 43, November 2013](#)

- Robust future-oriented technology portfolios: Black–Litterman approach
Juneseuk Shin, Byoung-Youl Coh and Changyong Lee
- Predicting new product success with prediction markets in online communities
Kurt Matzler, Christopher Grabher, Jürgen Huber and Johann Füller
- Scientific foundation, patents, and new product introductions of biotechnology and pharmaceutical firms
Allison D. Watts and Robert D. Hamilton III
- Technology alliances in emerging economies: persistence and interrelation in European firms' alliance formation
Jojo Jacob, René Belderbos and Victor Gilsing
- Knowledge spillovers: cooperation between universities and KIBS
Cristina I. Fernandes and João J. M. Ferreira
- Knowledge creation capability, absorptive capacity, and product innovativeness
Zhongfeng Su, David Ahlstrom, Jia Li and Dejun Cheng
- Innovation orientations and their effects on business performance: contrasting small- and medium-sized service firms
Daniel I. Prajogo, Christopher M. McDermott and Margaret A. McDermott
- How does firm experience and institutional distance impact ownership choice in high-technology acquisitions?
B. Elango, Somnath Lahiri and Sumit K. Kundu

[Social Science Quarterly, Volume 94, Issue 5, December 2013](#)

Special Issue: Race and Ethnicity in the United States

- Racial and Social Class Differences in How Parents Respond to Inadequate Achievement: Consequences for Children's Future Achievement
Keith Robinson and Angel L. Harris

[Sociological Inquiry, Volume 83, Issue 4, November 2013](#)

- Gender and White College Students' Racial Attitudes
Justin M. Smith, Mary Senter and J. Cherie Strachan

[Studies in Higher Education, Vol. 38, No. 8, 01 Oct 2013](#)

Special Issue: The purposes of higher education: responses from a globalized world

- Why do academics blog? An analysis of audiences, purposes and challenges
Inger Mewburn & Pat Thomson
- Marketing time: evolving timescapes in academia
Carolina Guzmán-Valenzuela & Ronald Barnett
- The construction of academic identity in the changes of Finnish higher education
Oili-Helena Ylijoki & Jani Ursin
- Higher education over a lifespan: a gown to grave assessment of a lifelong relationship between universities and their graduates
Maria L. Gallo
- Research policy and academic performativity: compliance, contestation and complicity
Carole Leathwood & Barbara Read
- One university's approach to defining and supporting professional doctorates
Daniel W. Salter
- Purposes of transnational higher education programs: lessons from two Indonesian universities
Agustian Sutrisno & Hitendra Pillay
- The dawn of a new professionalism in the French academy? Academics facing the challenges of change
Linda Evans & Laurent Cosnefroy
- Making 'professionalism' meaningful to students in higher education
Anna Wilson, Gerlese Åkerlind, Barbara Walsh, Bruce Stevens, Bethany Turner & Alison Shield

[Teachers and Teaching, Vol. 19, No. 6, 01 Dec 2013](#)

- Proximal ethnography: ‘inside-out-inside’ research and the impact of shared metaphors of learning
Fiona Price
- How do teachers legitimize their classroom interactions in terms of educational values and ideals?
Carlos A. van Kan, Petra Ponte & Nico Verloop
- The influence of teacher emotion on grading practices: a preliminary look at the evaluation of student writing
Marc A. Brackett, James L. Floman, Claire Ashton-James, Lillia Cherkasskiy & Peter Salovey
- Before, after, in and beyond teacher education
H. James Garrett
- Professional identity tensions of beginning teachers
Marieke Pillen, Douwe Beijaard & Perry den Brok
- Workplace learning impact: an analysis of French-secondary-trainee teachers’ perception of their professional development
Laurent Cosnefroy & Eric Buhot
- Teachers’ performances during a practical dynamic open inquiry process
Michal Zion, Ilana Schanin & Ester Rimerman Shmueli
- Positioning foreign English language teachers in the Japanese university context
Craig Whitsed & Simone Volet

[Teaching in Higher Education, Vol. 18, No. 7, 01 Oct 2013](#)

Special Issue: Making sense of teaching in difficult times

- Difficult times for college students of color: teaching white students about White Privilege provides hope for change
Su L. Boatright-Horowitz, Savannah Frazier, Yvette Harps-Logan & Nathaniel Crockett
- Teacher as learner: a personal reflection on a short course for South African university educators
Lindsay Clowes
- Global citizenship, sojourning students and campus communities
David Killick
- Strategies for critiquing global citizenry: undergraduate research as a possible vehicle
Juliet Henderson

