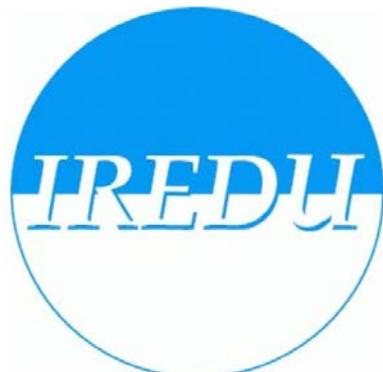


Veille de l'IREDU



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Acquisition de compétences

Adams, A. M., Glenberg, A. M., & Restrepo, M. A. (2019). **Embodied reading in a transparent orthography.** *Learning and Instruction*, 62, 27-36.
<https://doi.org/10.1016/j.learninstruc.2019.03.003>

The embodiment framework posits that reading comprehension requires simulation. That is, the reader must use perceptual, action, and emotional systems to create an analogical representation of the situation described in the text. Moved by Reading teaches children to simulate by having them a) move images on a computer screen to correspond to sentences (externalizing the simulation), and then b) imagine moving the images (internal simulation). Although Moved by Reading greatly enhances comprehension, it does not always produce transfer when children read new texts without manipulation. The decoding hypothesis provides an explanation: Before children can simulate the sentences, they must be able to decode the words. In orthographically opaque languages such as English, decoding skill greatly varies across children, hence limiting transfer when reading unfamiliar texts. If true, Moved by Reading should produce successful transfer in Spanish, an orthographically transparent language in which decoding is more transparent. As predicted, monolingual Spanish-speaking children taught simulation performed better than children in a control condition on comprehension tests a) for texts in which they moved images, b) for texts in which they imagined moving images, and c) most importantly, in an untrained transfer text. Thus, the data demonstrate the effectiveness of Moved by Reading in Spanish in line with predictions from the decoding hypothesis, and the results highlight a need for studies that directly compare the effects of this training across readers with different decoding skills and languages.

Beuzon, S., & Ninnin, L.-M. (2019). **Cedre 2016 Anglais en fin d'école et de collège.** Dossier de la DEPP, (212), 118 p.

Le dossier de la DEPP n° 212 développe l'analyse des résultats obtenus en anglais en 2016 dans le cadre du cycle des évaluations disciplinaires réalisées sur échantillon (Cedre). Il fait le point sur les acquisitions en fin d'école et de collège au regard des objectifs fixés par les programmes officiels. Il propose un bilan des compétences et des connaissances des élèves et rend compte de leur évolution entre 2004 et 2016. Ce dossier éclaire également sur les attitudes et représentations des élèves vis-à-vis de la discipline et interroge sur les pratiques d'enseignement. Cet ensemble de ressources intéresse tous les acteurs pédagogiques du système éducatif, des décideurs aux enseignants de terrain, en passant par les formateurs.
https://cache.media.education.gouv.fr/file/Dossiers_2019/77/8/depp-2019-dossier-212-CEDRE-Anglais_1131778.pdf

Birt, J. A., Khajeloo, M., Rega-Brodsky, C. C., Siegel, M. A., Hancock, T. S., Cummings, K., & Nguyen, P. D. (2019). **Fostering agency to overcome barriers in college science teaching: Going against the grain to enact reform-based ideas.** *Science Education*, 103(4), 770-798.
<https://doi.org/10.1002/sce.21519>

Student-centered and inquiry-based teaching improve science, technology, engineering, and mathematics (STEM) learning at all levels. However, reform efforts have been met with limited success due to complex interactions between structural relics of our education systems and the pre-existing beliefs of STEM instructors. Using the Teacher-Centered Systemic Reform model and the construct of agency, we investigated these interactions through three case studies of new

undergraduate science instructors after they completed a graduate introductory course: college science teaching. Data included interviews, in-class observations, surveys, and classroom artifacts. Forming a case narrative, data revealed instructors' beliefs, practices, and the barriers that had to be circumnavigated, overcome, or accommodated by instructors. Results demonstrated how different forms of agency mediated the barriers and outcomes that emerged between the personal and contextual factors associated with college science teaching. This study provides insight for supporting new college instructors, fills a gap in the literature, and enhances theoretical understanding of the importance of agency in systemic reform.

Brown, B. A., Donovan, B., & Wild, A. (2019). **Language and cognitive interference: How using complex scientific language limits cognitive performance**. *Science Education*, 103(4), 750-769. <https://doi.org/10.1002/sce.21509>

Language is seen as a gatekeeper to science learning for many students. This randomized experimental study explores how learning science through complex language reduces working memory capacity. A sample of 64 students aged 14–17 years was randomly assigned to two conditions. The control group watched an instructional video about the water cycle taught using complex scientific language. The experimental group watched the same video with simple scientific language replacing the more complex alternatives. After instruction, students were asked to complete a Stroop test and a Flanker test measuring cognitive capacity. There were no significant differences across the treatment groups in students' ability to answer questions correctly. However, the results revealed statistically significant differences in the rate of students' responses to complicated items. When students needed to answer questions with increased cognitive difficulty, the experimental group (everyday language condition) answered significantly faster than the control group. These results suggest that complex scientific language is a potential inhibitor of cognitive capacity for students.

Canning, E. A., Priniski, S. J., & Harackiewicz, J. M. (2019). **Unintended consequences of framing a utility-value intervention in two-year colleges**. *Learning and Instruction*, 62, 37-48. <https://doi.org/10.1016/j.learninstruc.2019.05.001>

Utility-value (UV) writing interventions help students find the personal relevance of course material to promote interest and performance. However, little is known about how best to frame the intervention, particularly in the 2-year college context where students have more varied backgrounds than the samples previously studied. Using a randomized field experiment, we tested two ways of framing a UV writing intervention (student-framed vs. instructor-framed examples of UV), against a control assignment. Contrary to previous research, we found that students struggling in the course became less interested and perceived less utility value overall in UV conditions, compared to the control. The student-framed UV intervention made the course more interesting for students who were doing well in the course, but decreased grades for students struggling in the course, compared to the instructor-framed UV intervention. We examine psychological (e.g., confidence, engagement) and cognitive (linguistic indicators of cognitive processing) variables as mechanisms.

Chabanon, L. (2019). **Journée défense et citoyenneté 2018 : plus d'un jeune Français sur dix en difficulté de lecture.** Note d'information, (19.20). Consulté à l'adresse <https://www.education.gouv.fr/cid58761/journee-defense-et-citoyennete-2018-plus-d-un-jeune-francais-sur-dix-en-difficulte-de-lecture.html>

En 2018, 11,5 % des jeunes participants à la journée défense et citoyenneté (JDC) rencontrent des difficultés dans le domaine de la lecture. La moitié d'entre eux peut être considérée en situation d'illettrisme. Par ailleurs, près d'un jeune sur dix a une maîtrise fragile de la lecture. Enfin, près de huit sur dix sont des lecteurs efficaces. Les performances en lecture progressent avec le niveau d'études. Elles sont globalement plus élevées chez les filles que chez les garçons. Les jeunes des DOM sont particulièrement concernés par les difficultés de lecture. En France métropolitaine, c'est au nord que les difficultés de lecture sont les plus fréquentes.

Gross, O., & Gagnayre, R. (2017). **Caractéristiques des savoirs des patients et liens avec leurs pouvoirs d'action : implication pour la formation médicale.** Revue française de pédagogie, 201(4), 71-82. https://cache.media.education.gouv.fr/file/Dossiers_2019/77/8/depp-2019-dossier-212-CEDRE-Anglais_1131778.pdf

Dans le contexte de la démocratie en santé, de nombreux espaces participatifs sont ouverts aux patients et à leurs proches, pour qu'ils complètent de leur perspective celle des professionnels de santé. Une série de recherches a été mobilisée afin de contribuer à caractériser cette perspective, à partir de l'analyse des savoirs des patients, de leur processus d'émergence, de leur valeur et de leur utilité. Cinq types de savoirs, parfois imbriqués, ont été identifiés : des savoirs expérientiels implicites qui visent une auto-adaptation, des savoirs expérientiels explicites qui visent une hétéro-adaptation, des savoirs situés qui permettent aux patients de se constituer en communauté épistémique et des savoirs savants qui soutiennent les précédents et peuvent leur permettre d'accéder à des savoirs experts. La taxinomie proposée contribue aux travaux conceptuels sur les savoirs profanes. Elle propose des liens entre les savoirs et les pouvoirs y afférents et permet de repérer quel savoir solliciter, dans quelles situations pédagogiques.

Jarraud, F. (2019, juin 7). **Roger-François Gauthier : Crise des programmes scolaires.** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/07062019Article636954934597526583.aspx>

« Rien ne permet d'être certain que l'école a raison d'enseigner ce qu'elle enseigne, en quoi elle ne croit plus toujours, en dehors de nourrir la machine des évaluations ». Inspecteur général honoraire, professeur à l'université Paris Descartes, Roger-François Gauthier se libère avec ce livre alerte (Crises des programmes scolaires. Vers une école de la conscience. Berger Levraud) qui se lit comme un roman. Il pose de façon radicale la question des programmes. Plutôt que prolonger l'empilement des disciplines scolaires traditionnelles, il invite à réfléchir à ce que l'on veut vraiment transmettre aux jeunes d'aujourd'hui. Cela amène à s'interroger sur les valeurs pas que l'école doit enseigner comme elle le fait aujourd'hui en cours, mais des valeurs qui doivent être au centre des programmes et les fonder. C'est à cette « école de la conscience », qui est aussi celle des curriculums, que RF Gauthier nous invite. Il s'en explique dans cet entretien.

Kelly, G. J., & Cunningham, C. M. (2019). **Epistemic tools in engineering design for K-12 education.** *Science Education*, 103(4), 1080-1111. <https://doi.org/10.1002/sce.21513>

Engineering design provides unique ways to include epistemic tools to support collaborative sense-making, reasoning with evidence, and assessing knowledge. Engineering design processes often require students to apply science concepts to solve problems. We draw from five engineering curricular units that engaged students in specific epistemic practices of engineering: constructing models and prototypes, making trade-offs between criteria and constraints, and communicating through uses of conventionalized verbal, written, and symbolic models. Through analysis of curriculum products, student artifacts, and classroom discourse, we show how engaging in such practices requires the use of epistemic tools that shape, and are shaped by, the knowledge construction work of the members of the classrooms. The epistemic tools foster creating, sharing, and assessing knowledge claims. Six principles of practice for education demonstrate how such tools can be educative. These principles evince how epistemic tools support goal-directed, concerted activity that can support the learning of disciplinary knowledge and practice and offer the potential to increase student agency.

Loibl, K., & Leuders, T. (2019). **How to make failure productive: Fostering learning from errors through elaboration prompts.** *Learning and Instruction*, 62, 1-10. <https://doi.org/10.1016/j.learninstruc.2019.03.002>

Research on conceptual change, learning from errors, and 'productive failure' suggests that elaborating on errors during instruction is crucial for learning in settings which put problem solving before instruction. To reveal the role of elaboration and comparison of errors, we investigated the effect of prompting students to engage in such cognitive processes: Students in all conditions first worked on an identical problem-solving activity (targeting the comparison of fractions) without prior instruction about the targeted concepts and procedures. In the subsequent instruction phase, students in the different conditions received 1) only correct solutions, 2) correct and erroneous examples, or 3) additional comparison prompts. Students who were prompted to compare erroneous solution attempts to correct solutions significantly outperformed their peers at posttest. Elaborating on errors seemed to mediate this effect. In accordance with the theoretical assumptions, the difference between conditions was only significant for students whose initial solution resembled the erroneous examples.

Mathayas, N., Brown, D. E., Wallon, R. C., & Lindgren, R. (2019). **Representational gesturing as an epistemic tool for the development of mechanistic explanatory models.** *Science Education*, 103(4), 1047-1079. <https://doi.org/10.1002/sce.21516>

Constructing explanatory models, in which students learn to visualize the mechanisms of unobservable entities (e.g., molecules) to explain the working of observable phenomena (e.g., air pressure), is a key practice of science. Yet, students struggle to develop and utilize such models to articulate causal-mechanistic explanations. In this paper, we argue that representational gesturing with the hands (i.e., gesturing that models semantic content) can support the development of explanatory models. Through case studies examining middle school students gesturing during sensemaking, we show that representational gestures can support students in at least four ways: (a) they make underlying mechanisms visible, (b) they facilitate translation of a spatial model to a verbal explanation, (c) they enable model articulation while relying less on scientific terminology, and (d) they present opportunities for students to embody causal agents. In these ways, representational gesturing can be

considered an epistemic tool supporting students during sensemaking and communication. We argue that instruction should attend to students' gestures and, as appropriate, encourage students to gesture as a means of aiding the construction and articulation of causal-mechanistic explanations. While our study explores one form of embodied representation, we encourage the field to explore embodied expressions as epistemic tools for learning.

Newman, P. M., & DeCaro, M. S. (2019). **Learning by exploring: How much guidance is optimal?** *Learning and Instruction*, 62, 49-63. <https://doi.org/10.1016/j.learninstruc.2019.05.005>

Exploring a new concept before instruction can benefit conceptual understanding, but is demanding. The current experiments examined whether providing guidance during exploration improves learning. Undergraduate students explored the procedures and concept of statistical variance prior to direct instruction. In Experiment 1 ($N = 123$), exploring using worked examples (full guidance) led to higher posttest scores than exploring using an invention activity (no guidance) or completion problems (partial guidance). In contrast, Experiment 2 ($N = 190$) found no learning benefit of exploring using worked examples compared to inventing. Overall, exploring improved learning compared to instruct-then-practice conditions. Experiment 3 ($N = 147$) demonstrated that exploring worked examples improved learning compared to exploring using an invention activity—but only when preceded by a pretest. Students' reported cognitive load, knowledge gaps, and interest were also assessed. Findings suggest that combining a pretest with worked examples helps students perceive knowledge gaps and discern problem features, maximizing exploration while reducing cognitive load.

Renton, J. B. (2019). **Le « curriculum pour l'excellence » en Écosse ; un exemple de travail sur les compétences transversales et l'établissement d'un référentiel.** *Administration et éducation*, (161), 81-83.

Le « curriculum pour l'excellence » a été discuté en Écosse entre 2004 et 2009 pour définir les compétences et connaissances nécessaires au XXI^e siècle. L'auteure analyse le référentiel de compétences destiné à reconnaître et valider les compétences transversales (« soft skills ») mises en place dans le curriculum.

Settlage, J., & Southerland, S. A. (2019). **Epistemic tools for science classrooms: The continual need to accommodate and adapt.** *Science Education*, 103(4), 1112-1119. <https://doi.org/10.1002/sce.21510>

Epistemic tool implementation in science classrooms builds on the practice turn unique to the current era of science education reform. In this essay, we consider how professional science engage with objects that serve epistemic goals. We also consider the challenge of adapting epistemic tools to a variety of science learning contexts.

Van de Sande, E., Kleemans, T., Verhoeven, L., & Segers, E. (2019). **The linguistic nature of Children's scientific reasoning.** *Learning and Instruction*, 62, 20-26. <https://doi.org/10.1016/j.learninstruc.2019.02.002>

Vilette, B., Fischer, J.-P., Sander, E., Sensevy, G., Quilio, S., & Richard, J.-F. (2017). **Peut-on améliorer l'enseignement et l'apprentissage de l'arithmétique au CP ? Le dispositif ACE.** *Revue française de pédagogie*, 201(4), 105-120. <https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-105.htm>

À l'occasion de son 200e numéro, la Revue française de pédagogie, revue généraliste de recherche en éducation de référence dans le monde francophone, a souhaité renouer avec l'une des interrogations fondamentales qui la caractérisent depuis sa création en 1967 : celle des rapports entre recherche, politique, administration et pratique professionnelle en éducation. Fondés sur un appel à contributions inédit, ces numéros (200 et 201) ont la particularité de ne pas regrouper uniquement des articles émanant de chercheurs, mais de croiser ceux-ci avec des contributions d'acteurs aux profils divers. Les analyses présentées permettent ainsi de couvrir une grande diversité de situations nationales et institutionnelles, notamment : rôle et fonctionnement de différents « Conseils supérieurs » en France ou au Québec, débats et controverses médiatiques et scientifiques à propos d'une loi sur « l'école inclusive » en République tchèque, construction de séquences didactiques fondées sur la recherche au Mexique, accompagnement d'établissements scolaires par la recherche dans le canton de Vaud en Suisse ou encore place de la recherche dans des revues d'interface. Deux axes majeurs structurent ces numéros : l'étude de divers espaces, supports ou acteurs assurant une fonction de médiation entre les univers étudiés ; l'analyse de la place et des transformations de la recherche en contexte non strictement académique (situations d'expertise ou de formation par exemple). En cela, les numéros 200 et 201 apportent une contribution fondamentale aux nombreux questionnements actuels sur les rôles et la structuration de la recherche en éducation dans une société dite de la connaissance.

Wendell, K. B., Andrews, C. J., & Paugh, P. (2019). **Supporting knowledge construction in elementary engineering design.** *Science Education*, 103(4), 952-978.
<https://doi.org/10.1002/sce.21518>

Engineering design learning experiences are increasingly offered as part of elementary school, but research on how to support young learners' knowledge construction during classroom engineering is still preliminary. Questions remain about how classroom supports can make engineering thinking visible so that students build engineering knowledge along with engineering products. We report results from a case study of an 11-day teaching experiment in two elementary classrooms. With the classroom teachers, we guided fourth and fifth graders to document their design iterations with a digital notebooking tool, participate in whole-class design talks, and create and exhibit posters with "stomp rocket" design recommendations. We conducted a microethnographic analysis of students' interactions with these notebooking, talk, and poster tools. Our findings characterize how students constructed engineering design knowledge through the discourse of sense-making about rocket phenomena, decision-making for specific rocket iterations, and representation-making for external audiences. These results have implications for elementary engineering instruction: it appears productive for learning to structure whole-class design talks around representations of sequences of prototypes over time, rather than focusing only on current or best physical prototypes, and to structure engineering curriculum units so that they culminate with student-generated sets of design recommendations, rather than single design solutions.

Aspects économiques de l'éducation

Allen, J., & Mattern, K. (2019). **Examination of Indices of High School Performance Based on the Graded Response Model.** *Educational Measurement: Issues and Practice*, 38(2), 41-52.
<https://doi.org/10.1111/emip.12250>

We examined summary indices of high school performance (coursework, grades, and test scores) based on the graded response model (GRM). The indices varied by inclusion of ACT test scores and whether high school courses were constrained to have the same difficulty and discrimination across groups of schools. The indices were examined with respect to skewness, incremental prediction of college degree attainment, and differences across racial/ethnic and socioeconomic subgroups. The most difficult high school courses to earn an "A" grade included calculus, chemistry, trigonometry, other advanced math, physics, algebra 2, and geometry. The GRM-based indices were less skewed than simple high school grade point average (HSGPA) and had higher correlations with ACT Composite score. The index that included ACT test scores and allowed item parameters to vary by school group was most predictive of college degree attainment, but had larger subgroup differences. Implications for implementing multiple measure models for college readiness are discussed.

Ames, A., & Myers, A. (2019). **Digital Module 06: Bayesian Psychometrics—Posterior Predictive Model Checking** <https://ncme.elevate.compartners.com>. *Educational Measurement: Issues and Practice*, 38(2), 116-117. <https://doi.org/10.1111/emip.12263>

Drawing valid inferences from modern measurement models is contingent upon a good fit of the data to the model. Violations of model-data fit have numerous consequences, limiting the usefulness and applicability of the model. As Bayesian estimation is becoming more common, understanding the Bayesian approaches for evaluating model-data fit models is critical. In this instructional module, Allison Ames and Aaron Myers provide an overview of Posterior Predictive Model Checking (PPMC), the most common Bayesian model-data fit approach. Specifically, they review the conceptual foundation of Bayesian inference as well as PPMC and walk through the computational steps of PPMC using real-life data examples from simple linear regression and item response theory analysis. They provide guidance for how to interpret PPMC results and discuss how to implement PPMC for other model(s) and data. The digital module contains sample data, SAS code, diagnostic quiz questions, data-based activities, curated resources, and a glossary.

Attali, Y. (2019). **Rater Certification Tests: A Psychometric Approach**. *Educational Measurement: Issues and Practice*, 38(2), 6-13. <https://doi.org/10.1111/emip.12248>

Rater training is an important part of developing and conducting large-scale constructed-response assessments. As part of this process, candidate raters have to pass a certification test to confirm that they are able to score consistently and accurately before they begin scoring operationally. Moreover, many assessment programs require raters to pass a calibration test before every scoring shift. To support the high-stakes decisions made on the basis of rater certification tests, a psychometric approach for their development, analysis, and use is proposed. The circumstances and uses of these tests suggest that they are expected to have relatively low reliability. This expectation is supported by empirical data. Implications for the development and use of these tests to ensure their quality are discussed.

Bergner, Y., Choi, I., & Castellano, K. E. (2019). **Item Response Models for Multiple Attempts With Incomplete Data**. *Journal of Educational Measurement*, 56(2), 415-436. <https://doi.org/10.1111/jedm.12214>

Allowance for multiple chances to answer constructed response questions is a prevalent feature in computer-based homework and exams. We consider the use of item response theory in the estimation of item characteristics and student ability when multiple attempts are allowed

but no explicit penalty is deducted for extra tries. This is common practice in online formative assessments, where the number of attempts is often unlimited. In these environments, some students may not always answer-until-correct, but may rather terminate a response process after one or more incorrect tries. We contrast the cases of graded and sequential item response models, both unidimensional models which do not explicitly account for factors other than ability. These approaches differ not only in terms of log-odds assumptions but, importantly, in terms of handling incomplete data. We explore the consequences of model misspecification through a simulation study and with four online homework data sets. Our results suggest that model selection is insensitive for complete data, but quite sensitive to whether missing responses are regarded as informative (of inability) or not (e.g., missing at random). Under realistic conditions, a sequential model with similar parametric degrees of freedom to a graded model can account for more response patterns and outperforms the latter in terms of model fit.