- Interdisciplinary content, contestations of knowledge and informational transparency in engineering curriculum
Sarah Barnard, Tarek Hassan, Andrew Dainty & Barbara Bagilhole
- Chinese students making sense of problem-based learning and Western teaching – pitfalls and coping strategies
Malene Gram, Kirsten Jæger, Junyang Liu, Li Qing & Xiangying Wu
- Reframing teaching relationships: from student-centred to subject-centred learning
Julia Hobson & Angus Morrison-Saunders
- A heuristic for analysing and teaching literature dealing with the challenges of social justice
Priya Narismulu
- The influence of internationalisation and national identity on teaching and assessments in higher education
Jane Vinther & Gordon Slethaug
- Online teaching communities within sociology: a counter trend to the marketization of higher education
Nathan Palmer & April M. Schueths

[Theory and Research in Education, November 2013 ; Vol. 11, No. 3](#)

- Helping by hurting: the paradox of suffering in social justice education
Avi I. Mintz
- A neo-Aristotelian account of education, justice, and the human good
Randall Curren
- The welcoming of Levinas in the philosophy of education – at the cost of the Other?
Birgit Nordtug
- Parental education and public reason: why comprehensive enrolment is justified
Johannes Giesinger
- On the historical narrative in the classroom and its measure of interest
Yaron Vansover
- Philosophy, philosophy of education, and economic realities
John White

Revue française :

[Travail et emploi, n° 134, 2013/2](#)

- L'accompagnement et les trajectoires d'insertion des jeunes bénéficiaires d'un contrat d'insertion dans la vie sociale
Bernard Gomel *et al.*
- L'articulation des négociations de branche et d'entreprise dans la détermination des salaires
Nicolas Castel *et al.*
- Le métier de chef de projet comme activité prudentielle. Enquête dans un groupe industriel du secteur de l'environnement
Mathieu Bensoussan et Rémi Barbier
- Le temps partiel moins attractif ? Nouvelles régulations temporelles dans deux secteurs de services
Jennifer Bué *et al.*
- Le jeu des apparences : piège ou profit ? Enquête auprès des hôtesses d'accueil et de caisse de la distribution sportive
Oumaya Hidri Neys

[Travail, genre et sociétés, n° 30, 2013/2](#)

Genre, féminisme et syndicalisme

- Maternité et féminisme
Yvonne Knibiehler (Propos recueillis par Marlaine Cacouault-Bitaud et Marion Paoletti)
- Les souffrances de la femme-quota : Le cas du syndicat suisse Unia
Vanessa Monney *et al.*
- Militer dans un syndicat féminisé : la sororité comme ressource
Yannick Le Quentrec
- Stratégies en faveur de la démocratie de genre dans les syndicats : points de vue de responsables syndicales au Royaume-Uni et aux États-Unis
Gill Kirton et Geraldine Healy
- La mobilisation des syndicats anglais en faveur de l'égalité salariale (1968-2012) « Women at the table, women on the table » ?
Cécile Guillaume
- Une campagne de syndicalisation au féminin : une expérience militante dans le secteur de l'aide à domicile
Sophie Bérourd

- Un plafond de verre plus bas dans la fonction publique ? Une comparaison public/privé de l'accès des femmes aux fonctions d'encadrement
Alex Alber
- Division conjugale du travail et légitimité professionnelle Le cas des activités de diversification agricole en France
Christophe Giraud et Jacques Rémy
- Controverse : Le modèle allemand à l'épreuve du genre
Monique Meron et Rachel Silvera
- Un tsunami libéral ?
Michel Lallement
- Le modèle allemand est-il désirable pour les femmes ?
Catherine Marry
- Les femmes au cœur de l'éclatement de la norme d'emploi en Allemagne
Olivier Giraud et Arnaud Lechevalier
- La politique familiale en Allemagne : un bilan mitigé
Jeanne Fagnani
- Lettre à mes amis français
Beate Kraus

3. Livres intéressants



Dominique Groux (dir.). **Fabrique de la recherche en éducation : A l'usage des étudiants de master et de doctorat**. Paris : l'harmattan, 2013. 312 p. (éducation comparée). ISBN 9782343017983

Cet ouvrage est conçu pour aider les futurs chercheurs en éducation et leur permettre d'entrer sans difficulté dans leur recherche. Il réunit 20 spécialistes du domaine qui mobilisent leur expérience de directeur de master ou de thèse pour en faire bénéficier les étudiants. Ceux-ci pourront ainsi

facilement mettre en place la problématique et le cadre théorique de leur recherche, choisir les outils méthodologiques adaptés et se référer à des exemples concrets.



Gérard Boudesseul (dir.). **Du décrochage à la réussite scolaire : expériences française et internationales.** Paris : l'harmattan, 2013. 246 p. (savoir et formation). ISBN : 978-2-343-00977-3

La lutte contre les sorties prématurées de formation initiale est devenue une affaire d'insertion sociale et professionnelle et non seulement une défaillance de l'école. Elle déborde du lycée et de l'institution scolaire, impliquant aussi bien des acteurs de la formation professionnelle initiale et continue, ceux de l'orientation professionnelle et du travail social et ceux de l'insertion sur le marché de l'emploi.