Bradshaw, L., & Levy, R. (2019). **Interpreting Probabilistic Classifications From Diagnostic Psychometric Models.** *Educational Measurement: Issues and Practice*, 38(2), 79-88. <https://doi.org/10.1111/emp.12247>

Although much research has been conducted on the psychometric properties of cognitive diagnostic models, they are only recently being used in operational settings to provide results to examinees and other stakeholders. Using this newer class of models in practice comes with a fresh challenge for diagnostic assessment developers: effectively reporting results and supporting end users to accurately interpret results. Achieving the goal of communicating results in a way that leads users of the assessment to make accurate interpretations requires a prerequisite step that cannot be taken for granted. The assessment developers must first accurately interpret results from a psychometric, or measurement, standpoint. Through this article, we seek to begin a discussion about reasonable interpretations of the results that classification-based models provide about examinees. Interpretations from published research and ongoing practice show different—and sometimes conflicting—ways to interpret these results. This article seeks to formalize a comparison, critique, and discussion among the interpretations. Before beginning this discussion, we first present background on the results provided by classification-based models regarding the examinees. We then structure our discussion around key questions an assessment development team needs to answer themselves prior to constructing reports and interpretative guides for end users of the assessment.

Chih-Hao, C. (2019). **Effects of Private Tutoring on English Performance: Evidence from Senior High Students in Taiwan.** *International Journal of Educational Development*, 68, 80-87. <https://doi.org/10.1016/j.ijedudev.2019.05.003>

Private tutoring has expanded as a global phenomenon and is receiving increasing research attention, but evaluation studies on private tutoring are lacking. By performing a control-group pretest-posttest experiment, this study examined the effectiveness of English private tutoring (EPT) on the academic performance of Taiwanese secondary school learners. One group of students ($N = 100$) participated in EPT for three months and was compared to a non-tutored control group ($N = 100$). Using national college entrance exam data gathered in 2017 and 2018 and t-tests and difference-in-differences (DID) analysis, the present study found that differences in the effect of EPT on students' academic performance between the tutored and non-tutored groups decreased in magnitude after considering the students' individual characteristics, family socioeconomic status, school type, and self-study practices. Among these variables, the time students spent on self-study activities had a more significant positive effect than did private

tutoring. The findings from this study show that as an alternative to investing in EPT, investing time and effort in self-study activities can lead to an increase in students' academic performance. These data from Taiwan contribute to the international analysis on private tutoring and add an important component to the broader conceptual literature.

Démurger, S., Hanushek, E. A., & Zhang, L. (2018, octobre). *Employer Learning and the Dynamics of Returns to Universities: Evidence from Chinese Elite Education during University Expansion*. Consulté à l'adresse [https://sole-jole.org/SOLE2019_Submission_Ref-0458_Paper%20\(1\).pdf](https://sole-jole.org/SOLE2019_Submission_Ref-0458_Paper%20(1).pdf)

This paper estimates the return to an elite university education over a college graduate's career using the CHIP 2013 data. We find a substantial premium for graduating from an elite Chinese university at job entry, but it declines quickly with labor market experience. This pattern is entirely driven by the young cohorts who enter college after the higher education expansion that started in 1999. This pattern is more pronounced in coastal provinces and in economically more developed regions, where individual skills are highly rewarded in the labor market. The initial elite premium and its subsequent decline is found just for males; individual skills are much more consistently rewarded for females than males. The results are consistent with employer learning, where employers pay workers based on more easily observable group characteristics at job entry but rely less on these over time when more accurate information about individual productivity becomes available.

Feuerstahler, L., & Wilson, M. (2019). **Scale Alignment in Between-Item Multidimensional Rasch Models**. *Journal of Educational Measurement*, 56(2), 280-301.
<https://doi.org/10.1111/jedm.12209>

Scores estimated from multidimensional item response theory (IRT) models are not necessarily comparable across dimensions. In this article, the concept of aligned dimensions is formalized in the context of Rasch models, and two methods are described—delta dimensional alignment (DDA) and logistic regression alignment (LRA)—to transform estimated item parameters so that dimensions are aligned. Both the DDA and LRA methods are applied to real and simulated data, and it is demonstrated that both methods are broadly effective for achieving aligned scales. The routine use of scale alignment methods is recommended prior to comparing scores across dimensions.

George, A. C., Bley, S., & Pellegrino, J. (2019). **Characterizing and Diagnosing Complex Professional Competencies—An Example of Intrapreneurship**. *Educational Measurement: Issues and Practice*, 38(2), 89-100. <https://doi.org/10.1111/empip.12257>

We describe an approach to characterizing and diagnosing complex professional competencies (CPCs) for the field of Intrapreneurship, i.e. activities of an entrepreneurial nature engaged by employees within their existing organizations. Our approach draws upon prior conceptual, empirical, and analytical efforts by researchers in Germany. Results are presented from an application of a cognitive diagnostic modeling approach to the performance of late stage apprentices on tasks derived from a previously developed competence model of Intrapreneurship. The results are discussed in terms of the type of cognitive diagnosis model (CDM) most appropriate for the domain and task battery, and patterns of performance are presented for seven diagnosable Intrapreneurship skills. By interpreting the assessment task response data in terms of a CDM, diagnostic, skill-based information is obtained which verifies the strengths and weaknesses of the apprentices at a late stage in their training and has the

potential to provide feedback to training programs triggering the improvement of individual apprentice learning and subsequent work-related performance.

Harris, C. J., Krajcik, J. S., Pellegrino, J. W., & DeBarger, A. H. (2019). **Designing Knowledge-In-Use Assessments to Promote Deeper Learning**. *Educational Measurement: Issues and Practice*, 38(2), 53-67. <https://doi.org/10.1111/emip.12253>

Contemporary views on learning highlight that deep learning occurs not simply by accumulating knowledge, but by using and applying knowledge as one engages in disciplinary activity. Increasingly, those concerned with education policy and practice are shifting priorities toward supporting deeper learning by emphasizing the importance of students' ability to apply knowledge in subject areas. Designers of student assessments are following suit and are taking on the challenge of creating a new generation of assessments. We present a principled approach for designing classroom-based assessments that not only assess deeper learning, but also provide teachers with critical information about how students are progressing toward achieving ambitious new learning goals. Our approach follows the evidentiary reasoning of evidence-centered design and builds on research about the important role of knowledge-in-use to support student learning. We illustrate our approach in the context of creating tasks that assess students' science proficiency as reflected in the Next Generation Science Standards that are gaining prominence in the United States.

Hyslop, D. R., & Townsend, W. (2019). **The Longer-term Impacts of Job Displacement on Labour Market Outcomes in New Zealand**. *Australian Economic Review*, 52(2), 158-177. <https://doi.org/10.1111/1467-8462.12312>

This article analyses the longer-term impacts of job displacements in New Zealand using linked survey and administrative data. The job loss rate is low but has substantial and long-lasting impacts. Displaced workers have 20–25 per cent lower employment rates than non-displaced workers in the year following displacement, and still 8–12 per cent lower after five years. Furthermore, their conditional earnings and incomes were about 25 per cent lower in the first year and 15 per cent lower after five years. The impacts were concentrated among older workers, larger for those displaced during the great recession, and only modestly ameliorated by government income support.

IES (Institute of Education Sciences), & National Center for Education Statistics. (2019). **The Condition of Education 2019** (p. 396). Consulté à l'adresse IES website: <https://nces.ed.gov/pubs2019/2019144.pdf>

US Department of Education

Lee, Y.-H., Haberman, S. J., & Dorans, N. J. (2019). **Use of Adjustment by Minimum Discriminant Information in Linking Constructed-Response Test Scores in the Absence of Common Items**. *Journal of Educational Measurement*, 56(2), 452-472. <https://doi.org/10.1111/jedm.12216>

In many educational tests, both multiple-choice (MC) and constructed-response (CR) sections are used to measure different constructs. In many common cases, security concerns lead to the use of form-specific CR items that cannot be used for equating test scores, along with MC sections that can be linked to previous test forms via common items. In such cases, adjustment by minimum discriminant information may be used to link CR section scores and composite scores based on both MC and CR sections. This approach is an innovative extension that addresses the long-standing issue of linking CR test scores across test forms in the absence of

common items in educational measurement. It is applied to a series of administrations from an international language assessment with MC sections for receptive skills and CR sections for productive skills. To assess the linking results, harmonic regression is applied to examine the effects of the proposed linking method on score stability, among several analyses for evaluation.

Ma, W., & Torre, J. de la. (2019). **Digital Module 05: Diagnostic Measurement—The G-DINA Framework** <https://ncme.elevate.commpartners.com>. *Educational Measurement: Issues and Practice*, 38(2), 114-115. <https://doi.org/10.1111/emip.12262>

In this ITEMS module, we introduce the generalized deterministic inputs, noisy "and" gate (G-DINA) model, which is a general framework for specifying, estimating, and evaluating a wide variety of cognitive diagnosis models. The module contains a nontechnical introduction to diagnostic measurement, an introductory overview of the G-DINA model, as well as common special cases, and a review of model-data fit evaluation practices within this framework. We use the flexible GDINA R package, which is available for free within the R environment and provides a user-friendly graphical interface in addition to the code-driven layer. The digital module also contains videos of worked examples, solutions to data activity questions, curated resources, a glossary, and quizzes with diagnostic feedback.

Madison, M. J. (2019). **Reliably Assessing Growth with Longitudinal Diagnostic Classification Models**. *Educational Measurement: Issues and Practice*, 38(2), 68-78. <https://doi.org/10.1111/emip.12243>

Recent advances have enabled diagnostic classification models (DCMs) to accommodate longitudinal data. These longitudinal DCMs were developed to study how examinees change, or transition, between different attribute mastery statuses over time. This study examines using longitudinal DCMs as an approach to assessing growth and serves three purposes: (1) to define and evaluate two reliability measures to be used in the application of longitudinal DCMs; (2) through simulation, demonstrate that longitudinal DCM growth estimates have increased reliability compared to longitudinal item response theory models; and (3) through an empirical analysis, illustrate the practical and interpretive benefits of longitudinal DCMs. A discussion describes how longitudinal DCMs can be used as practical and reliable psychometric models when categorical and criterion-referenced interpretations of growth are desired.

Man, K., Harring, J. R., & Sinharay, S. (2019). **Use of Data Mining Methods to Detect Test Fraud**. *Journal of Educational Measurement*, 56(2), 251-279. <https://doi.org/10.1111/jedm.12208>

Data mining methods have drawn considerable attention across diverse scientific fields. However, few applications could be found in the areas of psychological and educational measurement, and particularly pertinent to this article, in test security research. In this study, various data mining methods for detecting cheating behaviors on large-scale assessments are explored as an alternative to the traditional methods including person-fit statistics and similarity analysis. A common data set from the Handbook of Quantitative Methods for Detecting Cheating on Tests (Cizek & Wollack) was used for comparing the performance of the different methods. The results indicated that the use of data mining methods may combine multiple sources of information about test takers' performance, which may lead to higher detection rate over traditional item response and response time methods. Several recommendations, all based on our findings, are provided to practitioners.

Moore, K., Croucher, G., & Coates, H. (2019). **Productivity and Policy in Higher Education.** *Australian Economic Review*, 52(2), 236-247. <https://doi.org/10.1111/1467-8462.12330>

Understanding and improving the performance of public higher education institutions is a matter of growing interest to university and government leaders. To this end, this article surveys dimensions of recent approaches to productivity measurement in higher education, illustrating trends, limitations and developments, and exemplifies these with reference to Australian universities. The article closes by discussing policy considerations that would help augment the design of policy, making comment on the implications for performance-incentivised funding of higher education.

Norton, A. (2019). **Distributing Student Places in Australian Higher Education.** *Australian Economic Review*, 52(2), 217-225. <https://doi.org/10.1111/1467-8462.12329>

Higher education systems need policies for distributing student places between higher education providers, courses and students. In supply-driven systems, government and university decisions dominate. In demand-driven systems, student choices play a larger role. Over the last 35 years Australia has moved from a supply-driven to a largely demand-driven university system and then partly back again. When students pay their own costs, both major political parties have supported market distribution of student places for decades. But for subsidised student places there is policy instability, due to fluctuating priorities for containing public expenditure and responding to demographic and labour market changes.

O'Mahony, J., Garga, R., Thomas, M., & Kimber, M. (2019). **Valuing the Humanities.** *Australian Economic Review*, 52(2), 226-235. <https://doi.org/10.1111/1467-8462.12328>

Humanities education and research have been a critical foundation of societies for centuries. However, societal change and the broadening of tertiary education over time have negatively affected the position and perception of the humanities, at least in relative terms. This article aims to redress this slide, informing discussion by bringing together new and existing evidence. We find that businesses, governments and societies in general benefit from humanities-educated individuals. We also find the humanities can improve students' job and earning prospects and equip them with a range of technical and transferrable skills.

Rupp, A. A. (2019). **ITEMS Corner ITEMS Portal Development Update** <https://ncme.elevate.compartners.com>. *Educational Measurement: Issues and Practice*, 38(2), 112-113. <https://doi.org/10.1111/emip.12261>

Sá, F. (2019). **The Effect of University Fees on Applications, Attendance and Course Choice: Evidence from a Natural Experiment in the UK.** *Economica*, 86(343), 607-634. <https://doi.org/10.1111/ecca.12278>

Over the past two decades, large changes have been introduced to the level of university fees in the UK, with significant variation across countries. This paper exploits this variation to examine the effect of fees on university applications, attendance and course choice. It finds that applications decrease in response to higher fees with an elasticity of demand of about -0.4. Attendance also decreases. The reduction in applications and attendance is larger for courses with lower salaries and employment rates after graduation, for non-STEM subjects, and for less selective universities.

Steedle, J. T., Hong, M., & Cheng, Y. (2019). **The Effects of Inattentive Responding on Construct Validity Evidence When Measuring Social-Emotional Learning Competencies.** *Educational Measurement: Issues and Practice*, 38(2), 101-111. <https://doi.org/10.1111/emip.12256>

Self-report inventories are commonly administered to measure social-emotional learning competencies related to college and career readiness. Inattentive responding can negatively impact the validity of interpreting individual results and the accuracy of construct validity evidence. This study applied nine methods of detecting insufficient effort responding (IER) to a social-emotional learning assessment. Individual methods identified between 0.9% and 20.3% of respondents as potentially exhibiting IER. Removing flagged respondents from the data resulted in negligible or small improvements in criterion-related validity, coefficient alpha, concurrent validity, and confirmatory factor analysis model-data fit. Implications for future validity studies and the operational use of IER detection for social-emotional learning assessments are discussed.

Steedle, J. T., Radunzel, J., & Mattern, K. D. (2019). **Comparing Academic Readiness Requirements for Different Postsecondary Pathways: What Admissions Tests Tell Us.** *Journal of Educational Measurement*, 56(2), 331-360. <https://doi.org/10.1111/jedm.12211>

Ensuring postsecondary readiness is a goal of K-12 education, but it is unclear whether high school students should get different messages about the required levels of academic preparation depending on their postsecondary trajectories. This study estimated readiness benchmark scores on a college admissions test predictive of earning good grades in majors associated with middle-skills occupations at 2-year postsecondary institutions. Results generally indicated similarity between those scores, the corresponding scores for students preparing for high-skills jobs requiring a bachelor's degree, and established readiness benchmarks for the general college-going population. Subsequent analyses revealed small variation between readiness benchmarks for different college majors. Overall, results suggest that high school graduates need a strong academic foundation regardless of the postsecondary path they choose.

Traianou, A., & Jones, K. (Éd.). (2019). **Austerity and the remaking of European education.** Consulté à l'adresse <https://www.bloomsbury.com/us/austerity-and-the-remaking-of-european-education-9781350028487/>

Austerity and the Remaking of European Education offers historically and empirically grounded accounts of national educational formations in Europe, at a specific time in their reshaping through encounters with global policy frameworks, and social and economic developments. The authors explore these issues in the context of different pressures that impact on European education systems - from the constraints established by the European Central Bank and the European Commission across Southern Europe, to the 2008 financial crisis and the increased migration. The book provides a rigorous theoretical approach to European and national policies, combined with detailed analyses of national educational contexts in England, France, Greece, Hungary and Sweden. These in-depth studies identify major issues of national education policymaking, and explore the complexities of global/national relationships. The economic crisis, the rise of the Left in Greece and of the populist Right in many countries in Europe, questions of cultural and religious diversity, tensions between marketization and inclusion are all brought into focus, offering findings that are of great interest to researchers of education policy, politics and sociology of education alike. In the final section of the book, the

authors explore policy alternatives, as embodied in the activities of both governments and non-state actors, such as trade unions and social movements.

West, S. G., Hughes, J. N., Kim, H. J., & Bauer, S. S. (2019). **Motivation for Educational Attainment in Grade 9 Predicts High School Completion**. *Educational Measurement: Issues and Practice*, 38(2), 27-40. <https://doi.org/10.1111/emip.12244>

The Motivation for Educational Attainment (MEA) questionnaire, developed to assess facets related to early adolescents' motivation to complete high school, has a bifactor structure with a large general factor and three smaller orthogonal specific factors (teacher expectations, peer aspirations, value of education). This prospective validity study investigated the utility of each factor in predicting high school dropout or completion of a general education development (GED) certificate versus completion of a high school degree. Participants were 474 (55.1% male) ethnically diverse students who were originally recruited into a larger longitudinal study in Grade 1 on the basis of academic risk. Fourteen years later, 373 had obtained a high school diploma, 15 had obtained a GED, and 86 had dropped out of high school. During their first year of Grade 9, participants were administered the MEA. Using multinomial logistic regression with high school graduation as the reference outcome and controlling for Grade 9 letter grades, reading and math test scores, gender, and ethnic/racial group status, scores on the latent general factor and the latent peer aspirations factor predicted high school dropout versus high school graduation status. Neither the general factor nor any of the three specific factors predicted GED completion versus high school graduation. Ethnicity, but not gender, moderated the associations between scores on the general factor and high school graduation versus dropout.

Williams, R. (2019). **Introduction: Australian Higher Education as an Industry**. *Australian Economic Review*, 52(2), 212-216. <https://doi.org/10.1111/1467-8462.12331>

This article provides an introduction to the contributed articles in the Forum through an overview of the structure of higher education in Australia.

Wind, S. A., & Sebok-Syer, S. S. (2019). **Examining Differential Rater Functioning Using a Between-Subgroup Outfit Approach**. *Journal of Educational Measurement*, 56(2), 217-250. <https://doi.org/10.1111/jedm.12198>

When practitioners use modern measurement models to evaluate rating quality, they commonly examine rater fit statistics that summarize how well each rater's ratings fit the expectations of the measurement model. Essentially, this approach involves examining the unexpected ratings that each misfitting rater assigned (i.e., carrying out analyses of standardized residuals). One can create plots of the standardized residuals, isolating those that resulted from raters' ratings of particular subgroups. Practitioners can then examine the plots to identify raters who did not maintain a uniform level of severity when they assessed various subgroups (i.e., exhibited evidence of differential rater functioning). In this study, we analyzed simulated and real data to explore the utility of this between-subgroup fit approach. We used standardized between-subgroup outfit statistics to identify misfitting raters and the corresponding plots of their standardized residuals to determine whether there were any identifiable patterns in each rater's misfitting ratings related to subgroups.

Wolkowitz, A. A., & Wright, K. D. (2019). **Effectiveness of Equating at the Passing Score for Exams With Small Sample Sizes.** *Journal of Educational Measurement*, 56(2), 361-390. <https://doi.org/10.1111/jedm.12212>

This article explores the amount of equating error at a passing score when equating scores from exams with small samples sizes. This article focuses on equating using classical test theory methods of Tucker linear, Levine linear, frequency estimation, and chained equipercentile equating. Both simulation and real data studies were used in the investigation. The results of the study supported past findings that as the sample sizes increase, the amount of bias in the equating at the passing score decreases. The research also highlights the importance for practitioners to understand the data, to have an informed expectation of the results, and to have a documented rationale for an acceptable amount of equating error.

Wu, Q., Laet, T. D., & Janssen, R. (2019). **Modeling Partial Knowledge on Multiple-Choice Items Using Elimination Testing.** *Journal of Educational Measurement*, 56(2), 391-414. <https://doi.org/10.1111/jedm.12213>

Single-best answers to multiple-choice items are commonly dichotomized into correct and incorrect responses, and modeled using either a dichotomous item response theory (IRT) model or a polytomous one if differences among all response options are to be retained. The current study presents an alternative IRT-based modeling approach to multiple-choice items administered with the procedure of elimination testing, which asks test-takers to eliminate all the response options they consider to be incorrect. The partial credit model is derived for the obtained responses. By extracting more information pertaining to test-takers' partial knowledge on the items, the proposed approach has the advantage of providing more accurate estimation of the latent ability. In addition, it may shed some light on the possible answering processes of test-takers on the items. As an illustration, the proposed approach is applied to a classroom examination of an undergraduate course in engineering science.

Zhang, M., Bennett, R. E., Deane, P., & Rijn, P. W. van. (2019). **Are There Gender Differences in How Students Write Their Essays? An Analysis of Writing Processes.** *Educational Measurement: Issues and Practice*, 38(2), 14-26. <https://doi.org/10.1111/emp.12249>

This study compared gender groups on the processes used in writing essays in an online assessment. Middle-school students from four grades responded to essays in two persuasive subgenres, argumentation and policy recommendation. Writing processes were inferred from four indicators extracted from students' keystroke logs. In comparison to males, on average females not only obtained higher essay scores but differed from males in their writing processes. Females entered text more fluently, engaged in more macro and local editing, and showed less need to pause at locations associated with planning (e.g., between bursts of text, at sentence boundaries). That these differences were detected after controlling for essay scores suggests that they cannot be attributed solely to disparities in group writing skill.

Aspects psychologiques de l'éducation

Andrade, L. M. (2019). **"The War Still Continues": The Importance of Positive Validation for Undocumented Community College Students After Trump's Presidential Victory.** *Journal of Hispanic Higher Education*, 18(3), 273-289. <https://doi.org/10.1177/1538192717720265>

Using the conceptual frameworks of validation theory and socioemotional development, this study investigated undocumented/DACAmented community college students' emotional reactions to Trump's presidential victory and whether educators and/or administrators offered positive validation after the election. The study sheds light on current practices that may exacerbate students' stress or push students to stop out and provides recommendations for educators and administrators to address the needs of undocumented community college students during difficult political times.

Canning, E. A., Priniski, S. J., & Harackiewicz, J. M. (2019). **Unintended consequences of framing a utility-value intervention in two-year colleges.** *Learning and Instruction*, 62, 37-48. <https://doi.org/10.1016/j.learninstruc.2019.05.001>

Utility-value (UV) writing interventions help students find the personal relevance of course material to promote interest and performance. However, little is known about how best to frame the intervention, particularly in the 2-year college context where students have more varied backgrounds than the samples previously studied. Using a randomized field experiment, we tested two ways of framing a UV writing intervention (student-framed vs. instructor-framed examples of UV), against a control assignment. Contrary to previous research, we found that students struggling in the course became less interested and perceived less utility value overall in UV conditions, compared to the control. The student-framed UV intervention made the course more interesting for students who were doing well in the course, but decreased grades for students struggling in the course, compared to the instructor-framed UV intervention. We examine psychological (e.g., confidence, engagement) and cognitive (linguistic indicators of cognitive processing) variables as mechanisms.

Gaëtan, M., & Gaëtan, R. (2019). **Résilience et école. Le lycée, vecteur d'une possible résilience par le développement d'un sentiment de sûreté.** XVIIIème Congrès de l'AIFREF: "Éducation et résilience". Présenté à Schoelcher, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02150121/document>

Nous avons mené, en Lycées, une Recherche-Action ancrée sur la Théorie de l'Attachement (J.Bowlby, B.Cyrulnik, M.Delage, A.et N.Guedeney, Y. Wiart) éclairée par les Neurosciences (A. Damasio). Cette théorie induit une conception holistique de l'élève et s'intègre dans la Théorie de l' Evolution . La Résilience, « processus biologique, psychoaffectif, social et culturel qui permet un nouveau développement après un traumatisme ou sous l'influence de conditions évolutives adverses » est favorisée par un attachement secure qui permet mentalisation, empathie, qualité relationnelle. (M. Anaut, B.Cyrulnik , M.Delage , M. Rutter). L'environnement social et la culture participent au processus de résilience. Notre Recherche-Action explore la possibilité d'améliorer le Sentiment de Sûreté secure (SDSS: expression d'un attachement secure), ses liens avec la relation (aux adultes et aux pairs) comme avec les apprentissages. Nos résultats, tant scientifiques -questionnaires avant-après avec groupe témoin concernant attachement, tests mémoires-, qu'empiriques -observation éthologique, paroles de professeurs et d'élèves, résultats et comportements scolaires-, montrent qu'un « contexte scolaire favorable » permet -à l'adolescence- d'améliorer la représentation du Sentiment de Sureté de l'élève dans sa globalité, tout comme ses mémoires, relations à l'autre, comportements et résultats scolaires. "Notre contexte favorable » développé pendant l'accompagnement personnalisé, est fondé sur le renforcement de la dimension exploratoire du Sentiment de Sureté (Guedeney, Atger): schématiquement, régulation des émotions, amélioration de la relation (adultes et pairs). L'environnement social, éthique, est ressenti comme soutenant. La

culture (art, littérature..) est un support omniprésent. Dans le cadre scolaire, pour un adolescent traumatisé, ces mises en œuvre pourront favoriser un processus résilient.

Hinojosa, Y., & Vela, J. C. (2019). **The Role of Positive Psychology, Cultural, and Family Factors on Hispanic/Latino College Students' Depressive Symptoms and Subjective Happiness**. *Journal of Hispanic Higher Education*, 18(3), 206-224. <https://doi.org/10.1177/1538192717734287>

This study examined how presence of meaning in life, search for meaning in life, hope, gratitude, enculturation, and family influenced Hispanic/Latino college students' depression and subjective happiness. The first regression model showed that hope, presence of meaning in life, family, and search for meaning in life were related with depression. The second showed that gratitude and presence of meaning in life were related with subjective happiness. Findings and recommendations for counselors and higher education professionals are provided.

Rodriguez, S., Cunningham, K., & Jordan, A. (2019). **STEM Identity Development for Latinas: The Role of Self- and Outside Recognition**. *Journal of Hispanic Higher Education*, 18(3), 254-272. <https://doi.org/10.1177/1538192717739958>

This qualitative, phenomenological research study explored how 17 Latina undergraduate science, technology, engineering and mathematics (STEM) majors developed their STEM identities. The study focused on the role that self- and outside recognition as a STEM individual played in the process. Interviews revealed students' self-recognition in many forms. Outside recognition came primarily from STEM peers, faculty members, and family members. Self- and outside recognition were often negotiated through the lens of intersectional identities held by the participants.

Aspects sociaux de l'éducation

Banzragch, O., Mizunoya, S., & Bayarjargal, M. (2019). **Education inequality in Mongolia: Measurement and causes**. *International Journal of Educational Development*, 68, 68-79. <https://doi.org/10.1016/j.ijedudev.2019.04.010>

Using data from the LSMS 2002 and HSES 2012 in Mongolia, we have estimated the educational Gini coefficients by years of schooling for adults and by school attendance rate for children. The Gini coefficient measured by using years of schooling for the population aged 19 and above decreased from 0.274 in 2002 to 0.178 in 2012. For adults of both genders, educational inequality has declined while the Gini coefficients are consistently higher in rural areas than in urban areas in both periods. The Gini coefficient for children aged 2-18 years and currently attending school has also declined. Between 2002 and 2012, the educational Gini coefficient for preschool decreased from 0.307 to 0.233 and for primary from 0.422 to 0.388. For secondary education, the Gini coefficient decreased from 0.388 in 2002 to 0.201 in 2012. For high school level, the coefficient decreased also from 0.299 in 2002 to 0.254 in 2012. The distribution in higher education remains at the similar level of 0.491. For all levels of education, except for higher education, the distribution is getting closer to the perfect equality line on the education Lorenz curve. Finally, we have shown that child's age, gender, mother's and father's education, household size and income, and urban location are statistically significant determinants of children's school attendance and thus educational equality. The pooled estimates using probit model indicate that the reduction in inequality due to household income and location are major factors which led to lower Gini Coefficient in 2012.

Burkham, J. M. (2019). **The Geography of Underrepresentation: Latino Student Success and Absence at a Predominantly White Public University.** *Journal of Hispanic Higher Education*, 18(3), 187-205. <https://doi.org/10.1177/1538192717730125>

This study examines the reasons for underrepresentation in enrollment of Latinos in comparison with all students at a predominantly White public university. Using a quantitative analysis of student enrollment data, including residential location and grade point average, combined with a more qualitative analysis of household survey responses, this study finds that academic obstacles are not among the primary reasons for relatively low Latino student enrollment. The underrepresentation of Latinos can mostly be explained by the high cost of a university education for lower income families, especially those from high-poverty neighborhoods.

Chan, T. W., Ermisch, J., & Grujters, R. (2019). **The Dynamics of Income Inequality: The Case of China in a Comparative Perspective.** *European Sociological Review*, 35(3), 431-446. <https://doi.org/10.1093/esr/jcz016>

Chudgar, A., Kim, Y., Morley, A., & Sakamoto, J. (2019). **Association between completing secondary education and adulthood outcomes in Kenya, Nigeria, Tanzania and Uganda.** *International Journal of Educational Development*, 68, 35-44. <https://doi.org/10.1016/j.ijedudev.2019.04.008>

In this paper we examine descriptively the relationships between completed secondary education and social, informational, and economic adulthood outcomes of 15–24 year old males and females in Kenya, Nigeria, Tanzania and Uganda. We find that completing secondary education is associated with higher media access and somewhat better health related knowledge. However we also find that completing secondary education is not necessarily associated with a greater sense of agency within the family, disapproval of domestic violence against women and preference for female children. Importantly we find that those with completed secondary education are not necessarily more likely to be employed than those without. Against the backdrop where secondary education completion is increasingly recognized and promoted as an important educational benchmark for youth, our analysis raises questions both about the “promise” and the “relevance” of secondary education as it is currently delivered in many low-income countries.

Combet, B., & Oesch, D. (2019). **The Gender Wage Gap Opens Long before Motherhood. Panel Evidence on Early Careers in Switzerland.** *European Sociological Review*, 35(3), 332-345. <https://doi.org/10.1093/esr/jcz009>

de Kadt, J., van Heerden, A., Richter, L., & Alvanides, S. (2019). **Correlates of children's travel to school in Johannesburg-Soweto—Evidence from the Birth to Twenty Plus (Bt20+) study, South Africa.** *International Journal of Educational Development*, 68, 56-67. <https://doi.org/10.1016/j.ijedudev.2019.04.007>

Prior work on data obtained from the urban Johannesburg-Soweto based Birth to Twenty Plus (Bt20+) cohort has documented extensive levels of travel to school in the early post-apartheid era (1997–2003), with fewer than 20% of children attending the age-appropriate school closest to their home (de Kadt et al., 2014). These extremely high levels of schooling mobility impose costs on children and families, as well as the educational system more broadly, and have contributed to the evolution of contemporary enrolment patterns. This paper analyses the

relationship between travel to school and potentially related variables at the individual, family and community level. Our analysis indicates that Black children, children attending higher quality schools, and those living in relatively poor areas were most likely to travel to school. However, while travel to school has a strong and positive univariate relationship with both maternal education and family socio-economic status (SES), this fades out in a multivariate analysis. Our findings highlight the significant costs incurred in the pursuit of high quality education by many Black children and families, as well as those living in poorer areas, in the early post-apartheid era. This is despite post-apartheid educational policy with an explicit aim of redress. The paper contributes to understanding the challenges of apartheid's inequitable geographical legacy in ensuring equitable access to high quality education for all in South Africa, as well as to the growing literatures on the geography of education and school choice in low and middle income countries.

Delboé, G. (2018). *Usage commun de la trace à l'école primaire et expériences singulières. Conflit de sens entre maître et élèves: une approche socio-conative*. Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02155005>

L'école, portée par ce que Bernard Rey (1996) nomme « l'intention scripturale », fait grand usage des traces écrites. Or, dès notre état des lieux chez les maîtres experts à l'école primaire, il apparaît indépendamment des niveaux et des disciplines, que ces traces sont omniprésentes, courtes, simultanées, standardisées. Elles témoignent donc d'une réalité de terrain : les pratiques scolaires n'intègrent pas l'expérience singulière des sujets. Il convient alors de construire une « théorie du sens de la trace scolaire », qui permette l'émergence et la mobilisation de chacun dans sa particularité, sans renoncer à l'exigence de construction du commun. En fonction de son niveau d'expérience, le sujet a tendance à mobiliser de façon privilégiée certaines conduites. Celles-ci fonctionnent en synergie dans des processus dominants et évoluent au gré de son expérience : la familiarisation, l'imprégnation, l'intégration, la création. Cette thèse montre l'existence d'un malentendu socio-conatif, défini par une incompatibilité entre le processus qui donne sens à la trace du point de vue de l'élève d'une part, et le dispositif pédagogique organisé par le maître d'autre part. Le déni des mobiles de l'élève crée les conditions de la démobilisation, d'une « trace désaffectée ». Le cadre théorique, progressivement tissé, offre les moyens de situer les mobiles d'actions du sujet à plusieurs échelles, et permet d'imaginer des organisations collectives qui donnent, comme le dit Philippe Meirieu, « à chacun une place et un projet à tous ».

Delgado, M. Y., & Allen, T. O. (2019). *Case Studies of Women of Color Leading Community Colleges in Texas: Navigating the Leadership Pipeline through Mentoring and Culture*. *Community College Journal of Research and Practice*, 43(10-11), 718-729. <https://doi.org/10.1080/10668926.2019.1600609>

This qualitative, multi-site, case study examined the personal and professional experiences of women of color who currently hold higher-level administrative positions at a Texas community college district and the role that Bicultural Socialization Theory played in their pathway to the leadership pipeline. Using interviews, campus observations, document analysis, and analytic memos, this study found who are the mentors (i.e., cultural translators, cultural mediators, and role models) who supported women of color achieve high-level administrative positions. The findings revealed that women of color navigated home and work culture due to their ability to balance multiple responsibilities required at home and the responsibilities required by their leadership roles. The findings indicated that women of color were successful because they had

the ability to draw upon their minority culture towards a successful bicultural pathway. The implications and recommendations for practice and future research are included.

Donovan, B. M., Stuhlsatz, M. A. M., Edelson, D. C., & Bracey, Z. E. B. (2019). **Gendered genetics: How reading about the genetic basis of sex differences in biology textbooks could affect beliefs associated with science gender disparities.** *Science Education*, 103(4), 719-749. <https://doi.org/10.1002/sce.21502>

The belief that men and women differ in science ability because of genetics contributes to gender disparities in science, technology, engineering, and math (STEM) in complex ways. In this field experiment, we explored how the content of the genetics curriculum affected beliefs about science ability through its impact on a social-cognitive bias known as neurogenetic essentialism. Students ($n = 460$, 8th–10th grade) were randomized to read a genetics text that (a) explained plant sex differences, (b) explained human sex differences, or (c) refuted neurogenetic essentialism. After reading, students in the two genetics of sex conditions had significantly greater belief in neurogenetic essentialism and the innate basis of science ability compared with students who read the text that refuted neurogenetic essentialism. Structural equation modeling (SEM) of the experimental data demonstrated that the effect of the readings on the belief that science ability is innate was mediated by neurogenetic essentialism and this indirect effect was significant for girls but not boys. In turn, the belief that science ability is innate predicted lower future interest in STEM for girls, but not for boys. These findings suggest that learning about human genetic difference is not a socially neutral endeavor. Implications for mitigating gender disparities in STEM are discussed.

Elliott, K. C., Warshaw, J. B., & deGregory, C. A. (2019). **Historically Black Community Colleges: A Descriptive Profile and Call for Context-Based Future Research.** *Community College Journal of Research and Practice*, 43(10-11), 770-784. <https://doi.org/10.1080/10668926.2019.1600612>

Much of the research and discussion of Historically Black Colleges and Universities (HBCUs) focuses on four-year institutions, impeding the significance of their two-year counterparts. Using extant literature and data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS), this paper elucidates Historically Black Community Colleges (HBCCs). By providing nuanced perspectives on this group of community colleges, we situate these institutions in their unique context. The paper provides a historical background of HBCCs, a review of relevant literature, and a descriptive profile of HBCCs' organizational characteristics. Finally, we discuss topical and theoretical recommendations for future research. This paper is a call for further research situated in the distinctive context of HBCCs, and carries both scholarly and practical significance for HBCCs, as well as other HBCUs, Minority Serving Institutions (MSIs), and community colleges.

Floyd, D. L., Jr, C. S., & Ramdin, G. (2019). **Publishing Graduate Students' Research About Community Colleges.** *Community College Journal of Research and Practice*, 43(10-11), 661-671. <https://doi.org/10.1080/10668926.2019.1605945>

Unlike many graduate education disciplines such as science and engineering, graduate education programs specializing in the study of community colleges have not focused their efforts on preparing future faculty. Rather, these programs focused on the scholarly and practical study of community college education and leadership, education, and programs with research requirements for doctoral degrees, but with little emphasis on publishing works. That is changing, however, as more graduate students and faculty alike value the processes

and benefits of students learning how to publish their research, often with the guidance and mentorship of faculty advisors.

Givord, P. (2019). **Does greater social diversity in schools have an impact on equity in learning outcomes?** (PISA in Focus N° 97). Consulté à l'adresse OECD Publishing website: <https://econpapers.repec.org/paper/oecedu97-en.htm>

A student's performance in school is influenced by personal characteristics, but also, amongst other influences, by those of his or her schoolmates. Schoolmates can motivate and help each other overcome learning difficulties; but they can also disrupt instruction, require disproportionate attention from teachers, and be a source of anxiety. The way students are allocated to schools, and whether that results in greater socio-economic or academic differences across schools, may thus have an impact on education outcomes at the country level. In which PISA-participating countries and economies are students concentrated in certain schools, depending largely on their ability or socio-economic status? How is socio-economic segregation across schools related to the achievement gaps between students of different socio-economic status?

Glas, S., Spierings, N., Lubbers, M., & Scheepers, P. (2019). **How Polities Shape Support for Gender Equality and Religiosity's Impact in Arab Countries.** European Sociological Review, 35(3), 299-315. <https://doi.org/10.1093/esr/jcz004>

IES (Institute of Education Sciences), & National Center for Education Statistics. (2019). **The Condition of Education 2019** (p. 396). Consulté à l'adresse IES website: <https://nces.ed.gov/pubs2019/2019144.pdf>

Jarraud, F. (2019a, juin 4). **Comment l'apartheid social se développe en Ile-de-France depuis 2000.** Consulté 7 juin 2019, à l'adresse La café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/04062019Article636952294463681601.aspx>

Le rapport « Gentryfication et paupérisation au coeur de l'Ile de France » éclaire de façon remarquable le travail et les mécanismes d'éclatement de la société dans la région la plus riche de France. « L'analyse des évolutions 2001-2015 atteste, en premier lieu, dans un contexte de montée des inégalités entre communes et quartiers, d'un renforcement des contrastes entre secteurs extrêmes avec une polarisation toujours plus marquée entre secteurs aisés et secteurs pauvres au coeur de l'agglomération. Les écarts de revenu continuent de se creuser au coeur de l'agglomération... Dans 44 des communes parmi les plus pauvres de la région, où vivent 15 % des Franciliens, le revenu médian en euros constants a baissé entre 2001 et 2015. Les cadres sont toujours aussi peu nombreux à s'y installer. Ils continuent à canaliser la progression des ménages! immigrés en Ile-de-France. La concentration d'actifs peu qualifiés, souvent immigrés, plus exposés à la montée du chômage et aux emplois précaires, et l'augmentation des familles monoparentales (en lien avec l'importance du parc social) contribuent à la stigmatisation et à la détérioration des situations financières des résidents... La période 2000-2015 est aussi marquée par une forte valorisation de la centralité parisienne par les cadres, qui s'implantent de plus en plus dans les secteurs mixtes centraux et certains quartiers de communes pauvres proches de Paris... Ces évolutions s'accompagnent d'une accentuation des contrastes entre quartiers qui se gentrifient et ceux qui concentrent des logements sociaux ou de faible qualité ». Le rapport s'appuie sur un excellent travail

cartographique et de nombreuses statistiques. Il intéressera bien sur les professeurs d'histoire-géo. Mais au delà tous les enseignants participant à une éducation citoyenne des élèves.

Jarraud, F. (2019b, juin 4). **Comment travailler à l'équité en éducation**. Consulté 7 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/04062019Article636952294399932009.aspx>

Comment déconstruire les inégalités scolaires au niveau des directions ? Assurer l'équité et l'inclusion de tous les élèves quelle que soit leur origine, ça se travaille. La Faculté des sciences de l'éducation de l'université de Montréal met en ligne un webdocumentaire sur la question de l'inclusion des minorités qui assure un partage d'expériences entre chefs d'établissement et directeurs d'école. «L'inclusion constitue à la fois une visée et une condition du droit à l'éducation pour tous et pour toutes, aux côtés de principes d'égalité et de justice sociale ayant guidé la démocratisation du système éducatif», explique la responsable du webdocumentaire aux Nouvelles de Montréal. Le document donne la parole à 7 directeurs d'école travaillant en milieu pluriethnique dans le premier et second degré.

Kolski, T., & Weible, J. L. (2019). **Do Community College Students Demonstrate Different Behaviors from Four-Year University Students on Virtual Proctored Exams?** *Community College Journal of Research and Practice*, 43(10-11), 690-701. <https://doi.org/10.1080/10668926.2019.1600615>

eLearning instruction has become an accepted means of delivering a quality education to higher education students, with community college online learning enrollment rates rising annually. Consistent with the desires of eLearning students for convenience and flexibility, educators utilize virtual proctored exams to safeguard against academic dishonesty behaviors in their students. Research is absent in exploring the actual behaviors displayed by students while taking their online exams under the watchful "eye" of a webcam. Examining 37 higher education students from two Midwest institutions, the aim of this study was to determine if community college students and four-year university students differed in their behaviors when taking exams using a virtual proctor. This study also examined the two populations for differences in willingness to use this technology, with 88% of the total student population choosing to use virtual proctoring for their exam sessions. Of the 40 behaviors observed, eight of the top 10 overall behaviors were demonstrated by both populations of students. This research can further instructor knowledge about exam taking behaviors of students so when they are reviewing virtual proctored exam recordings, they are doing such as objectively as possible.

Lara, L. J. (2019). **Faculty of Color Unmask Color-Blind Ideology in the Community College Faculty Search Process**. *Community College Journal of Research and Practice*, 43(10-11), 702-717. <https://doi.org/10.1080/10668926.2019.1600608>

This qualitative study explored the systemic barriers to hiring faculty of color in the community college. A phenomenological design was used to examine the community college full-time faculty search process from the perspective of 10 full-time faculty of color who actively participate in racial justice advocacy. The participants represented five community college districts throughout California and have participated on multiple full-time faculty search committees. This study utilized critical race theory as a guiding framework. An analysis of the participants' interviews identified that color-blind ideology is pervasive, despite institutional commitment to diversity and nondiscriminatory laws. The leadership and agency of faculty of color strategically challenged the dominant ideology to advocate the hiring faculty of color.

Actionable recommendations are presented to combat color-blind ideology in hiring policies and practices at the national, state, and local levels.

Magar-Braeuner, J. (2019). *La fabrication du genre à l'école : enquête en France et au Québec*. Consulté à l'adresse http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343172866&utm_source=phplist&utm_campaign=message_26934&utm_medium=email&utm_content.lienTitre

Cette enquête ethnographique cherche à dénaturaliser et à comprendre comment se perpétuent les rapports sociaux de sexe, dans leur imbrication avec les autres rapports sociaux de sexe, dans leur imbrication avec les autres rapports sociaux. Elle donne à voir, à travers l'étude des « mécanismes menus » par lesquels transite le pouvoir, comment ces rapports de domination se matérialisent, mais aussi comment ils se reconfigurent selon les contextes. L'investigation prend place dans quatre établissements scolaires en France et au Québec

McKinnon-Crowley, S., Epstein, E., Jabbar, H., & Schudde, L. (2019). **Crossing the Shapeless River on a Government Craft: How Military-Affiliated Students Navigate Community College Transfer**. *Community College Journal of Research and Practice*, 43(10-11), 756-769. <https://doi.org/10.1080/10668926.2019.1600613>

Many community college entrants, attracted by these institutions' variety of academic offerings and low cost, intend to earn a baccalaureate degree but never transfer to a four-year institution. A growing number of researchers seek to understand transfer patterns and behavior, but they often overlook some student groups, including those who receive military benefits. Military-affiliated students may fail to transfer at the same rate as their peers, or their unique supports may help them navigate the transfer process more successfully. In this paper, we draw from three years of longitudinal qualitative interviews to investigate the transfer journey of 16 veterans and active duty soldiers in Central Texas, as well as the experiences of nonveteran students who have access to family members' veterans' benefits. We focus on the institutional factors and the individual characteristics that contribute to transfer. Our findings suggest that receiving military benefits increases students' interactions with college staff, limits financial pressures, and encourages students to pursue behaviors that may contribute to a successful transfer process. We conclude with suggestions for practice and future research.