Nicole Lucas, Danielle Ohana. **Éducation de femmes : héritages, expériences, identités.** Paris : l'harmattan, octobre 2013. 204 p. (logiques sociales). ISBN : 978-2-343-01041-0

Il s'agit ici d'entrer dans la lente construction de l'identité féminine contre les pesanteurs et les conservatismes de toute nature. L'approche conjointe socio-historique, fondée sur les concepts de Norbert Elias, part d'un triple constat : le hiatus entre directives officielles et pratiques réelles, l'omission de leurs actions dans l'histoire et leur indiscutable créativité, leur conditionnement à l'infériorité et leurs rêves d'altérité, d'équité et de liberté... L'exemple de trois subversives (Sarah Bernhardt, Colette, Françoise Giroud) est ici examiné.



Christian Gérard, Grégory Munoz, Marion Rousseau (coord.). **Du paysage au territoire de l'alternance : une intelligence collective à l'œuvre**. Paris : l'harmattan, octobre 2013. 334 p. ISBN : 978-2-343-01715-0

Émergeant de la culture des territoires, ce livre est l'œuvre d'une intelligence collective. Véritable travail de modélisation, il est le procès d'une dynamique générée au sein d'une organisation dite « Réseau alternance ». En mobilisant des praticiens-réflexifs, des chercheurs, des entrepreneurs, cet ouvrage est un passeur, invitant à comprendre l'alternance.



Alfa Oumar Diallo. **Bien enseigner en Afrique ? : Formation au métier de formateur**. Paris : l'harmattan, octobre 2013. 152 p. (études africaines). ISBN 978-2-336-29384-4

Les développements récents de la formation et de la recherche en éducation a permis de susciter beaucoup de réflexions parallèles en pédagogie et en didactique afin de proposer plusieurs approches novatrices sur le continent noir. Ces nouveaux courants de formations donnent lieu à un dynamisme et à une créativité dans l'univers de la formation des formateurs. Ce livre se veut une sorte de "vade-mecum" pour débutants, s'inscrivant dans la logique des besoins de formation particulièrement aigus en Afrique au Sud du Sahara, notamment en guinée-Conakry.



Lambert Mossoa. **L'appareil éducatif en Centrafrique**. Paris : l'harmattan, octobre 2013. 104 p. ISBN : 978-2-343-01285-8

L'appareil éducatif centrafricain est aujourd'hui dans l'impasse, parce qu'il ne peut plus assurer valablement son devoir d'éducation et de formation ; il est non compétitif sur le marché de l'emploi et de surcroît producteur de chômage. Les solutions à cette impasse ne doivent pas être des saupoudrages de contenus des programmes, ni des tentatives de considérer l'appareil éducatif comme un fait social totalement différent, mais devant s'ouvrir au reste du monde.



Richard Atimniraye Nyéladé. **Le système LMD : Une instrumentalisation occidentale ?** Paris : l'harmattan, octobre 2013. 66 p. ISBN : 978-2-343-01503-3

Quelles sont les véritables visées du système LMD (Licence-Master-Doctorat) ? L'imposition de ce système à l'échiquier mondial obéit à un funeste programme d'instrumentalisation et d'impérialisme. Cet ouvrage vise à faire prendre conscience aux décideurs africains des termes du marché mondial dans lequel le LMD à l'occidentale les enferme, un marché de dupes. Il invite les hommes de pensée africains à s'opposer à ce système nouveau, "occidentalement" correct mais essentiellement génocidaire.

4. Tableaux statistiques

- [TS 7177](#) Statistiques des boursiers de l'enseignement supérieur. Public, privé, 2012-2013.
- [TS 7176](#) Les étudiants étrangers inscrits en universités et CUFR par nationalité, discipline, cursus ; public, 2011-2012.
- [TS 7175](#) Effectifs dans les instituts universitaires de technologie, 2012-2013.
- [TS 7174](#) Effectifs universitaires en cursus doctorat : universités et CUFR, par discipline, diplôme préparé et année d'études - Public - 2012-2013.
- [TS 7173](#) Effectifs universitaires en cursus master : universités et CUFR ; par discipline, diplôme préparé, année d'études, secteur disciplinaire - Public - 2012-2013.

→ [TS 7172](#) Effectifs universitaires en cursus licence : universités et CUFR ; par discipline, diplôme préparé et année d'études, secteur disciplinaire - Public - 2012-2013.

→ [TS 7171](#) Effectifs universitaires : tableaux divers. Établissements assimilés : UT, INP, autres. Effectifs par discipline, sexe, nouveaux entrants, nouveaux bacheliers ; par PCS ; année d'études. Public, 2012-2013.

→ [TS 7170](#) Effectifs universitaires : tableaux divers ; public, 2012-2013. Universités et CUFR.