Miller, A., & Jr, C. S. (2019). **A Document Analysis of Student Conduct in Florida's Community Colleges**. *Community College Journal of Research and Practice*, 43(10-11), 796-802. <https://doi.org/10.1080/10668926.2019.1600606>

Student disciplinary systems have been operating in higher education for decades and their role in furthering an institution's educational mission continues to raise. Almost all institutions have a Code of Conduct section in their handbook which describes all rules and regulations students must comply with in addition to federal, state, and local laws. The student conduct process varies as each university or college has their own unique set of standards and methods for adjudicating misbehaviors. Through a document analysis, we examined the history of student conduct and analyzed the mission of student conduct offices at community colleges in the state of Florida.

Mooi-Reci, I., Bakker, B., Curry, M., & Wooden, M. (2019). **Why Parental Unemployment Matters for Children's Educational Attainment: Empirical Evidence from The Netherlands**. *European Sociological Review*, 35(3), 394-408. <https://doi.org/10.1093/esr/jcz002>

Observatoire des inégalités. (2019). *Rapport sur les inégalités en France, édition 2019* (p. 176 p.). Consulté à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Rapport-sur-les-inegalites-en-France-edition-2019>

Le Rapport sur les inégalités en France dresse un panorama complet organisé autour de cinq grands thèmes (revenus, éducation, travail, modes de vie, territoires). Ce travail s'appuie sur les dernières données disponibles. Composé de données et de textes clairs, il est destiné à un large public.

OECD. (2019). *The Road to Integration: Education, Migration and Social Cohesion*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/the-road-to-integration_d8ceec5d-en

Migration has been at the centre of policy debates across the OECD in recent years. This synthesis report identifies eight pillars of policy-making that the Strength through Diversity project has revealed to be crucial if education systems to effectively support newcomers. For each pillar, the report details a set of principles driving the design and implementation of system-level policies and school-level practices. The eight pillars are: 1. consider the heterogeneity of immigrant populations, 2. develop approaches to promote the overall well-being of immigrants, 3. address the unique needs of refugee students, 4. ensure that motivation translates into a key asset for immigrant communities, 5. organise resources to reduce the influence of socio-economic status on the outcomes of immigrants, 6. provide comprehensive language support, 7. build the capacity of teachers to deal with diversity, and 8. break down barriers to social cohesion while ensuring effective service delivery.

Padilla, M., Brown, J. C., & Abrica, E. (2019). *Evolving Narratives about College: Immigrant Community College Students' Perceptions of the Four-Year Degree in the Great Plains*. *Community College Journal of Research and Practice*, 43(10-11), 743-755. <https://doi.org/10.1080/10668926.2019.1600616>

A significant percentage of the enrollment growth in higher education can be attributed to the recruitment of more diverse students, including those from immigrant households. Although research on immigrant students is growing in light of changing U.S. demographic shifts, this literature is inchoate. This paper examines evolving perspectives of the value of a four-year degree among immigrants and children of immigrants. Thus, in this paper article we synthesize current dominant narratives of immigrant students about the utility and viability of a four-year degree (and the changing impact on community college enrollment) and how they have shifted over time. We observe a current pulse that questions the ideological attitude of college for all, with some noting that a four-year degree has less significance and payoff than in the past within today's changing economy. Moreover, we present our findings through an empirical study of immigrant community college students' perceptions of the viability and value of the four-year degree and the implications for research and practice.

Pelletier, L., Bardy, M.-L., Chizat, M.-H., Pedro, C., & Salvan, A. (2019). *The "classe passerelle" in Reunion island or how to develop the sense of belonging in collective cross-professional space?* *La Nouvelle Revue - Éducation et Société Inclusives*, 85, 121-140.

Dans le paysage éducatif français, la Classe passerelle (CP) est un dispositif original qui accueille des enfants de 2-3 ans avec leurs parents. Selon une logique inclusive, notre ambition est d'identifier des leviers susceptibles de développer le sentiment d'appartenance dans cet espace intermétiers (enseignant, Atsem, EJE, parents, enfant...) et repérer des freins à la construction du collectif parents-école. Pour cette étude, nous avons utilisé une triangulation

méthodologique (observations en classe puis en réunion, entrevue de groupe) puis procédé à une analyse combinant les résultats de 6 CP observées dans l'académie de La Réunion. Les résultats dévoilent deux facteurs susceptibles de favoriser la participation des acteurs et d'augmenter leur sentiment d'appartenance (leadership inclusif et reconnaissance) et l'idée d'une communauté apprenante.

https://cache.media.education.gouv.fr/file/Dossiers_2019/77/8/depp-2019-dossier-212-CEDRE-Anglais_1131778.pdf

Schneider, S. M. (2019). **Why Income Inequality Is Dissatisfying—Perceptions of Social Status and the Inequality-Satisfaction Link in Europe.** *European Sociological Review*, 35(3), 409-430. <https://doi.org/10.1093/esr/jcz003>

Soulé, V. (2019, juin 5). **Rapport sur les inégalités : De l'école à la fac, un parcours marqué par les inégalités sociales.** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/05062019Article636953157411198833.aspx>

Les inégalités sociales, à l'école, se portent bien. C'est ce que vient nous rappeler l'Observatoire des inégalités qui a publié le 4 juin son rapport, le troisième depuis 2015, alors que le sujet est relégué au second plan. Le ministre de l'Education Jean-Michel Blanquer estime en effet l'avoir traité avec le dédoublement des classes de CP et de CE1 en éducation prioritaire. Au collège, les enfants d'ouvriers représentent un quart des élèves. En classes prépas il ne sont plus que 7%... Même si les enfants de milieux défavorisés vont aujourd'hui plus loin dans les études et qu'ils en sortent plus diplômés, les écarts entre les milieux sociaux pèsent lourd à l'école française. Retour sur les chiffres du rapport, analysés avec finesse, qui dessinent un paysage bien injuste.

Tapia-Fuselier, N., & Young, J. L. (2019). **Texas Community Colleges Respond to the Threatened End of DACA: A Document Analysis.** *Community College Journal of Research and Practice*, 43(10-11), 807-811. <https://doi.org/10.1080/10668926.2019.1600605>

Undocumented students continue to face unique barriers in American higher education. Community colleges are being challenged to enhance the ways in which they serve, support, and advocate for undocumented students in order to become undocu-competent. Through qualitative document analysis, this study evaluated Texas community colleges' institutional responses to the announcement of the end of Deferred Action for Childhood Arrivals (DACA). The findings of this study demonstrate that although there were themes discovered in the institutional responses, there were differences in the superficiality or depth with which they were presented. Further, we propose the Undocu-Competent Institutional Response (UCIR) Framework – a practical framework for administrators to consider utilizing when crafting future undocu-competent institutional responses on major issues impacting undocumented students.

Tarker, D. (2019). **Transformational Leadership and the Proliferation of Community College Leadership Frameworks: A Systematic Review of the Literature.** *Community College Journal of Research and Practice*, 43(10-11), 672-689. <https://doi.org/10.1080/10668926.2019.1600610>

Due to a significant turnover of community college presidents, considerable research has emerged on the topic of community college leadership in recent years. What competencies, skills, knowledge, behaviors, and traits do community college presidents need to possess – especially when they face an unprecedented number of challenges including increased

accountability, changing government funding models, and pressure to adopt significant curriculum reform to improve student completion and success rates? An unintended result of the expansion of the literature may be the emergence of a research phenomenon called construct proliferation. Construct proliferation occurs when multiple, competing theories and frameworks are developed to explain a similar phenomenon, which can impede research. One solution to this problem may be to use transformational leadership theory and the five-factor model as theories to help synthesize these multiple constructs. This article reviews the literature on community college leadership published since 2005 to demonstrate how transformational leadership and the five-factor model can inform community college leadership frameworks like AACC's Competencies for Community College Leaders and the major themes that have emerged in the literature on community college leadership over the past two decades. Findings indicate that both theories may be useful in addressing the issue of construct proliferation in the community college leadership literature.

Taylor, Z. W., & Bicak, I. (2019). **Two-Year Institution and Community College Web Accessibility: Updating the Literature after the 2018 Section 508 Amendment.** *Community College Journal of Research and Practice*, 43(10-11), 785-795. <https://doi.org/10.1080/10668926.2019.1600604>

On January 18th, 2018, the Americans with Disabilities Act (ADA) required all federal aid-receiving institutions of higher education (Title IV) to publish web accessible websites for people with disabilities. To be compliant with federal law, Title IV institutions must now adhere to Web Content Accessibility Guidelines (WCAG) 2.0 standards at the Level-A and Level-AA threshold. This study examined the web accessibility of a random sample of 325 two-year Title IV institutions in the United States and found all institutions had at least one Level-A error on their homepage, potentially violating new ADA guidelines. This study also found private, for-profit institutions published the least web accessible websites, while public institutions published the most web accessible websites. Implications for future research and practice are addressed.

Uccheddu, D., Gauthier, A. H., Steverink, N., & Emery, T. (2019). **Gender and Socioeconomic Inequalities in Health at Older Ages Across Different European Welfare Clusters: Evidence from SHARE Data, 2004–2015.** *European Sociological Review*, 35(3), 346-362. <https://doi.org/10.1093/esr/jcz007>

Walker, C. (2019). **Experiential Learning as a Strategy for Student Completion and Course Success in the Community College.** *Community College Journal of Research and Practice*, 43(10-11), 803-806. <https://doi.org/10.1080/10668926.2019.1600614>

Community college leaders seeking best practices to improve completion rates and student success have a strategy to consider – experiential learning as part of a course. An accounting business course, at a mid-sized community college in the southeast, recently implemented an experiential learning activity to determine the association with students obtaining a degree and completing a course successfully. A comparison of graduation rates and end-of-course grades, between experiential and non-experiential learning participants, yielded positive benefits for the experiential learning participants.

Whitehead, M. A. (2019). **"Where are My People At?": A Community Cultural Wealth Analysis of How Lesbian, Gay, and Bisexual Community College Students of Color Access Community and Support.** *Community College Journal of Research and Practice*, 43(10-11), 730-742. <https://doi.org/10.1080/10668926.2019.1600611>

Previous studies about lesbian, gay, bisexual, transgender, queer, and similarly-identified (LGBTQ+) college students have overwhelmingly centered White students and students attending four-year institutions. However, the literature suggests that community colleges – which tend to enroll higher percentages of students from minoritized racial and ethnic groups – may provide fewer LGBTQ+-specific resources to students than four-year institutions. Using community cultural wealth as a conceptual framework, this case study explored the experiences of lesbian, gay, and bisexual Students of Color attending a community college in accessing community and support. Specifically, I sought to understand how these experiences connected to participants' use of cultural capital. For this study, I conducted interviews with seven self-identified lesbian, gay, and bisexual Students of Color. Data analysis was guided by attention to the forms of cultural capital participants used in accessing community and support. Findings from the study describe how participants used social capital and navigational capital to access community, support, and needed resources. I conclude with specific recommendations for community college practices.

Wolff, F., Helm, F., & Möller, J. (2019). **Integrating the 2I/E model into dimensional comparison theory: Towards a comprehensive comparison theory of academic self-concept formation.** *Learning and Instruction*, 62, 64-75. <https://doi.org/10.1016/j.learninstruc.2019.05.007>

The 2I/E model describes academic self-concept formation by the joint operation of social, temporal, and dimensional comparisons. Dimensional comparison theory assumes that dimensional contrast effects are weaker between similar subjects than between dissimilar subjects. This research combined these two perspectives in two empirical studies: For the first time, we integrated four subjects (math, science/physics, English, German) into one generalized 2I/E model and compared dimensional comparison effects between dissimilar and similar subjects, while controlling for social and temporal comparison effects. In line with the 2I/E model, we found strong social, small temporal, and small to moderate dimensional comparison effects on students' subject-specific self-concepts. In line with dimensional comparison theory, the dimensional contrast effects were substantially weaker, and sometimes even assimilative, between similar compared to dissimilar subjects. We discuss these findings with respect to the integration of the 2I/E model into dimensional comparison theory and possibilities for teachers to foster students' self-concepts.

Climat de l'école

Hébert, T. (2019). **La sécurité dans les établissements de l'enseignement secondaire sous le prisme de l'architecture et l'aménagement des espaces.** *La Recherche en éducation*, (19). Consulté à l'adresse <http://www.la-recherche-en-education.org/index.php/lre/article/download/328/175>

L'objet de cet article est de comprendre comment s'articulent l'aménagement de l'espace et la sécurité dans le champ scolaire. Partant du postulat que les lieux dans lesquels nous vivons et travaillons façonnent nos manières d'être et nos comportements (Fischer, 2011), il s'agit d'observer comment l'action sur l'espace peut permettre de réduire l'insécurité dans les écoles françaises. Cet article propose alors l'analyse de trente entretiens réalisés auprès d'acteurs concernés par l'architecture scolaire (architectes, élus, chefs d'établissement, policiers). Les résultats révèlent la place centrale de la sécurité dans les réflexions architecturales. D'une part, la sécurité fait figure de levier pour améliorer le bien-être des élèves. D'autre part, elle est

apprehendée à partir de deux dimensions qui structurent particulièrement les significations de l'espace. Une première dimension repose sur l'articulation entre l'ouverture et la fermeture. Une seconde dimension renvoie à la surveillance et plus précisément aux enjeux autour des concepts de liberté et de coercition

Mabilon-Bonfils, B. (2019, juin 6). **Bien-être : Régis Malet : Education : Le bonheur dans la comparaison ?** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/06062019Article636954028122530637.aspx>

Quelle est la voie du bonheur en éducation ? comment la définir en tenant compte de la pluralité des appartenances culturelles et nationales ? Régis Malet, professeur en sciences de l'éducation à l'Université de Bordeaux utilise l'analyse comparée des systèmes éducatifs . Le détour est essentiel pour comprendre ce qui se joue dans l'école qu'il s'agisse des politiques éducatives, de la formation des enseignants ou du bonheur en éducation afin de se départir autant que faire se peut, des filtres culturels et sociaux par lesquels nous saisissions les « autres ».

Manag'Educ. (2019). **Vers des organisations de confiance : 5 pistes pour réinventer les organisations scolaires.** Consulté à l'adresse <https://manageduc.fr/>

Les problèmes relationnels sont inhérents à la nature humaine et à la dynamique des relations. Vivre ensemble et communiquer : cela s'apprend et se travaille au jour le jour. Cependant, le conflit est souvent vécu dans la souffrance empêchant la relation de progresser et les parties prenantes de s'épanouir. C'est pourquoi il est souvent nécessaire de le réguler et de le résoudre. À l'école comme ailleurs, les conflits minent les relations au sein de la communauté éducative. En tant que cadre, nous pouvons être à la fois partie prenante d'un conflit, médiateur d'un conflit entre des tiers ou « arbitre » dans un conseil de discipline par exemple : des rôles différents pour lesquels nous manquons parfois d'outillage et qui sont chargés de nombreuses idées reçues. Cette publication a pour objectif de déconstruire 5 idées reçues et de donner des clefs concrètes pour agir. En effet, comprendre les conflits permet généralement de mieux les prévenir et contribue à construire un climat éducatif et scolaire apaisé.

Sanchez, M. E. (2019). **Perceptions of Campus Climate and Experiences of Racial Microaggressions for Latinos at Hispanic-Serving Institutions.** *Journal of Hispanic Higher Education*, 18(3), 240-253. <https://doi.org/10.1177/1538192717739351>

This article demonstrates how Latinos attending Hispanic-Serving Institutions (HSIs) of various compositional diversities continue to experience racial microaggressions on campus. Using qualitative data from 40 in-depth interviews with Latino undergraduates enrolled at HSIs of different compositional diversities, findings reveal that participants attending an emerging HSI (23% FTE Latino enrollment [FTE]) and an HSI with a 45% FTE Latino enrollment reported experiencing more racial microaggressions compared with those attending an HSI with 80% FTE Latino enrollment.

Gaudry-Lachet, A. (2019). **La carrière des enseignants en Europe**. Note d'information, (19.19). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/21/6/depp-ni-2019-19-19-carriere-enseignants-europe_1134216.pdf

Le troisième rapport du réseau Eurydice sur les enseignants publié en 2018, et relatif aux données institutionnelles de l'année scolaire 2016-2017, s'intitule Les carrières enseignantes en Europe : accès, progression et soutien. Dans le bilan qu'il fait de la profession enseignante en Europe, marquée par des problèmes de pénurie de personnels qualifiés dans certaines disciplines et certains territoires, il fait ressortir les tendances suivantes: en matière de gouvernance, le rôle d'employeur des enseignants est confié aux établissements scolaires dans plus d'un tiers des 43 systèmes éducatifs du réseau Eurydice; le statut d'enseignant «fonctionnaire», tout aussi répandu que celui de contractuel, est différemment défini selon les pays; une quotité annuelle de temps est définie pour la formation continue dans près de la moitié des systèmes éducatifs européens; la moitié des pays offrent à leurs enseignants des perspectives d'évolution professionnelle; des dispositifs d'évaluation divers sont conçus pour inciter les enseignants à faire preuve de performances professionnelles tout en leur fournissant un retour sur leurs pratiques.

Jarraud, F. (2019, juin 6). **Anglais : Les clés du succès ?** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/06062019Article636954028216282299.aspx>

Il y a des réformes qui marquent des points. Celle de l'enseignement des langues le faut au moins pour l'apprentissage de l'anglais. On le savait depuis la publication des premiers résultats de l'enquête CEDRE menée par la Depp (division des études du ministère) en 2017. La Depp publie un rapport complet qui donne à voir aussi bien les pratiques de classe et leur évolution que celles des élèves en dehors de la classe. Si le niveau progresse c'est bien que les enseignants ont fait évoluer leurs pratiques pédagogiques.

Jung, Y. J., Zimmerman, H. T., & Land, S. M. (2019). **Emerging and developing situational interest during children's tablet-mediated biology learning activities at a nature center**. *Science Education*, 103(4), 900-922. <https://doi.org/10.1002/sce.21514>

This study qualitatively investigated how children's situational interests were triggered and developed during the Tree Investigators project, an outdoor, tablet-mediated biology learning program. Utilizing a situative learning framework, we elucidate a comprehensive account of the children's expression and development of science-related situational interests. Video recordings of five dyads of children (aged 9–11) were collected during summer camp sessions at a nature center. Video-based analyses were conducted to identify patterns of the children's situational interest development while they learned about tree life cycles at the camp. Our analyses focused on how the children's interactions with the physical settings (e.g., mobile app, trees) and other people (e.g., peers) triggered and maintained situational interest in different ways. Our findings contribute to an understanding of the relationships between children's situational interests, cognitive and emotional engagements, and socio material interactions, especially in an outdoor, tablet-mediated education environment. In order to support children's situational interests, our findings suggest including tactile and open-ended activities, considering the different influences of the same resources to different children, and respecting diverse areas of interests within peers.

Roux-Baron, I., Cèbe, S., & Goigoux, R. (2017). **Évaluation des premiers effets d'un enseignement fondé sur l'outil didactique Narramus à l'école maternelle.** Revue française de pédagogie, 201(4), 83-104. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-83.htm>

Cette étude repose sur l'évaluation des effets d'un outil didactique novateur, Narramus, proposé à des enseignants de maternelle exerçant en réseau d'éducation prioritaire. Basé sur des lectures d'albums de la littérature de jeunesse, cet outil vise le développement de compétences langagières narratives en réception et en production. 78 classes de grande section et 87 de moyenne section sont réparties en trois groupes. Le premier (G1) met en œuvre Narramus et bénéficie de l'accompagnement de conseillers pédagogiques de circonscription. Le deuxième (G2) utilise Narramus sans accompagnement. Les enseignants qui composent le dernier (G3) visent les mêmes compétences et font étudier les mêmes albums mais sans l'aide de l'outil. La compréhension du langage écrit, les compétences narratives et les acquisitions lexicales de 990 élèves ont été mesurées à six reprises au cours de l'année. Les résultats montrent que ceux qui ont bénéficié de Narramus (G1 et G2) obtiennent, en moyenne, de meilleurs résultats que leurs camarades du groupe 3 sur l'ensemble des dimensions évaluées et que les différences se creusent au fil de l'année. En revanche les différences entre G1 et G2 ne sont pas significatives : l'effet de l'accompagnement n'est pas avéré.

Vilette, B., Fischer, J.-P., Sander, E., Sensevy, G., Quilio, S., & Richard, J.-F. (2017). **Peut-on améliorer l'enseignement et l'apprentissage de l'arithmétique au CP ? Le dispositif ACE.** Revue française de pédagogie, 201(4), 105-120. <https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-105.htm>

Cette recherche évalue les effets du dispositif d'enseignement ACE (Arithmétique et Compréhension à l'École élémentaire) mis en œuvre dans 58 classes expérimentales du cours préparatoire (éducation prioritaire et secteur ordinaire). Les résultats des évaluations en début et fin d'année scolaire mettent en évidence une amélioration plus marquée dans les classes expérimentales que dans les 49 classes témoins. Ils montrent aussi que cette amélioration profite davantage aux classes expérimentales prioritaires qu'à celles du secteur ordinaire. Ces effets ne semblent pas réductibles à des artefacts méthodologiques (effet Hawthorne, contenu des évaluations, mode de réponse) et permettent d'envisager le transfert des éléments essentiels de ce dispositif d'enseignement à une échelle plus large et à des niveaux scolaires supérieurs.

Formation continue

Billet, P. (2018). **E-learning en formation pour adulte : quelles conditions préalables au changement ?** Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02142418>

Notre recherche porte sur le rapport que les acteurs des organismes de formation pour adulte entretiennent au e-learning, en tant que dispensateurs. Alors que le marché et les attentes semblent propices, que les salariés (dans une moindre mesure les demandeurs d'emploi) se heurtent souvent à des contraintes de disponibilité, de mobilité, d'homogénéité, que les impératifs d'effectifs minimum à atteindre pour permettre (économiquement) la formation sont parfois difficiles à atteindre, que les acquis et objectifs de chacun – comme le sens personnel donné à l'effort – sont hétérogènes, que la réactivité de la réponse formation face à l'urgence

du besoin est une exigence de plus en plus attendue en Formation Professionnelle Continue, secteur fortement concurrencé, ses acteurs n'embrassent que trop timidement ce type de modalité. Ce phénomène de récusation apparaît pourtant en contradiction avec l'histoire, la mission et l'habitude d'innovation de ces mêmes organismes. Pour qui ce hiatus est préjudiciable, il nous revient d'en chercher les raisons : l'objectif de cette recherche est donc d'examiner les facteurs qui interviennent dans l'adoption ou le rejet du e-learning. L'approche théorique utilisée s'inscrit dans le cadre d'une équation du changement. Cinq hypothèses, comme autant d'exigences à satisfaire, sont investies, afin de comprendre, pour les opérateurs et pour les décideurs, quels obstacles expliquent cette situation. L'adhésion des apprenants n'est pas ici interrogée, même si bien entendu, cette donnée – exogène à notre recherche – est capitale pour le succès de cette modalité. Afin de ne pas être soumis à des organisations trop différentes, et pour se concentrer sur nos seules variables du changement, nous avons circonscrit notre recherche à une seule organisation, représentée nationalement, le réseau des GRETA (éducation nationale). Après une revue de littérature détaillée, une analyse qualitative de données est proposée pour tester les hypothèses sous-tendant l'engagement dans le e-learning. Notre recherche porte l'espoir de contribuer au développement de la connaissance scientifique quant aux pratiques et processus d'engagement dans la conception et l'animation d'une nouvelle modalité, en formation pour adulte.

Bywater, J. P., Chiu, J. L., Hong, J., & Sankaranarayanan, V. (2019). **The Teacher Responding Tool: Scaffolding the teacher practice of responding to student ideas in mathematics classrooms.** Computers & Education, 139, 16-30. <https://doi.org/10.1016/j.compedu.2019.05.004>

Research in teacher education highlights the importance of responding to student ideas. However, effectively noticing, interpreting, and then responding to students' mathematical ideas can be quite challenging for teachers as they try to balance multiple, competing goals in an authentic classroom setting. This study introduces the Teacher Responding Tool (TRT), and examines its role in scaffolding four high school teachers' responding practice. The TRT leverages natural language processing technology to provide teachers with automated, student-specific recommendations for how to respond to their student's ideas. By comparing teacher responding with and without the TRT recommendations, their interactions with the tool, their think-aloud data, and their post-project interviews, results demonstrate that the TRT recommendations helped teachers notice and respond to nuances in the mathematical ideas of their students. Implications for teaching and learning, responding tool development, and teacher professional development are discussed.

CEDEFOP. (2019a). **Apprenticeship review: Croatia.** Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/4173_en.pdf

The review took place between January 2017 and June 2018 at the request of the Ministry of Science and Education of Croatia. It examined the unified model of education (jedinstveni model obrazovanja) three-year programmes for trades and crafts (CROQF level 4.1). The report presents key findings and suggestions for action to improve and further develop the model in line with the curriculum reform and labour market needs.

CEDEFOP. (2019b). **Briefing note - Qualifications frameworks in Europe.** Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/9139_en.pdf

European Centre for the Development of Vocational Training

CEDEFOP. (2019c). *Online job vacancies and skills analysis*. Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/4172_en.pdf

Over recent decades, online job portals have become important recruitment and job search tools. Beyond assisting skills matching, the job vacancies these portals gather can also be used to analyse labour market trends in real time, generating evidence that can inform education and training policies and help ensure that people's skills meet the needs of rapidly changing workplaces.

CEDEFOP. (2019d). *Prévenir l'obsolescence des compétences grâce à l'éducation et la formation tout au long de la vie. Note d'information*, 6. <https://doi.org/10.2801/280482>

En 2017, 15,7 % des jeunes Européens peu qualifiés âgés de 15 à 29 ans ne travaillaient pas et ne suivaient pas d'études ni de formation (NEET), contre 9,6 % pour leurs homologues plus instruits. Au cours de la même année, le taux de chômage des adultes peu qualifiés en âge de travailler (25 à 64 ans) s'élevait à 13,9 % dans l'UE-28, alors que celui de leurs homologues hautement qualifiés était de 4,2 %

CEDEFOP. (2019e). *Skills for green jobs: 2018 update*. Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/3078_en.pdf

In 2010 Cedefop collaborated with the International Labour Organization and reviewed the state of play regarding 'green skills' and 'green jobs' in six EU countries (Denmark, Germany, Spain, Estonia, France and the UK). A European synthesis report built on the six country reports.

CEDEFOP. (2019f). *Spotlight on VET – 2018 compilation*. Consulté à l'adresse CEDEFOP website: <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>

While countries share goals and challenges, their VET systems are diverse, shaped by socioeconomic contexts and traditions. Information on VET's main features, its role and status, are a prerequisite to understanding developments and learning from another country.

CEDEFOP. (2019g). *The changing nature and role of vocational education and training in Europe. Volume 6*. Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/5570_en.pdf

Building on detailed national case studies, the report demonstrates the expansion and diversification of vocationally oriented education and training offered at higher levels in European countries and the variations in how countries use the higher levels: there is evidence for strengthening vocational principles at higher levels in various ways as well as for strengthening academic principles.

CEDEFOP. (2019h). *The online job vacancy market in the EU*. Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/5572_en.pdf

With the project Real-time labour market information on skill requirements: setting up the EU system for online vacancy analysis, Cedefop is using online job vacancies to develop real-time labour market and skills intelligence in the EU.

CEDEFOP. (2019i). *Vocational education and training in Romania*. Consulté à l'adresse CEDEFOP website: https://www.cedefop.europa.eu/files/4171_en.pdf

Romanian VET offers diverse paths for learners. It comprises professional and technological programmes, regularly updated to combat low participation in lifelong learning and early leaving from education and training.

Gaudry-Lachet, A. (2019). **La carrière des enseignants en Europe**. Note d'information, (19.19). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/21/6/depp-ni-2019-19-19-carriere-enseignants-europe_1134216.pdf

Le troisième rapport du réseau Eurydice sur les enseignants publié en 2018, et relatif aux données institutionnelles de l'année scolaire 2016-2017, s'intitule Les carrières enseignantes en Europe : accès, progression et soutien. Dans le bilan qu'il fait de la profession enseignante en Europe, marquée par des problèmes de pénurie de personnels qualifiés dans certaines disciplines et certains territoires, il fait ressortir les tendances suivantes: en matière de gouvernance, le rôle d'employeur des enseignants est confié aux établissements scolaires dans plus d'un tiers des 43 systèmes éducatifs du réseau Eurydice; le statut d'enseignant «fonctionnaire», tout aussi répandu que celui de contractuel, est différemment défini selon les pays; une quotité annuelle de temps est définie pour la formation continue dans près de la moitié des systèmes éducatifs européens; la moitié des pays offrent à leurs enseignants des perspectives d'évolution professionnelle; des dispositifs d'évaluation divers sont conçus pour inciter les enseignants à faire preuve de performances professionnelles tout en leur fournissant un retour sur leurs pratiques.

Hart, S. L., Steinheider, B., & Hoffmeister, V. E. (2019). **Team-based learning and training transfer: a case study of training for the implementation of enterprise resources planning software**. International Journal of Training and Development, 23(2), 135-152. <https://doi.org/10.1111/ijtd.12150>

While traditional models of training such as behavioral modeling (BMT) have been found to enhance training transfer, research suggests that more active learning strategies such as error management (EMT) and team-based learning (TBL) may be more effective. This paper analyzes BMT, EMT and TBL strategies to train employees on new enterprise resources planning (ERP) software and discusses which training leads to successful procedural and declarative knowledge transfer, knowledge retention and application, and tangible business outcomes. TBL was predicted to be the most effective training type, as it models several components needed to use ERP software in the actual job setting. Overall and procedural knowledge as well as knowledge application scores improved most for TBL participants, while declarative knowledge improved the most in the EMT condition. During training, all conditions showed significant improvement in knowledge application; however, the TBL condition showed the highest knowledge application gains. This paper discusses the elements of TBL that support its use as an effective strategy to increase knowledge transfer in an organizational context.

Li, J., Wiemann, K., Shi, W., Wang, Y., & Pilz, M. (2019). **Vocational education and training in Chinese and German companies in China: a 'home international' comparison**. International Journal of Training and Development, 23(2), 153-168. <https://doi.org/10.1111/ijtd.12151>

China is currently focusing strongly on developing its vocational education and training system, and Germany is an important partner in this process: many German companies operate major manufacturing sites in China and need highly skilled employees. So do German companies in China continue to meet their training needs through the familiar German model of vocational education and training (or a similar model)? Or does their model for training production staff

more closely resemble the Chinese model? To date, there have been few research studies in this area. This article aims to fill the gap with a 'home international' comparison of the training strategies of Chinese and German companies in China. Theory-driven semi-structured interviews were conducted with managers of human resources departments in 11 Chinese companies and 11 subsidiaries of German companies in China. Transcripts of these interviews were then subjected to textual analysis to systematize the findings and extract data. The findings demonstrate both similarities and differences between the Chinese and the German companies, particularly in terms of the links between the national training system, the national labour market and the social setting.

Lourenco, D., & Ferreira, A. I. (2019). **Self-regulated learning and training effectiveness.** *International Journal of Training and Development*, 23(2), 117-134.
<https://doi.org/10.1111/ijtd.12149>

In recent years, training has shifted towards a more learner-centred perspective. At the same time, rapidly changing workplaces emphasize the importance of self-regulatory processes in the workplace. In the light of these trends, this research investigates the role of self-regulated learning in training effectiveness. A theoretical model in which self-regulated learning plays a central role in training evaluation was developed and validated using the structural equation method with a sample of 137 individuals. The results indicate that self-regulated learning mediates the relationship between training climate and both transfer motivation and training evaluation. These findings indicate that the concept of self-regulated learning plays a key role in the relationship between training context variables and organizational outcomes and offer new insights into the way organizations can improve training effectiveness.

Smith, E., Callan, V., Tuck, J., & Smith, A. (2019). **Employer training in Australia: current practices and concerns.** *International Journal of Training and Development*, 23(2), 169-183.
<https://doi.org/10.1111/ijtd.12152>

This paper presents and analyses results from a research project on current trends in employer training in Australia. While the formal vocational education and training (VET) system is well-researched, the everyday training that happens in workplaces is relatively under-researched in Australia. Using some of the results of an employer survey undertaken in 2015, the paper describes and analyses employer-based training across a range of industry areas. The survey included groups of questions on a range of matters, including the reasons why employers train, and how these relate to employers' perceptions of their operating environment, and the structures they have in place to manage and organize training. Detailed data are provided about three specific forms of training: in-house training and learning; the use that employers make of external providers of training; and employers' use of nationally recognised training – training from the VET system. Finally the paper reports what managers said about the barriers to providing more training. The paper analyses the findings in relation to the literature and also identified changes over time in training practices in Australian companies. Implications for training policy and practice, as well as for future research, are identified.

Insertion professionnelle

Perez-Roux, T., Deltand, M., Duchesne, C., & Masdonati, J. (2019). *Parcours, transitions professionnelles et constructions identitaires*. Consulté à l'adresse <https://www.pulm.fr/index.php/9782367813226.html>

Les parcours de formation et professionnels contemporains sont marqués par une complexification des transitions, qui, à leur tour, comportent des réajustements identitaires parfois laborieux. Mobilisant des approches plurielles et s'appuyant sur des recherches conduites en Belgique, au Canada, en France et en Suisse, les douze chapitres réunis dans cet ouvrage proposent des clés de compréhension de ces parcours et transitions. Ils portent une attention particulière à leurs effets sur la construction identitaire de sujets aux prises avec des structures institutionnelles et organisationnelles qui canalisent leur action. Ils ouvrent ainsi des pistes de réflexion et d'action pour la formation et pour l'accompagnement de l'individu dans différents types de transitions, qu'il s'agisse de reconversions professionnelles plus ou moins volontaires, d'insertions dans le marché du travail à l'issue d'une formation professionnelle ou supérieure, de l'entrée dans la profession d'enseignant ou de formateur, ou encore de transitions professionnelles émanant d'un parcours migratoire. Cet ouvrage s'adresse à un large lectorat intéressé par cette thématique et, plus spécifiquement, aux chercheurs qui analysent ces processus ainsi qu'aux formateurs qui interviennent auprès d'acteurs inscrits dans des dynamiques de changement.

Marché du travail

Mironova, E., & Villaume, S. (2019). **Forte croissance du nombre de travailleurs frontaliers vers la Suisse et le Luxembourg.** INSEE Première, (1755). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/version-html/4164642/jp1755.pdf>

En 2015, plus de 360 000 habitants des zones frontalières françaises travaillent dans un pays limitrophe, à proximité de la frontière. Entre 2010 et 2015, dans les territoires frontaliers de l'Hexagone, l'emploi évolue de façon globalement plus favorable à l'étranger qu'en France, sauf en Espagne et en Italie. Le dynamisme économique des pays voisins tels que le Luxembourg, la Suisse et Monaco, ainsi que les salaires offerts, incitent les actifs résidant en France près des frontières à aller y travailler. Dans ces pays, la part de frontaliers venant de France dans l'emploi est élevée à proximité des frontières (28 % dans le canton de Genève par exemple). Malgré une croissance de l'emploi en Allemagne et en Belgique, les flux de travailleurs frontaliers vers ces pays, davantage tournés vers les secteurs industriels, sont moins nombreux. Ils diminuent vers l'outre-Rhin. Certaines zones frontalières françaises attirent des résidents, grâce au possible travail frontalier. Mais elles bénéficient rarement de retombées positives sur l'emploi, hormis celles situées autour du lac Léman.

Métiers de l'éducation

Agostino, A. d', Baghioni, L., Gayraud, L., Legay, A., & Valette-Wursten, A. (2019). **Le conseil en évolution professionnelle, un nouveau métier?** Céreq Bref, (377). Consulté à l'adresse <http://www.cereq.fr/publications/Cereq-Bref/Le-conseil-en-evolution-professionnelle-un-nouveau-metier>

Avec le conseil en évolution professionnelle (CEP), il ne s'agit plus de prescrire un parcours, mais d'aider la personne à élaborer son projet professionnel en cherchant à développer son autonomie. Mis en œuvre de manière diverse par les acteurs de terrain, le CEP a généré un consensus autour de la posture professionnelle à adopter et une intensification des échanges entre conseillers d'une même structure locale.

Etienne, R., Annoot, E., & Biaudet, P. (2018). *Les enseignants-chercheurs débutants en France : l'urgence de la pédagogie*. Consulté à l'adresse <https://hal.umontpellier.fr/hal-02151941>

Issu de trois recherches interlaboratoires sur la professionnalisation (Wittorski, 2007) financées par la région Haute-Normandie (Adé & Piot, 2014) et présentées dans cet ouvrage, ce chapitre traite de celle qui a été consacrée à l'enseignement supérieur. De rapides évolutions marquent l'adaptation de l'enseignement supérieur à l'internationalisation des formations universitaires. Le changement prend des formes inattendues et on ne sait que peu de choses sur la manière dont les enseignants-chercheurs (EC) développent leurs compétences et leurs pratiques d'enseignement (Betton, Rodriguez & Ullmann, 2010 ; Faure, Soulié & Millet, 2005 ; Annoot & Cosnefroy, 2016). Une fois étudié l'impact de ce contexte sur leurs premiers pas dans l'enseignement, nous développerons nos questions de recherche : quel regard les enseignants débutant dans le supérieur 4 portent-ils sur eux-mêmes dans leurs activités d'enseignement ? Quel parcours ont-ils suivi pour développer leurs compétences et leur expérience d'enseignants ? Qu'est-ce qui les met en mouvement ? Quel prochain changement comptent-ils introduire dans leur pratique pédagogique ? Pour traiter cette problématique du « devenir enseignant du supérieur », notre réflexion méthodologique nous a entraînés vers la réalisation dix entretiens semi-directifs menés par trois chercheurs.

Gaudry-Lachet, A. (2019). **La carrière des enseignants en Europe**. Note d'information, (19.19). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/21/6/depp-ni-2019-19-19-carriere-enseignants-europe_1134216.pdf

Le troisième rapport du réseau Eurydice sur les enseignants publié en 2018, et relatif aux données institutionnelles de l'année scolaire 2016-2017, s'intitule Les carrières enseignantes en Europe : accès, progression et soutien. Dans le bilan qu'il fait de la profession enseignante en Europe, marquée par des problèmes de pénurie de personnels qualifiés dans certaines disciplines et certains territoires, il fait ressortir les tendances suivantes : en matière de gouvernance, le rôle d'employeur des enseignants est confié aux établissements scolaires dans plus d'un tiers des 43 systèmes éducatifs du réseau Eurydice ; le statut d'enseignant « fonctionnaire », tout aussi répandu que celui de contractuel, est différemment défini selon les pays ; une quotité annuelle de temps est définie pour la formation continue dans près de la moitié des systèmes éducatifs européens ; la moitié des pays offrent à leurs enseignants des perspectives d'évolution professionnelle ; des dispositifs d'évaluation divers sont conçus pour inciter les enseignants à faire preuve de performances professionnelles tout en leur fournissant un retour sur leurs pratiques.

Gaussel, M., Gibert, A.-F., Joubaire, C., & Rey, O. (2017). **Quelles définitions du passeur en éducation ?** *Revue française de pédagogie*, 201(4), 35-39. Cet article analyse l'histoire de l'usage du terme « passeur » en éducation, et met en lumière les différentes définitions de ce mot en France, en particulier en examinant ce qu'il doit au concept anglo-saxon de knowledge brokering. Il propose d'identifier trois compétences spécifiques au rôle de passeur : savoir identifier des travaux de recherche, savoir lire la complexité d'une situation éducative, et savoir discerner les recherches mobilisables pour répondre au caractère holistique d'une situation éducative. Enfin, il pose la question des structures pertinentes pour développer une culture de médiation, en prenant appui sur celles qui existent en dehors de la France.

Guiberteau, V., & Marlat, D. (2019). **Les effectifs en ESPE en 2018-2019.** Note Flash du SIES, (9), 2 p.

http://cache.media.enseignementsup-recherche.gouv.fr/file/2019/47/9/NF201909ESPE_1132479.pdf

En 2018-2019, les Écoles supérieures du professorat et de l'éducation (ESPE) comptent 65 600 étudiants. Les effectifs baissent pour la première fois depuis la création de cette formation en 2013 : -3,4 % par rapport à 2017-2018 après une stabilité l'an passé. La baisse est plus prononcée en 2ème année (29 700 inscriptions, -5 %) qu'en 1ère année (35 900 inscriptions, -1,3 %). Parmi les étudiants en MEEF, plus de huit sur 10 ont obtenu un baccalauréat général. Le taux de féminisation atteint 72%.

Jarraud, F. (2019, juin 5). **Carrière des enseignants : Osons la comparaison européenne..** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/05062019Article636953157730271543.aspx>

C'est une Note très originale que la Depp, division des études du ministère, publie le 4 juin. Elle est consacrée à « la carrière des enseignants en Europe ». Nous n'avons pas retrouvé de Note antérieure sur ce sujet à la Depp alors même que la source, une étude européenne d'Eurydice, en est à sa troisième publication. Cet intérêt soudain pour la situation des enseignants dans les autres pays européens renvoie aussi aux politiques françaises...

Jarraud, F. (2019, juin 11). **Bilan social : Explosion des non titulaires et des démissions.** Consulté 14 juin 2019, à l'adresse La publication du Bilan social de l'éducation nationale répercute avec un peu de retard les évolutions liées à la politique gouvernementale. Néanmoins, le Bilan 2019 souligne des orientation cohérentes avec la loi de transformation de la Fonction publique : la montée des contractuels et les départs « volontaires » des enseignants. Cette année comme les années précédentes l'éducation nationale n'évite ni les inégalités salariales ni celle de genre. website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/11062019Article636958340215971850.aspx>

Kier, M. W., & Chen, J. A. (2019). **Kindling the fire: Fueling preservice science teachers' interest to teach in high-needs schools.** *Science Education*, 103(4), 875-899. <https://doi.org/10.1002/sce.21520>

This study applies psychological models of interest and motivation (i.e., a model of interest-development and self-determination theory) to the experiences of six preservice science

Noyce scholars who participated in a teacher preparation program. The National Science Foundation's Noyce grant aims to incentivize mathematics and science majors to teach in high-needs school districts. Through this interview study, we sought to understand how Noyce scholars' pre-existing interests and their experiences in the Noyce program interact to develop individual commitments to teach in high-needs school settings. Case studies reveal that scholars had no prior experiences in high-needs schools, abstract ideas about teachers, students, and resources in these contexts, and varying degrees of initial connectedness to teaching in high-needs school settings. Scholars found that site visits to diverse high-needs schools (i.e., rural and urban) triggered their interest to teach in similar contexts. Preservice science teachers' emerging interest and level of commitment to teaching in high-needs schools following the teacher preparation program was dependent upon context-specific mastery experiences and autonomy within their long-term clinical field experience. This study offers implications for teacher educators who are recruiting and preparing students to teach in high-needs school contexts.

Monod-Ansaldi, R., Prieur, M., Joseph, B., Meslin, B., Lermigeaux-Sarrade, I., & Thiboud, S. (2017). **Les fonctions de passeur à l'épreuve de l'expérimentation au sein de l'institut Carnot de l'Éducation.** Revue française de pédagogie, 201(4), 61-70.

<https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-61.htm>

L'Institut Carnot de l'Éducation Auvergne-Rhône-Alpes (ICÉ-AuRA) réalise un travail de médiation entre les laboratoires de recherche et les acteurs de l'Éducation nationale engagés dans des projets. Pour mener à bien cette mission, l'ICÉ-AuRA s'appuie sur une équipe de passeurs, qui structurent et facilitent les liens entre les acteurs de ces institutions. L'objet de cet article est d'explorer le rôle des passeurs, entre tâche prescrite et activité réelle, afin de mieux définir cette fonction et d'identifier les conditions de sa mise en œuvre à l'interface entre recherche et éducation.

Pasquier, F. (2019). **Évolution des structures sociales et conséquences sur les métiers de l'enseignement.** Empan, 113(1), 101. <https://doi.org/10.3917/empa.113.0101>

Cet article vise à établir un lien entre l'évolution tendancielle des sociétés occidentales, celle des systèmes éducatifs et celle des personnels d'éducation. Faut-il y voir un ensemble de charges ou bien une force au service du développement individuel et collectif ? Et dans quelles conditions ? Après un rappel historique des conditions de formation et de titularisation des personnels, sont présentées tendances, études et expérimentations actuelles en Europe et dans le monde. Une redéfinition des structures éducatives au travers des modalités de la fonction enseignante (formation, recrutement) et des structures éducatives (établissements, pilotage) est possible. Elle dépendra de l'orientation des choix des nations dans les objectifs et les ressources assignés à ces missions.

Pelletier, L., Bardy, M.-L., Chizat, M.-H., Pedro, C., & Salvan, A. (2019). **The "classe passerelle" in Reunion island or how to develop the sense of belonging in collective cross-professional space?** La Nouvelle Revue - Éducation et Société Inclusives, 85, 121-140.

[http://inshea.fr/fr/content/vers-une-soci%C3%A9t%C3%A6-inclusive%E2%80%89-diversit%C3%A9s-de-formations-et-de-pratiques-innovantes](http://inshea.fr/fr/content/vers-une-soci%C3%A9t%C3%A9-inclusive%E2%80%89-diversit%C3%A9s-de-formations-et-de-pratiques-innovantes)

Dans le paysage éducatif français, la Classe passerelle (CP) est un dispositif original qui accueille des enfants de 2-3 ans avec leurs parents. Selon une logique inclusive, notre ambition est d'identifier des leviers susceptibles de développer le sentiment d'appartenance dans cet

espace intermétiers (enseignant, Atsem, EJE, parents, enfant...) et repérer des freins à la construction du collectif parents-école. Pour cette étude, nous avons utilisé une triangulation méthodologique (observations en classe puis en réunion, entrevue de groupe) puis procédé à une analyse combinant les résultats de 6 CP observées dans l'académie de La Réunion. Les résultats dévoilent deux facteurs susceptibles de favoriser la participation des acteurs et d'augmenter leur sentiment d'appartenance (leadership inclusif et reconnaissance) et l'idée d'une communauté apprenante.

Prouteau, D. (2019). **Les personnels de l'Éducation nationale en 2017-2018.** Note d'information, (19.18). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/19/4/depp-ni-2019-19-18-Les-personnels-de-Education-nationale-2017-2018_1134194.pdf

En 2017-2018, 1,1 million de personnes sont rémunérées au titre de l'Éducation nationale : près de 902 000 enseignants dans les secteurs public et privé sous contrat et 231 400 personnels non enseignants dans les écoles et les établissements scolaires du secteur public, les services déconcentrés et l'administration centrale du ministère de l'Éducation nationale et de la Jeunesse, au titre de l'enseignement scolaire. Les effectifs des personnels augmentent de 2,1 % entre 2016-2017 et 2017-2018, principalement en raison de la forte croissance du nombre d'accompagnants d'élèves en situation de handicap (+ 35,7 %) et d'enseignants non titulaires du secteur public (+ 11,8 %). Pour les enseignants titulaires, le nombre d'admis aux concours demeure supérieur à celui des départs en retraite. Depuis 2010, la part de femmes parmi les personnels de l'Éducation nationale augmente, mais moins rapidement chez les enseignants (+ 1,2 point) que chez les non-enseignants (+ 3,1 points).

Prouteau, D. (s. d.). **Bilan social du ministère de l'Éducation nationale et de la Jeunesse 2017-2018 - Enseignement scolaire.** Consulté à l'adresse https://cache.media.education.gouv.fr/file/2017-2018/03/9/depp-2019-Bilan-social-2018-ministere-de-l-Education-nationale-et-de-la-Jeunesse-Enseignement-scolaire_1134039.pdf

Le Bilan social national de l'enseignement scolaire dresse un panorama de l'ensemble des personnels enseignants et non enseignants du ministère de l'Éducation nationale au cours de l'année 2017-2018. Il présente des indicateurs dans divers domaines : effectifs et caractéristiques des agents, recrutement, rémunération, carrières, conditions de travail, retraite, etc. À partir d'informations statistiques objectives, le Bilan social offre une vision à la fois globale et détaillée du potentiel humain du ministère. Il vise à nourrir la réflexion des acteurs du système éducatif et de la fonction publique comme celle du grand public.

Numérique et éducation

Albano, A. D., Cai, L., Lease, E. M., & McConnell, S. R. (2019). **Computerized Adaptive Testing in Early Education: Exploring the Impact of Item Position Effects on Ability Estimation.** *Journal of Educational Measurement*, 56(2), 437-451. <https://doi.org/10.1111/jedm.12215>

Studies have shown that item difficulty can vary significantly based on the context of an item within a test form. In particular, item position may be associated with practice and fatigue effects that influence item parameter estimation. The purpose of this research was to examine the relevance of item position specifically for assessments used in early education, an area of testing that has received relatively limited psychometric attention. In an initial study, multilevel item response models fit to data from an early literacy measure revealed statistically significant

increases in difficulty for items appearing later in a 20-item form. The estimated linear change in logits for an increase of 1 in position was .024, resulting in a predicted change of .46 logits for a shift from the beginning to the end of the form. A subsequent simulation study examined impacts of item position effects on person ability estimation within computerized adaptive testing. Implications and recommendations for practice are discussed.

Altıok, S., Başer, Z., & Yükseltürk, E. (2019). Enhancing metacognitive awareness of undergraduates through using an e-educational video environment. *Computers & Education*, 139, 129-145. <https://doi.org/10.1016/j.compedu.2019.05.010>

Video portfolios provide students with opportunities of self-monitoring, evaluating and reflecting on their own performance, and receiving feedback from others such as their peers and teachers. However, the literature was lacking an investigation of the extent to which video portfolios might contribute to developing students' metacognitive awareness level in foreign language learning. Therefore, this study aimed to understand the potential effects of using an e-educational video portfolio environment supported with Kinect technology on enhancing students' metacognitive awareness level in foreign language learning. In order to achieve this goal, a pre-test/post-test quasi-experimental study was conducted at a state university located in Central Turkey. In total, eighty-five students took part in the study. The students had been divided into two sections at the beginning of the academic year. There were 42 students in Section 1, 43 students in Section 2. For the purposes of the study, the sections were randomly identified as the control and experimental group. The same curriculum was taught to both groups by the same instructor; however, the experimental group followed a video portfolio-integrated course supported with Kinect technology in face-to-face learning environment for 7 weeks in the second half of the semester whilst the control group continued the usual methods. The data was gathered by means of a Metacognitive Awareness Inventory (MAI), which is a five-point likert scale, and three focus group interviews. The results showed that using an e-educational video portfolio environment enhanced students' metacognitive awareness level and supported foreign language learning process effectively.

Billet, P. (2018). *E-learning en formation pour adulte: quelles conditions préalables au changement?* Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02142418>

Notre recherche porte sur le rapport que les acteurs des organismes de formation pour adulte entretiennent au e-learning, en tant que dispensateurs. Alors que le marché et les attentes semblent propices, que les salariés (dans une moindre mesure les demandeurs d'emploi) se heurtent souvent à des contraintes de disponibilité, de mobilité, d'homogénéité, que les impératifs d'effectifs minimum à atteindre pour permettre (économiquement) la formation sont parfois difficiles à atteindre, que les acquis et objectifs de chacun – comme le sens personnel donné à l'effort – sont hétérogènes, que la réactivité de la réponse formation face à l'urgence du besoin est une exigence de plus en plus attendue en Formation Professionnelle Continue, secteur fortement concurrencé, ses acteurs n'embrassent que trop timidement ce type de modalité. Ce phénomène de récusation apparaît pourtant en contradiction avec l'histoire, la mission et l'habitude d'innovation de ces mêmes organismes. Pour qui ce hiatus est préjudiciable, il nous revient d'en chercher les raisons : l'objectif de cette recherche est donc d'examiner les facteurs qui interviennent dans l'adoption ou le rejet du e-learning. L'approche théorique utilisée s'inscrit dans le cadre d'une équation du changement. Cinq hypothèses, comme autant d'exigences à satisfaire, sont investies, afin de comprendre, pour les opérateurs et pour les décideurs, quels obstacles expliquent cette situation. L'adhésion des apprenants

n'est pas ici interrogée, même si bien entendu, cette donnée – exogène à notre recherche – est capitale pour le succès de cette modalité. Afin de ne pas être soumis à des organisations trop différentes, et pour se concentrer sur nos seules variables du changement, nous avons circonscrit notre recherche à une seule organisation, représentée nationalement, le réseau des GRETA (éducation nationale). Après une revue de littérature détaillée, une analyse qualitative de données est proposée pour tester les hypothèses sous-tendant l'engagement dans le e-learning. Notre recherche porte l'espoir de contribuer au développement de la connaissance scientifique quant aux pratiques et processus d'engagement dans la conception et l'animation d'une nouvelle modalité, en formation pour adulte.

Bouchet, F., & Bachelet, R. (2019a). **Socializing on MOOCs: comparing university and self-enrolled students**. In M. Calise, C. D. Kloos, J. Reich, J. A. Ruiperez-Valiente, & M. Wirsing (Ed.), *6th European MOOCs Stakeholders Summit (EMOOCs 2019)* (p. 31-36). https://doi.org/10.1007/978-3-030-19875-6_4

MOOCs are becoming more and more integrated in the higher education landscape of learning, with many institutions now pushing their students towards MOOC as part of their curriculum. But what does it mean for other MOOC learners? Are these students socializing the same way when they have an easier possibility to interact with classmates offline? Is the fact that they do not personally choose to enroll in a MOOC also having an effect? In this paper, we compare university-enrolled students to other MOOC participants and in particular other self-enrolled students, to examine how and why they socialize on and around the MOOC. Using data from two French MOOCs in project management, we show that university-enrolled students are less attracted by forums and seem to interact less than others when the workload increases , which could lead to misleading conclusions when analyzing data. We therefore encourage MOOC researchers to be particularly mindful of this new trend when performing social network analyses.

Bouchet, F., & Bachelet, R. (2019b). **Socializing on MOOCs: comparing university and self-enrolled students**. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02138741v2/document>

MOOCs are becoming more and more integrated in the higher education landscape of learning, with many institutions now pushing their students towards MOOC as part of their curriculum. But what does it mean for other MOOC learners? Are these students socializing the same way when they have an easier possibility to interact with classmates offline? Is the fact that they do not personally choose to enroll in a MOOC also having an effect? In this paper, we compare university-enrolled students to other MOOC participants and in particular other self-enrolled students, to examine how and why they socialize on and around the MOOC. Using data from two French MOOCs in project management, we show that university-enrolled students are less attracted by forums and seem to interact less than others when the workload increases, which could lead to misleading conclusions when analyzing data. We therefore encourage MOOC researchers to be particularly mindful of this new trend when performing social network analyses .

Bouwmeester, R. A. M., de Kleijn, R. A. M., van den Berg, I. E. T., ten Cate, O. Th. J., van Rijen, H. V. M., & Westerveld, H. E. (2019). **Flipping the medical classroom: Effect on workload, interactivity, motivation and retention of knowledge**. *Computers & Education*, 139, 118-128. <https://doi.org/10.1016/j.compedu.2019.05.002>

Engagement with homework assignments is important to be able to actively process content during in-class activities in flipped classroom education. Active engagement with the content is assumed to promote deeper understanding and to improve retention of knowledge. This comparative case study aims to explore student workload during homework activities and examines in-class activities next to student motivation and their retention of knowledge in both traditional education and flipped classrooms. This quasi-experimental study was conducted in a Hematology and Oncology course, which is scheduled in the second year of medical education, in Utrecht, the Netherlands. Students' self-reported study time in traditional classrooms (2014) and flipped classrooms (2015) were measured during one course with a daily online questionnaire and in-class activities were explored using an observation scheme and audio recordings. Cognitive evaluation theory was used to investigate student motivation by measuring perceived autonomy and competence (self-efficacy) of students at the end of the course. Knowledge retention and self-efficacy were (again) measured after 10 months. The in-class observations suggested more interactivity in flipped classrooms. All participating students reported similar workload during the course, whereas exam preparation after flipped classrooms was significantly less time consuming. Students in flipped classrooms reported higher scores for self-efficacy, whereas perceived autonomy was comparable to students learning in traditional classrooms. Ten months after the course, retention of knowledge and self-efficacy scores showed no difference. This study indicated that flipped classroom education required less time investment when preparing for the end-of-course exam and students perceived higher self-efficacy, which is relevant in the light of student stress and burn-out. However, comparison of long-term measurements (retention of knowledge and self-efficacy) showed similar outcomes for students in traditional classrooms and flipped classrooms. It would be interesting to learn whether students trained in flipped classroom education turn out to be better problem solvers in their future careers. For example, if the students in this study are better able to handle patient cases during their clinical rotations.

Bywater, J. P., Chiu, J. L., Hong, J., & Sankaranarayanan, V. (2019). **The Teacher Responding Tool: Scaffolding the teacher practice of responding to student ideas in mathematics classrooms.** Computers & Education, 139, 16-30. <https://doi.org/10.1016/j.compedu.2019.05.004>
Research in teacher education highlights the importance of responding to student ideas. However, effectively noticing, interpreting, and then responding to students' mathematical ideas can be quite challenging for teachers as they try to balance multiple, competing goals in an authentic classroom setting. This study introduces the Teacher Responding Tool (TRT), and examines its role in scaffolding four high school teachers' responding practice. The TRT leverages natural language processing technology to provide teachers with automated, student-specific recommendations for how to respond to their student's ideas. By comparing teacher responding with and without the TRT recommendations, their interactions with the tool, their think-aloud data, and their post-project interviews, results demonstrate that the TRT recommendations helped teachers notice and respond to nuances in the mathematical ideas of their students. Implications for teaching and learning, responding tool development, and teacher professional development are discussed.

Chang, C.-T., Tu, C.-S., & Hajiyev, J. (2019). **Integrating academic type of social media activity with perceived academic performance: A role of task-related and non-task-related compulsive Internet use.** Computers & Education, 139, 157-172. <https://doi.org/10.1016/j.compedu.2019.05.011>

The use of social media and compulsive Internet use among university students has become debatable concern due to both positive and negative effects on academic performance. Yet, little is known about how students' task-on and task-off Internet, as well as social media use, may influence their perceived academic performance. This study differentiates task-related and non-task-related compulsive Internet use and utilizes academic type of social media activity that predicts perceived academic performance with inclusion of task value as external variable and academic motivation as moderator. The SEM analysis of data collected from 489 Turkish students shows that academic type of social media activity and task-related compulsive Internet use positively impact perceived academic performance, while non-task-related compulsive Internet use negatively influences perceived academic performance. Perceived academic performance positively predicts task-related compulsive Internet use of students with a moderation effect of academic motivation. Another interesting finding is that perceived task value positively influences perceived academic performance in the context of non-task-related compulsive Internet use but not task-related compulsive Internet use, which is explained to the extent that the type of Internet use defines whether students value the process of learning (e.g., online searching of study materials, resources, academic contents) or the outcome (e.g., academic grades) mostly. Findings can help educators to lead the students to appropriately use Internet and social media for academic purpose. Because, academic motivation can significantly contribute to students' use of Internet for academic purpose regardless of their need for relief, comfort in case of bad academic performance and grades.

Conde, J. (2018). *Logiques d'utilisation des MOOC en entreprise au prisme des capacités*. Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02153573>

Encouragés voire financés par la commission européenne et par les pouvoirs publics français, les MOOC, en tant que formations flexibles, accessibles à tous et potentiellement certifiantes, font figure de réponse idéale aux injonctions à la formation permanente, portées par les politiques de « flexisécurité » en Europe. En court-circuitant les instances historiques de la formation professionnelle en France, les plates-formes de MOOC facilitent l'accès à la formation et apparaissent comme un moyen pour l'individu d'exprimer sa « liberté » dans « le choix de son avenir professionnel », objectifs affichés des dernières réformes de la formation professionnelle. Mais faute de régulation collective, d'encadrement pédagogique et juridique, le risque est grand de voir l'exercice de ces libertés réservé aux individus les plus autonomes, qui sont également les mieux dotés d'un point de vue sociologique, et ce notamment dans l'entreprise. À partir de l'approche par les capacités d'A.Sen, cette thèse identifie les facteurs favorisant ou entravant l'accès, le suivi et la conversion des MOOC en pouvoir d'agir réel pour les salariés. Pour y parvenir, a été mise en œuvre une méthodologie mixte fondée sur des enquêtes incluant observations de terrain et entretiens semi-directifs, auprès de participants et de décideurs de la formation dans l'entreprise. Elle met, d'une part, en évidence le fait que les utilisations de MOOC dans les entreprises font l'objet d'importantes inégalités socioindividuelles et, d'autre part, que leur caractère informel tend à renforcer la position de l'employeur dans les négociations conduisant à la répartition des responsabilités relatives à la formation des salariés. Nous proposons, enfin, une typologie des configurations d'utilisation des MOOC. Cette recherche montre que malgré le caractère récent et non institué du phénomène, il est d'ores et déjà possible de distinguer plusieurs logiques typiques, plus ou moins capacitantes, d'utilisation des MOOC dans les entreprises.

Devauchelle, B. (2019, juin 14). **Un cadre de référence pour le numérique ?** Consulté 14 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/14062019Article636960938933162018.aspx>

On peut s'interroger sur l'absence d'orientations claires dans le domaine du numérique en éducation depuis quelques années. Même si la place donnée au code, dès l'école primaire ainsi que la mise en place d'un enseignement en classe de seconde et la création d'une filière de formation informatique en première et terminale semblent indiquer que certains choix ont été faits. Même si un plan numérique d'équipement massif avait été mis en place à partir de 2015, puis abandonné. L'impulsion déclarée en 2013 par le ministre de l'époque se voulait une stratégie semblait marquer enfin une volonté d'aller de l'avant et de donner un cap. Malheureusement, et comme on le constate depuis longtemps on ressent un manque. D'ailleurs de nombreux acteurs à tous les niveaux du système en témoignent. Quelle vision partagée du numérique pour l'éducation sous-tend l'ensemble des actions, ! programme s et autres déclarations ? Les deux rapports publiés en 2018, rapport Morin-Desailly en juin 2018, rapport Studer en septembre 2018, semblent indiquer la nécessité d'avancer vers une action globale et donc vers la définition d'une stratégie. Les analyses proposées dans ces deux documents sont intéressantes et un peu différentes. Cependant aucun des deux rapports ne peut constituer, l'un ou l'autre, l'un et l'autre, une armature pour un projet politique de fond. Car au-delà de l'éducation, c'est de la société en devenir dont il est question. C'est ce qui distingue largement notre pays de ce que le Québec tente de mettre en place.

Gebeil, S. (2019). **Le projet Scola Média ou comment former les enseignants face aux nouveaux enjeux de l'éducation à la citoyenneté ?** Ecritech 2019: Citoyenneté numérique, numérique citoyen. Présenté à Nice, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02138935/file/EcritechGebeil_r%C3%A9sum%C3%A9.pdf

Innocenti, E. D., Geronazzo, M., Vescovi, D., Nordahl, R., Serafin, S., Ludovico, L. A., & Avanzini, F. (2019). **Mobile virtual reality for musical genre learning in primary education.** Computers & Education, 139, 102-117. <https://doi.org/10.1016/j.compedu.2019.04.010>

Mobile virtual reality (VR) is increasingly becoming popular and accessible to everyone that holds a smartphone. In particular, digital didactics can take advantage of natural interaction and immersion in virtual environments, starting from primary education. This paper investigates the problem of enhancing music learning in primary education through the use of mobile VR. To this end, technical and methodological frameworks were developed, and were tested with two classes in the last year of a primary school (10 years old children). The classes were involved in an evaluation study on music genre identification and learning with a multi-platform mobile application called VR4EDU. Students were immersed in music performances of different genres (e.g., classical, country, jazz, and swing), navigating inside several musical rooms. The evaluation of the didactic protocol shows a statistically significant improvement in learning genre characterization (i.e., typical instruments and their spatial arrangements on stage) compared to traditional lessons with printed materials and passive listening. These results show that the use of mobile VR technologies in synergy with traditional teaching methodologies can improve the music learning experience in primary education, in terms of active listening, attention, and time. The inclusion of pupils with certified special needs strengthened our results.

Langbeheim, E., & Levy, S. T. (2019). **Diving into the particle model: Examining the affordances of a single user participatory simulation.** *Computers & Education*, 139, 65-80. <https://doi.org/10.1016/j.compedu.2019.05.006>

What does participating as an entity in a simulation of a complex system contribute to learning? We compare the learning gains of eighth-grade students in a U.S. public school who used a Single User Participatory Simulation (SUPS) with a comparison group who learned the same concepts using a conventional simulation. We find that the SUPS affords significantly larger learning gains and that it is no more likely than the conventional simulation to cause misconceptions. In addition, we find that users of the participatory simulation report significantly more interest and enjoyment than users of the conventional simulation. Additional qualitative analysis suggests that students perceive participatory simulations as more helpful because they enable a deeper interaction with the model and are more engaging than conventional simulations. Our findings contribute to ongoing research on the contribution of physical movement in reducing cognitive load. In addition it deepens the understanding of design features that enhance emotional engagement while using simulations, and the relation of emotional engagement to the learning gains of the users.

Lin, H.-C., Hwang, G.-J., & Hsu, Y.-D. (2019). **Effects of ASQ-based flipped learning on nurse practitioner learners' nursing skills, learning achievement and learning perceptions.** *Computers & Education*, 139, 207-221. <https://doi.org/10.1016/j.compedu.2019.05.014>

Training and examining healthcare practitioners' nursing skills by situating them in a contextualized environment to interact with trained simulated patients and making required decisions based on the collected information is a widely adopted approach in nursing training. In a nursing skills course, the flipped learning method shifts the lecture time to the before-class time, allowing more time for teachers' guidance and skills practice in the class. However, if students do not have in-depth understanding in the individual learning space, their learning achievement is often not as expected. In this study, an ASQ (Annotation, Summarizing and Questioning)-based flipped learning strategy for nursing skills training is proposed to engage nurse practitioners (NPs) in deep and effective learning. Moreover, an experiment was conducted to evaluate the effects of the proposed approach on learners' learning achievement, nursing skills, self-efficacy, cognitive load, and critical thinking tendency. The experimental results showed that the approach not only improved NPs' nursing skills, but also significantly increased their self-efficacy and critical thinking tendency.

Lin, Y.-R. (2019). **Student positions and web-based argumentation with the support of the six thinking hats.** *Computers & Education*, 139, 191-206. <https://doi.org/10.1016/j.compedu.2019.05.013>

The present study defined four types of stances/positions in students' argumentation regarding socio-scientific issues (SSIs): affirmative (A), oppositional (O), multiple (M), and non-committal (N) positions. The central goal of this study was to examine the effect of students' positions toward an issue on the science conceptual understanding and quality of their arguments. Three types of debates were concerned due to their abundant production of arguments: the debates between the (1) O vs. A, (2) O vs. M, and (3) O vs. N position students. The quasi-experimental design was adopted in which three 11th grade classes totaling 108 students were invited. They were assigned to the three required types of debate according to their positions regarding two given SSIs. The results showed that there were significant differences among the three debates on both the conceptual understanding and arguments produced by the

students. The OA debate exhibited the best performance no matter in the conceptual understanding and the use of claims, warrants, and rebuttals. Moreover, the OM debate exhibited the best performance in terms of the use of qualifiers, whereas the ON debate students exhibited the lowest abilities and improvements.

Park, J., Kim, S., Kim, A., & Yi, M. Y. (2019). **Learning to be better at the game: Performance vs. completion contingent reward for game-based learning.** *Computers & Education*, 139, 1-15. <https://doi.org/10.1016/j.compedu.2019.04.016>

The difficulty of designing intrinsically integrated game-based learning systems has led to alternative design strategies based on extrinsic integration. This study extends prior work on extrinsic integration design by examining the effectiveness of alternative reward structures in integrating learning and game. Specifically, a performance-contingent reward is proposed as a new integration mechanism and its effects on learning, motivation, engagement, and system perception are assessed, vis-à-vis a completion-contingent reward. A group of university students ($N = 64$) were involved in an empirical experiment designed to determine the effectiveness of the new reward structure in the context of English vocabulary learning and arrow-shooting gaming. The results from the experiment show that the proposed reward structure produces a statistically significant increase in the level of learning, motivation, and engagement. The results are highly encouraging for game-based learning research as the proposed approach is easily extendable, with design implications that are widely applicable.

Pierre, S. (2019). **Building interdisciplinarity for digital education: curricular didactics and digital citizenship education. Example of a training device based on animation techniques in Master MEEF (teaching and training professions).** Conférence Internationale Environnements Informatiques Pour l'Apprentissage Humain (EIAH) ATIEF (Association Des Technologies de l'Information Pour l'Éducation et La Formation) - EIAH. Présenté à Paris, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02146474/document>

« Eduquer à citoyenneté numérique » est une nouvelle modalité scolaire qui nécessite d'interroger l'identité professionnelle des enseignants mais aussi les outils d'interventions auprès des élèves. Les enjeux sociaux qui s'attachent à cette valeur et la nature des savoirs, invitent à s'attacher à la place de l'élève en tant qu'acteur dans la situation d'enseignement-apprentissage. A partir d'un dispositif de formation « bien être et réussite des élèves » en Master MEEF 1 er degré, nous interrogerons la didactique curriculaire et proposerons une analyse des techniques d'animation intégrant le numérique afin d'amener les élèves à adopter une posture réflexive et critique. L'éducation à la citoyenneté numérique constitue, dans le cadre du milieu scolaire, un nouveau champ d'investigation.

Qiu, M. (2019). **Fostering both extensive and intensive threaded discourse—Discussion thread development and class size.** *Computers & Education*, 139, 81-101. <https://doi.org/10.1016/j.compedu.2019.05.009>

This study aims to explore asynchronous discussion thread initiation and development in length of different class sizes based on analyses of 25 graduate-level courses and 22 interviews. It also targets to generate some suggestions to foster threaded discourse at discussion thread initiation, advancement, summary, and assessment stages from pedagogical, technical and theoretical perspectives. The statistics analyses uncovered that class size does matter in the number of threads and thread lengths by students and instructors, which indicated discussion foci on important topics. Most interviewees felt hard to follow threaded discussions to achieve

true collaboration in large classes. Instructors and graduate-students had their preferences to initiate or follow a thread. The instructors used some pedagogical strategies to encourage discussion thread initiation and development. This study may have implications for both practitioners and researchers to develop new software features and design effective pedagogical strategies to achieve more fruitful extensive and intensive knowledge-building discourse.

Richey, J. E., Andres-Bray, J. M. L., Mogessie, M., Scruggs, R., Andres, J. M. A. L., Star, J. R., ... McLaren, B. M. (2019). **More confusion and frustration, better learning: The impact of erroneous examples.** *Computers & Education*, 139, 173-190.
<https://doi.org/10.1016/j.compedu.2019.05.012>

Prior research suggests students can sometimes learn more effectively by explaining and correcting example problems that have been solved incorrectly, compared to problem-solving practice or studying correct solutions. It remains unclear, however, what role students' affect might play in the process of learning from erroneous examples. Specifically, it may be that students experience greater confusion and frustration while studying erroneous examples, but that their confusion and frustration lead to greater learning. We analyzed student log data from previously published research comparing erroneous example instruction of decimal number mathematics to problem-solving instruction in a computer-based intelligent tutoring system. We created and applied affect detectors for a combination of confusion and frustration ("confrustion") and compared the role of confrustion across conditions. As predicted, students in the erroneous example condition experienced greater confrustion while working through the instructional materials. However, contrary to predictions, confrustion was negatively correlated with posttest and delayed posttest performance across conditions, though less so for the erroneous example condition. Given that students in the erroneous example condition performed better on the delayed posttest than students in the problem-solving condition, it appears they learned more despite also experiencing greater confrustion rather than because of it. Results suggest that learning from erroneous examples may be an inherently more confusing and frustrating process than traditional problem solving. More generally, this research demonstrates that logging student actions at a step-by-step problem-solving level and analyzing those logs to infer affect can be a powerful way to investigate learning.

Scheiter, K., Schubert, C., Schüler, A., Schmidt, H., Zimmermann, G., Wassermann, B., ... Eder, T. (2019). **Adaptive multimedia: Using gaze-contingent instructional guidance to provide personalized processing support.** *Computers & Education*, 139, 31-47.
<https://doi.org/10.1016/j.compedu.2019.05.005>

The goal of the study was to develop an adaptive, gaze-contingent learning environment that would support learners in their information-processing behavior when learning from illustrated texts. To this end, three experiments were conducted. In Experiment 1 ($N = 32$) three groups of learners were identified based on differences in their eye movements obtained while they were learning with a non-adaptive multimedia learning environment. The group of learners who displayed longer fixations times and higher fixations counts on text and pictures as well as more text-picture transitions had better learning outcomes than a group with a less intense information-processing behavior. These findings were used to develop a gaze-contingent adaptive system. It analyzes learners' eye movements during learning in real time and - in case of poor information processing (i.e., behavior similar to that of the unsuccessful learner group in Experiment 1) - alters the presentation of the materials in a way that is expected to trigger a

more adequate processing (e.g., by highlighting relations between text and pictures). In Experiment 2 ($N = 79$) and Experiment 3 ($N = 62$) the adaptive multimedia learning system was compared to a non-adaptive, static presentation of the same materials. Experiment 2 showed no differences between both learning systems in terms of learning outcome. In Experiment 3, where the thresholds for adaptive responses were slightly modified, the gaze-based adaptive system hindered learners with weaker cognitive prerequisites, but tended to support learners with stronger cognitive prerequisites. Possible reasons are discussed and future research directions suggested.

Xie, X., Gai, X., & Zhou, Y. (2019). **A meta-analysis of media literacy interventions for deviant behaviors.** *Computers & Education*, 139, 146-156.
<https://doi.org/10.1016/j.compedu.2019.05.008>

The present meta-analysis tested the effects of media literacy interventions on deviant behaviors, such as alcohol, smoking, body dissatisfaction, and eating disorders. A thorough literature search yielded a sample of 23 studies with 71 effect sizes. Results indicated that media literacy interventions showed a moderate effect size on reducing deviant behaviors. At posttest, Cohen's $d = -0.32$, 95% CI = [-0.43, -0.21]; at follow-up test, $d = -0.23$, 95% CI = [-0.31, -0.16]. There was no difference between the posttest and follow-up test. The present meta-analysis illustrates that media literacy interventions decrease deviant behaviors, and media literacy education is necessary for the positive development of children and adolescents.

Yeh, Y., Rega, E. M., & Chen, S.-Y. (2019). **Enhancing creativity through aesthetics-integrated computer-based training: The effectiveness of a FACE approach and exploration of moderators.** *Computers & Education*, 139, 48-64. <https://doi.org/10.1016/j.compedu.2019.05.007>

The majority of creativity enrichment research has focused on creative skills pertaining to originality which is assessed by divergent thinking tests. This study aimed to explore a new-paradigm for creativity enhancement—improving creativity through the FACE (Feedback, Aesthetic experience, Creative design, and Evaluation of designed products) computer-based training program in which aesthetic experience and 3-D creative design were incorporated. Moreover, possible moderators such as emotional creativity (EC) and desire for aesthetics (DA) were investigated during the training. In concurrence with these endeavors, 76 college students participated in a control-group experimental design study investigating the effectiveness of the FACE training; it was invented to promote cognitive aesthetic enhancement and improve creative performance on a 3-D coffee shop design. In addition, inventories regarding emotional creativity (EC) and desire for aesthetics (DA) were employed. The findings suggest that the employed training program enhanced college students' aesthetic understanding, and further improved their creativity through both conscious and unconscious processes. Notably, training that included constructive feedback led to better learning effects than the condition that included informational feedback. Furthermore, emotional creativity (EC) and desire for aesthetics (DA) played moderating roles during the learning process of creativity. This study provides a new archetype for improving creativity and the results support the possibility and importance of integrating aesthetics and creativity enhancement in computer based learning systems for modern educational methods.

Orientation scolaire et professionnelle

Ayoub, A., & Maugis, S. (2019). **Près de 26 000 élèves scolarisés dans des classes à horaires aménagés.** Note d'information, (19.21). Consulté à l'adresse <https://www.education.gouv.fr/cid142091/pres-de-26-000-eleves-scolarisés-dans-des-classes-a-horaires-aménagés.html>

À la rentrée 2018, dans les collèges publics ou privés sous contrat du second degré, 26 000 élèves sont inscrits dans une classe à horaires aménagés (soit 0,8 % des collégiens). Cette proportion est plus élevée en éducation prioritaire. Les effectifs d'élèves inscrits dans ces classes augmentent depuis près de dix ans. Toutefois, au cours de la scolarité, la proportion de ces élèves diminue. Pour plus de 76 % des élèves inscrits dans une classe à horaires aménagés, l'enseignement artistique suivi est un enseignement de musique. Les élèves inscrits dans une classe à horaires aménagés musique ou danse sont plus fréquemment des filles (64 %) et des enfants issus d'un milieu social très favorisé. En éducation prioritaire, les élèves de milieu social défavorisé restent majoritaires, notamment pour l'enseignement de théâtre. Le devenir de ces élèves est différent de celui de leurs camarades n'ayant jamais suivi d'enseignement artistique. En effet, sur les 2 500 élèves inscrits dans une classe à horaires aménagés à la rentrée 2010, 92 % se sont orientés vers une seconde générale et technologique.

Perez-Roux, T., Deltand, M., Duchesne, C., & Masdonati, J. (2019). **Parcours, transitions professionnelles et constructions identitaires.** Consulté à l'adresse <https://www.pulm.fr/index.php/9782367813226.html>

Les parcours de formation et professionnels contemporains sont marqués par une complexification des transitions, qui, à leur tour, comportent des réajustements identitaires parfois laborieux. Mobilisant des approches plurielles et s'appuyant sur des recherches conduites en Belgique, au Canada, en France et en Suisse, les douze chapitres réunis dans cet ouvrage proposent des clés de compréhension de ces parcours et transitions. Ils portent une attention particulière à leurs effets sur la construction identitaire de sujets aux prises avec des structures institutionnelles et organisationnelles qui canalisent leur action. Ils ouvrent ainsi des pistes de réflexion et d'action pour la formation et pour l'accompagnement de l'individu dans différents types de transitions, qu'il s'agisse de reconversions professionnelles plus ou moins volontaires, d'insertions dans le marché du travail à l'issue d'une formation professionnelle ou supérieure, de l'entrée dans la profession d'enseignant ou de formateur, ou encore de transitions professionnelles émanant d'un parcours migratoire. Cet ouvrage s'adresse à un large lectorat intéressé par cette thématique et, plus spécifiquement, aux chercheurs qui analysent ces processus ainsi qu'aux formateurs qui interviennent auprès d'acteurs inscrits dans des dynamiques de changement.

Politique de l'éducation et système éducatif

ARMAGNAGUE, M., & TERSIGNI, S. (2019). **L'émergence de l'allogphonie comme construction d'une politique éducative. Le traitement scolaire des enfants migrants en France.** Emulations, n° 29, [n. p.]

Armand, A. (2017). **Les inspecteurs généraux, entre décideurs et chercheurs en éducation. Entretien avec Anne Armand.** *Revue française de pédagogie*, 201(4), 27-34. Les missions des inspecteurs généraux et des chercheurs peuvent être définies dans les mêmes termes (hormis la mission de contrôle), d'où une possible concurrence entre eux. La reconnaissance réciproque de leurs compétences respectives est encore à construire. Les inspecteurs généraux produisent des « dits d'experts », selon une méthodologie qui n'est pas celle des chercheurs, ils rédigent des préconisations destinées aux décideurs, ce que ne font pas les chercheurs. Mais leurs approches sont complémentaires, c'est pourquoi ils interviennent souvent ensemble dans les formations et les réflexions engagées par le ministère. Une conscience claire des différences entre inspecteurs généraux et chercheurs est la garantie d'une collaboration efficace entre eux et d'une médiation de qualité des travaux des chercheurs vers les cadres du système.

Arshad, R. (2019). **Leading for and managing diversity.** *Management in Education*, 33(3), 143-146. <https://doi.org/10.1177/0892020619837892>

Avigur-Eshel, A., & Berkovich, I. (2019). **Introducing managerialism into national educational contexts through pseudo-conflict: A discursive institutionalist analysis.** *International Journal of Educational Development*, 68, 1-8. <https://doi.org/10.1016/j.ijedudev.2019.04.003>

This article provides a fresh perspective on the introduction of global ideas, particularly managerialism, into national educational settings, based on insights of the discursive institutionalism approach. We argue that this introduction may occur as various policy actors promote different versions of managerialism, leading to a debate between education policy actors holding common managerialist assumptions and beliefs, in other words, a pseudo-conflict. The result is a conflict over education policy that is strictly bounded by shared assumptions and beliefs. We analyze the discourse of leading policy actors during two consecutive tenures of Israeli Education Ministers (2009–2013, 2013–2015), using parliamentary protocols and press interviews.

Bentayeb, N. (2018). **Le continuum conception-mise en oeuvre des politiques publiques : variations inter-sites, création du sens et jugement** (Phd, École nationale d'administration publique). Consulté à l'adresse <http://espace.enap.ca/165/1/031968877.pdf>

Notre thèse a deux objectifs, un d'ordre conceptuel et l'autre d'ordre empirique. Nous avons développé un cadre conceptuel interdisciplinaire et interprétatif (IICF) pour l'évaluation du continuum conception-mise en oeuvre. L'IICF comprend trois composantes : 1) évaluer le continuum; 2) interpréter les écarts et les variations; et 3) juger de la mise en oeuvre. Premièrement, en utilisant la littérature sur l'évaluation de la mise en oeuvre, nous évaluons et notons l'écart entre la conception et la mise en oeuvre en mettant en évidence les adaptations apportées par les acteurs locaux. Ensuite, nous tentons d'interpréter et de contextualiser l'écart entre la conception et la mise en oeuvre en utilisant les théories du sensemaking et du sensegiving. L'objectif est d'analyser le processus de création du sens de la politique lors de la mise en oeuvre selon les acteurs, ce qui expliquerait les adaptations locales et les variations pour les évaluations inter-sites. Enfin, le jugement de la qualité de la mise en oeuvre (succès ou échec) sera contextualisé et dérivé des interprétations des acteurs. Afin de mettre en application ce cadre conceptuel, nous avons évalué la mise en oeuvre des amendements de la loi sur la protection de la jeunesse (LPJ) en vigueur depuis juillet 2007. Il s'agit d'une approche basée sur des études de cas multiples, de type instrumental.

L'évaluation porte sur trois études de cas et chaque cas correspond à un Centre jeunesse (CJ).
[...]

Bouwmans, M., Runhaar, P., Wesselink, R., & Mulder, M. (2019). **Towards distributed leadership in vocational education and training schools: The interplay between formal leaders and team members.** *Educational Management Administration & Leadership*, 47(4), 555-571. <https://doi.org/10.1177/1741143217745877>

Complex educational innovations in vocational education and training (VET) schools require teamwork and distributed leadership so that team members are enabled to contribute based on their expertise. The literature suggests that distributed leadership is affected by formal leaders' and teachers' actions, but how their actions affect distributed leadership remains largely unknown. Our study, examining what kind of actions affect distributed leadership within VET teacher design teams (TDTs) working on educational innovations, helps to fill this knowledge gap. Individual interviews and group interviews were conducted with three formal leaders (team leaders) and thirteen members of five TDTs from one VET school. These interviews were analysed using thematic analysis. Regarding formal leaders' actions, results showed that team leaders created opportunities for distributed leadership in TDTs, but also set boundaries by, for instance, limiting the scope and making decisions. Regarding teachers' actions, results indicated that TDT members established leader-follower relationships through team learning processes. Furthermore, it was found that distributed leadership in teams changed according to the different phases of the educational innovation. Overall, this study shows that hybrid leadership configurations existed, in which team leaders and teachers played a central role in establishing distributed leadership in teams, and the study indicates that distributed leadership in teams depends on team members' expertise, time and context.

Brücknerová, K., & Novotný, P. (2019). **The influence of principals on the hidden curriculum of induction.** *Educational Management Administration & Leadership*, 47(4), 606-623. <https://doi.org/10.1177/1741143217745878>

The aim of this study is to describe the influence that principals have on the hidden curriculum of induction (HCI). Our findings are based on a comparison of two case studies undertaken in primary schools in the Czech Republic, whose principals have different approaches to leadership and the management of induction. The data analysis leads to the conclusion that principals shape the HCI through mentor selection, management and development of the explicit curriculum of induction, creation of a social context in the school, and induction evaluation. The HCI is shaped by the specific realizations of these influences with content covering the meaning of induction, professional development, school context, and the principals themselves.

Burnett, N. (2019). **Invited Essay: It's past time to fix the broken international architecture for education.** *International Journal of Educational Development*, 68, 15-19. <https://doi.org/10.1016/j.ijedudev.2019.04.005>

Bush, T. (2019). **Distinguishing between educational leadership and management: Compatible or incompatible constructs?** *Educational Management Administration & Leadership*, 47(4), 501-503. <https://doi.org/10.1177/1741143219839262>

Bush, T., Chingarande, D., Glover, D., Muchabaiwa, W., Simango, J., & Thondhlana, J. (2019). **Leading and sustaining Zimbabwe's private schools: Matching vision with economic reality.** *Management in Education*, 33(3), 101-109. <https://doi.org/10.1177/0892020619831760>

The political, economic and social challenges in Zimbabwe are well documented. Public schools have been damaged by a shortage of resources, and by a brain drain of teachers. This has led many parents to seek private education for their children but the country's economic problems mean that they often cannot afford to pay the fees. This demanding context informed the authors' study of leadership in 12 private schools in Harare and the surrounding area. Individual and focus group interviews were conducted with 19 leaders in these schools. The findings show that most of the schools have experienced significant falls in student numbers, despite cutting fees. This creates a severe management challenge for principals, other leaders and school owners. There have been redundancies at several of the schools, which the leaders find stressful, while salary levels remain modest although still higher than those in the public sector. The infrastructure and facilities are generally good compared to those in the public sector but leaders lament that they cannot be enhanced in the current financial climate. Most of the schools have a distinctive Christian ethos, and a vision to provide the best possible education for their children, but the leaders' ambitious plans are thwarted by Zimbabwe's harsh economic realities.

Connolly, M., James, C., & Fertig, M. (2019). **The difference between educational management and educational leadership and the importance of educational responsibility.** *Educational Management Administration & Leadership*, 47(4), 504-519. <https://doi.org/10.1177/1741143217745880>

Educational management and educational leadership are central concepts in understanding organising in educational institutions but their meaning, the difference between them and their value in educational organising remain the subject of debate. In this article, we analyse and contrast the two concepts. We conclude that educational management entails carrying the responsibility for the proper functioning of a system in an educational institution in which others participate. Carrying a responsibility of this kind is a state of mind and does not necessitate actions, though it typically and frequently does. In contrast, educational leadership is the act of influencing others in educational settings to achieve goals and necessitates actions of some kind. When those carrying a delegated responsibility act in relation to that responsibility, they influence and are therefore leading. Although educational leadership is ideally undertaken responsibly, in practice it does not necessarily entail carrying the responsibility for the functioning of the educational system in which the influence is exercised. Through our analysis, the notion of responsibility, which is underplayed in considerations of organising in educational institutions, comes to the fore. Educational responsibility is an important notion and it should play a more prominent role in analyses of organising in educational institutions.

Cour des comptes. (2019a). **Mission interministérielle enseignement scolaire : note d'analyse de l'exécution budgétaire 2018** (p. 94 p.). Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/system/files/2019-05/NEB-2018-Enseignement-scolaire.pdf>

Dans son rapport sur les résultats et la gestion du budget de l'État, la Cour analyse l'exécution budgétaire de la mission « enseignement scolaire ». Elle pointe une nouvelle fois des « difficultés de budgétisation initiale et des tensions sur les besoins de crédits de masse salariale en fin de gestion ». Elle reconduit les recommandations formulées en 2017, notamment : - de proscrire toute anticipation du dégel de la réserve de précaution dans les documents prévisionnels de

gestion soumis au visa du contrôle budgétaire et comptable ministériel (CBCM) ; - de placer tous les assistants d'éducation et les accompagnants d'élèves en situation de handicap (AESH) sous plafond d'emplois ; - d'introduire dès la prochaine loi de finances et la présentation stratégique de la mission des indicateurs de coûts par élève aux différents niveaux de formation ; - de renseigner annuellement les indicateurs LOLF (loi organique relative aux lois de finances), en particulier ceux relatifs à l'objectif prioritaire d'atteinte par les élèves des connaissances et compétences du socle commun et de les décliner à tous les niveaux opérationnels pour les dialogues de gestion.

Cour des comptes. (2019b). *Mission interministérielle recherche et enseignement supérieur : note d'analyse de l'exécution budgétaire 2018* (p. 169 p.). Consulté à l'adresse Cour des comptes website: https://www.ccomptes.fr/system/files/2019-05/NEB-2018-Recherche_enseignement-superieur.pdf

Dans son rapport sur les résultats et la gestion du budget de l'État, la Cour analyse l'exécution budgétaire de la mission « recherche et enseignement supérieur ». La Cour formule 13 recommandations, dont la plupart concernent la recherche. Pour ce qui est de l'enseignement supérieur à proprement parler, elle préconise de : - conclure en 2019 un nouveau contrat d'objectifs et de performance avec le centre national des œuvres universitaires et scolaires (CNOUS) ; - veiller à la transparence de l'encadrement de la nouvelle contribution de vie étudiante et de campus (CVEC). Elle renouvelle également des recommandations plus anciennes concernant l'anticipation du dégel de la réserve de précaution ou les frais de gestion du CNOUS pour les bourses de l'enseignement supérieur agricole.

Courtney, S. J., & McGinity, R. (2019). *Critical education policy and leadership studies (CEPaLS) research interest group (RIG) report*. *Management in Education*, 33(3), 140-142. <https://doi.org/10.1177/0892020619842761>

Cousin, S. (2019). *System leaders in England: Leaders of a profession, or instruments of government? Educational Management Administration & Leadership*, 47(4), 520-537. <https://doi.org/10.1177/1741143217751726>

In 2008 the Organisation for Economic Co-operation and Development presented system leadership (leadership beyond a single institution) as more effective than traditional approaches to public services delivery in responding to the external drivers of globalisation, new technologies and increasing societal complexity. This paper reports the findings of a longitudinal empirical study into 'system leadership' in England conducted during 2009–2016. In following the journeys of headteachers working as system leaders in the secondary education system (ages 11–16), it offers insights into this 'new' approach of the state to public sector governance and evaluates how far the reality of the use of public sector leaders to deliver system reform has matched the rhetoric that this heralded a new relationship between government and professionals.

Dobson, T., & Rose, A. (2019). *The use of technology to enable school governors to participate remotely in meetings: A solution to skilled governor shortages in schools?* *Management in Education*, 33(3), 134-139. <https://doi.org/10.1177/0892020619840075>

Governor recruitment in England is increasingly difficult, with schools in remote locations struggling to recruit skilled governors. Set against a global context of e-governing, this article evaluates Lloyds Banking Group's (LBG) potential solution – volunteer LBG employees who

attend governing board meetings remotely. Interview data collected from five governors and key school stakeholders is analysed using Young's (2017) categorization of governor knowledge as 'managerial', 'educational' and 'lay'. Schools value governors' managerial knowledge more than the governors do, and this is owing to the difficulties governors face in acquiring both 'educational' and 'lay' knowledge – a problem exacerbated by technology and outdated practices. This article recommends ways in which remote attendance of governor meetings could be improved in order to provide a more effective solution to skilled governor recruitment shortages.

Ghouati, A. (2019). **Développement et enseignement supérieur: pourquoi l'Algérie n'a pas d'université?** In *L'Algérie au présent. Entre résistances et changements*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02137547>

La formation des cadres pour l'économie et l'administration a très tôt constitué une question de politique éducative centrale pour les nouveaux dirigeants de l'Algérie indépendante. Cependant, si la Charte d'Alger (1964) a intégré cette question parmi «les priorités de l'indépendance», le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS) n'a été créé qu'en 1970 et la première réforme de l'Université proprement dite n'a commencée qu'en 1971, soit une décennie après l'indépendance politique. En revanche, dès le début des années 1960 le secteur sélectif de l'enseignement supérieur-i.e. Instituts technologiques et grandes écoles, hors Université-a bénéficié de plusieurs mesures et des moyens exceptionnels ont été mobilisés pour former des ingénieurs, techniciens et cadres pour l'industrie et l'administration. Ce traitement différencié, issu entre autres d'une croyance politique et idéologique développementaliste, portée notamment par la fraction dite «industrialiste» dans le gouvernement, a eu plusieurs conséquences majeures sur l'Université. Cette contribution, proposée en trois grandes parties, se propose de rappeler le contexte des réformes universitaires avant de présenter et discuter leurs principaux résultats.

Guhen, L. (2019). **The career experiences and aspirations of women deputy head teachers.** *Educational Management Administration & Leadership*, 47(4), 538-554. <https://doi.org/10.1177/1741143217751727>

This article draws on the findings of an in-depth study which sought to explore the career histories and professional aspirations of 12 women deputy head teachers in England. In view of the ongoing underrepresentation of women in secondary headship and the scarcity of literature focusing solely on deputy heads, the study aimed to gain an insight into how female potential aspirants to headship perceive their professional futures. This article explores the heterogeneous ways in which the sample experienced deputy headship and the influence that these experiences had on their career aspirations. The themes that emerged from the women's narratives highlighted both the enabling and constraining nature of deputy headship. Analysis also revealed that deputies' day-to-day work had the potential to facilitate or curtail aspirations to headship. This article argues that women's experiences of deputy headship should be taken into consideration in debates concerning the underrepresentation of women in secondary headship. Implications for leadership development and support as well as avenues for future research are identified.

Jarraud, F. (2019, juin 13). **Réformer l'éducation a-t-il encore un sens ?** Consulté 14 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/LEXPRESSO/Pages/2019/06/13062019Article636960082116248603.aspx>

La question peut surprendre au pays de la réformite aigüe, alors que s'enchaînent à un rythme endiable les réformes du collège, de l'école primaire, du lycée, du bac et maintenant de la maternelle, mobilisant contre elles enseignants et parents. Elle est pourtant revenue avec insistance le 12 juin lors de la conférence internationale organisée par la Revue internationale d'éducation de Sèvres sur les conditions de réussite des réformes. Le thème de la réforme en éducation a été interrogé par des politiques, à commencer par JM Blanquer, et par des experts, dont JM de Ketele, A Novoa, et X Pons. De cette mise en perspective internationale, le cas français de la réforme propulsée par en haut ressort isolé et désuet.

Lessard, C. (2017). **Le Conseil supérieur de l'éducation du Québec : un organisme de représentation citoyenne pour éclairer les politiques publiques en éducation.** Revue française de pédagogie, 201(4), 7-18.

<https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-7.htm>

Ce texte analyse la mission du Conseil supérieur de l'éducation du Québec, conçu par le rapport Parent qui l'a mis au monde en 1964 comme une « commission permanente d'enquête sur l'éducation », cela devant se traduire d'une part, dans un rôle de « go-between » entre la société civile, les acteurs de l'éducation et les instances politiques, et d'autre part, dans un travail d'analyse de l'évolution de la société québécoise. Pour accomplir cette mission, la recherche de différents types (historique, comparative, évaluative, etc.) est une ressource importante, mais elle ne dicte pas la conclusion des délibérations, celle-ci demeurant un acte politique. Dans un premier temps, ce texte rappelle les origines du Conseil et le contexte particulier et déterminant de sa naissance ; dans ce cadre d'une forte empreinte des origines, la contribution de la recherche et le rapport du Conseil au politique sont présentés et discutés. Dans un second temps sont analysées les évolutions récentes du contexte socio-politique qui complexifient le travail du Conseil, tout en rendant sa mission tout aussi pertinente qu'autrefois. Enfin, dans la conclusion, nous relevons ce qui apparaît être l'originalité du Conseil.

Mathou, C. (2018). **Transformations et recontextualisations du discours pédagogique : une comparaison des politiques curriculaires en France et au Québec (2000-2015).** Consulté à l'adresse <https://halshs.archives-ouvertes.fr/tel-02144215/document>

Cette thèse examine les politiques curriculaires contemporaines au niveau de l'enseignement secondaire dans une perspective comparative. Depuis une quinzaine d'années, le « curriculum » au sens large (programmes de formation, pratiques pédagogiques, évaluation des apprentissages) fait l'objet de réformes importantes dans de nombreux pays de l'OCDE. La convergence de tendances mondiales soulève la question de la diffusion d'un « curriculum global » (Meyer, 2007), cependant il existe peu de travaux empiriques abordant ces réformes dans une perspective comparative et on sait peu de choses sur la façon dont ces tendances communes se traduisent dans les contextes éducatifs nationaux. Dans l'objectif de donner une intelligibilité aux transformations curriculaires contemporaines, nous avons entrepris une analyse comparative dans deux contextes francophones, la France et le Québec. La recherche visait à rendre compte de dynamiques communes et de spécificités propres, dans une perspective compréhensive et non normative. Pour ce faire, à la lumière des catégories analytiques de Basil Bernstein (1990, 2000), nous avons dans un premier temps porté notre attention sur les

changements tels qu'ils se donnent à voir dans les textes officiels, à travers l'analyse de l'évolution du discours pédagogique depuis le début des années 2000. Dans un deuxième temps, nous avons interrogé la manière dont ce discours circule du centre vers le local, à partir des pratiques des agents intermédiaires en charge de recontextualiser, d'interpréter et de traduire le discours officiel : les inspecteurs et conseillers pédagogiques. Située au carrefour de la sociologie du curriculum et de la sociologie de l'action publique, cette thèse a recours à la stratégie de la comparaison internationale entre deux cas contrastés. La méthodologie qualitative s'appuie d'une part sur une analyse de contenu du curriculum formel au niveau du secondaire (premier cycle) en France et au Québec (textes législatifs et réglementaires et documents d'accompagnement, N = 47), et d'autre part, sur un corpus d'entrevues semi-dirigées menées dans une académie et deux commissions scolaires auprès d'inspecteurs pédagogiques régionaux et de conseillers pédagogiques (N = 18), ainsi que de cadres des services éducatifs (N = 6). L'analyse réalisée permet de rendre compte de l'hybridation complexe entre modèles pédagogiques et de la pluralité des formes prises par le « curriculum global » dans chaque contexte. Loin d'un processus d'uniformisation des curricula, nos deux cas illustrent comment des orientations communes telles que la perte de légitimité des logiques disciplinaires ou l'individualisation des relations pédagogiques, sont recontextualisées et déclinées selon des logiques et des dynamiques spécifiques à chaque système éducatif. Des facteurs historiques de longue durée (entre autres, les traditions curriculaires), les arrangements institutionnels existants (comme les modes de fabrication des curricula), ainsi que des facteurs conjoncturels liés au contexte politique constituent des filtres puissants qui contribuent à maintenir de fortes singularités nationales en termes d'évolution curriculaire et de trajectoire des politiques. Enfin, nos résultats permettent d'éclairer les transformations curriculaires sous l'angle de la circulation des textes officiels entre le niveau central et le niveau local. Nous avons mis en lumière deux modes de recontextualisation du discours officiel (distanciation/reproduction) caractérisant les agents dans chaque contexte éducatif, qui nous permettent d'interroger l'importance des « médiations » et le rôle de l'échelon intermédiaire dans la mise en œuvre des politiques.

McGrath-Champ, S., Stacey, M., Wilson, R., Fitzgerald, S., Rainnie, A., & Parding, K. (2019). **Principals' support for teachers' working conditions in devolved school settings: Insights from two Australian States.** *Educational Management Administration & Leadership*, 47(4), 590-605. <https://doi.org/10.1177/1741143217745879>

Shifts in schooling policy have had substantial impact upon the role of principals as well as the relationship that principals have with their teaching staff. In this paper we report on the initiatives 30 principals in a diverse range of devolved Australian government schools adopt to shape and support the local, school-level working conditions of teachers. Surprisingly, principals were commonly unable to articulate – or even respond to – this matter. More commonly principals reported being oriented to lifting capability through a focus on student outcomes, a focus that is consistent with much of the devolution and autonomy rhetoric. Of those who could respond regarding working conditions, dispositions of paternalistic ‘care’, basic distributive actions or even a lack of influence or control were reported, and clear spatial and social dimensions accompanied these patterns. Given that devolution has recently created new responsibilities for principals in Australian government schools, including in relation to staff, this finding is understandable but none the less holds substantial implications and raises questions about the managerial capacity needed for schools to be sustainable, positive workplaces.

National Assessment of Educational Progress, & National Center for Education Statistics. (2019). **National Indian Education Study 2015: A Closer Look.** Consulté à l'adresse NCES website: <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2019048.pdf>

Nordholm, D., & Andersson, K. (2019). **Newly appointed principals' descriptions of a decentralised and marked adopted school system: An institutional logics perspective.** *Educational Management Administration & Leadership*, 47(4), 572-589. <https://doi.org/10.1177/1741143217751075>

This article explores newly appointed principals' descriptions of a decentralised and market adopted school system. An institutional logics perspective is applied to analyse how logics visible at the national level evoke images among principals at the local level. Empirical data consist of 66 examinations from the National Principal Training Programme in Sweden, in which principals were required to discuss the forms of school system governance by using a 'cross model' outlined by Berg. Regarding the relationship between centralisation and decentralisation, principals generally tended to recognise and support the recentralisation logics. Observing the relationship between regulation and market orientation, many principals questioned the prevailing market logics. Concerning reforms to underpin school improvement, principals mostly suggested stronger state governance and further deregulation reforms. These institutionalised depictions, which favour the 'strong state' together with a quite compact resistance towards market orientation, are relevant to consider both from national and international perspectives.

Paget, D. (2017). **Le Conseil supérieur des programmes : un OVNI dans le ciel de l'Éducation nationale ?** *Revue française de pédagogie*, 201(4), 19-25.

<https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-19.htm>

La loi dite de « refondation de l'école » de 2013 a créé une institution originale par sa composition, chargée de missions étendues sur l'élaboration des programmes scolaires et la formation des enseignants, appelée Conseil supérieur des programmes (CSP). Après cinq années de fonctionnement, on peut aujourd'hui tirer un premier bilan du travail accompli, des problèmes rencontrés dans sa composition, sa gouvernance, sa transparence et son indépendance par rapport au politique. Cet article attire l'attention sur la temporalité particulière de la production et de la durée de vie souhaitable des programmes nationaux qui ne peut être calée sur celle des gouvernements et des ministres, sur la nécessité d'une réflexion au long cours, sur la cohérence entre la conception des programmes et les systèmes d'évaluation. L'expérience du CSP révèle également les difficultés d'insertion d'un tel organisme au sein du ministère de l'Éducation nationale entre son indépendance inscrite dans la loi et son rôle de prestataire au service du ministre.

Pons, X. (2017). **Réforme administrative et recherche dans les revues d'interface : l'exemple de l'accountability en éducation en France.** *Revue française de pédagogie*, 201(4), 41-51.

<https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-41.htm>

Cet article interroge le rôle de la recherche dans la façon de penser les réformes des administrations scolaires en France à partir de l'exploitation d'un corpus de 492 articles publiés dans diverses revues d'interface entre 1946 et 2012. Centré sur les réflexions en matière d'accountability, il met en évidence le recours limité et sélectif à la recherche dans ces revues et la faible capacité de celle-ci à orienter le cours de réflexions essentiellement portées par des élites administratives. Ces dernières diffusent des savoirs managériaux peu fondés sur une

mobilisation explicite des sciences étudiant le management, et qui sont caractéristiques d'une science d'État.

Quayle, A., & Kelly, B. (2019). **Building informal knowledge-sharing relationships between policy makers and academics: Insights from a PM&C engagement project.** *Australian Journal of Public Administration*, 78(2), 311-318. <https://doi.org/10.1111/1467-8500.12341>

This article outlines an innovative project to encourage knowledge sharing and engagement between academics and a policy team within the Department of the Prime Minister and Cabinet (PM&C). The project was designed to enhance policy advice by drawing on a group of academics outside the policy ranks to act as a sounding board, to question, and provide differing perspectives within the policy process of crafting advice to government. External expertise and particularly academic research has the potential to improve evidence-based policy but often fails to be specific or timely for those at the "pointy end" of policy decision making. An informal knowledge sharing framework has the potential to improve the exchange of information through confidential and targeted conversations between researchers and public servants as one way of overcoming these barriers.

Riddell, R. (2019). **System fluidity in English school governance: Reflections on the implications for senior leaders of closed hierarchies.** *Management in Education*, 33(3), 126-133. <https://doi.org/10.1177/0892020619844109>

Drawing on continuing research, and in particular, interviews during 2017-18 in two contrasting local authorities, this article reflects on changing power dynamics and their implications for state schools, local authorities, multi-academy trusts and DfE officials at all levels. In the light of changes recently announced by the Secretary of State, with potential radical implications for school governance and leadership, rapidly implemented without the need for secondary legislation because of the (now) highly centralised nature of the English Education State, the article considers the implications for longer term stability in a depoliticised system.

Sabbagh, C. (2019). **"Glocal" neoliberal trends in Israeli education: The case of religionization.** *International Journal of Educational Development*, 68, 88-95. <https://doi.org/10.1016/j.ijedudev.2019.05.004>

As a political mechanism in Israeli education, statism (Mamlachtiut) has operated to enhance the nation-state's goals and ensure equality of opportunities. I demonstrate that global neoliberal trends have eroded the Israeli statist (Mamlachti) education system, giving rise to a new, partially privatized "quasi-market" educational platform. Within this dynamic, Israeli Education Ministry officials can be seen as actors determined to promote the privatization of the public education sphere, in contravention of the statist conceptions. While the intervention of the state in the Israeli public education sector is still ubiquitous, its role has been reframed and revised. Specifically, since the 1990s, and in particularly during the past decade, the state has encouraged and sponsored neo-conservative activities in public schools that have fostered religionization across the state-secular, religious and Haredi education sectors. This process threatens to undermine the fundamental precepts of Israeli democracy.

Starkey, L., & Eppel, E. (2019). **Digital data in New Zealand schools: Policy reform and school leadership.** *Educational Management Administration & Leadership*, 47(4), 640-658. <https://doi.org/10.1177/1741143217745881>

In 1989, New Zealand started to follow an international trend of reforming education policy according to the neoliberal principles of competition, choice and self-managing schools. Since then, the increasing availability of digital data in schools has corresponded with the development of student achievement measurement tools and benchmarking of standards that enable comparison of schools and cohorts of students. More recently, national policy targets for student achievement have been introduced and form the basis of accountability measures. The article uses Hargreaves and Shirley's 'Four Ways' characterisation of education policy change as a framework to examine the influence that national policy has had on the use of data, on power relations between schools and the national policymakers, and on the challenges faced by school leaders. Interviews in 16 schools explored the types of data available in each school, how they are used and how principals, as leaders in these self-managing schools, would like to be able to use the data. Two systemic influences explain the patterns found in the research. The first is the tension principals face between data required for accountability reporting and data needed for school-based decision-making. The second is the issue with regard to economies of scale and marketisation of education that affects equitable access to the knowledge, tools and expertise that enable effective data usage.

Tahir, L. M., Ali, M. F., & Ahmad, J. (2019). **Principals changing schools and their career options after principalship: Exploring reasons and options within Malaysian principalship.** *Management in Education*, 33(3), 110-117. <https://doi.org/10.1177/0892020619836718>

The issue of principals moving or changing schools has emerged and has been debated within the previous literature that investigates why principals move after a few years of principalship. Based on previous findings, various reasons are listed as motives for principals to move from, or remain at, their current schools. However, within Malaysian principalship, little is known about why principals move to a new school and their options after completing/leaving a principalship position. Thus, this article investigates reasons for moving to second schools and options after the principalship position within the Malaysian context of principalship. For that purpose, nine principals, comprising four middle-phase and five senior principals, were interviewed to solicit their reasons for moving and their options after their principalship phase has been completed. Various factors are mentioned by the principals, such as being posted to schools that are at a distance from their home, providing a platform for a novice principal, and assisting schools that have low achievements. In terms of options after a principalship, senior principals spoke of their intention to remain at the same school until their retirement phase arrives. However, interviewed senior principals revealed their intentions of becoming school leadership consultants as a platform to share their wide experiences with novice principals.

Treffgarne, C. B. W. (2019). **Joined-up government? Insights from education during DFID's first decade.** *International Journal of Educational Development*, 68, 45-55. <https://doi.org/10.1016/j.ijedudev.2019.04.009>

The establishment of DFID and the emergence of a new policy of international development counts as one of the major achievements of the first ten years of the Labour government, 1997–2007. Clare Short's leadership brought a commitment and a vision to DFID's emerging identity, but support from Blair and Brown was also crucial in carving out a decisive role for the new Department nationally and internationally. 'Joined up government' was an important strategy embraced by the Labour Government, with both Blair and Brown having a particular interest in development issues. The Education sector demonstrates how different initiatives helped to

shape DFID's evolving policy, but were sometimes in contradiction when other policy initiatives came to the fore.

Vaujany, F.-X. de, Bohas, A., & Irrmann, O. (2019). **Vers une éducation ouverte : Faire, réflexivité et culture pour une éducation-recherche** [Report]. Consulté à l'adresse <https://hal-amu.archives-ouvertes.fr/hal-02148965v2/document>

Les sciences ouvertes et citoyennes connaissent un intérêt et croissant de la part des chercheurs, des étudiants et des activistes. L'idée de libérer et de coproduire la connaissance est déjà ancienne, mais le développement d'infrastructures digitales globales, les cultures du libre, de nouveaux régimes de propriétés et les mouvements maker et hacker ont accéléré un certain nombre de transformations. Les connaissances se produisent et se diffusent plus que jamais en dehors des lieux institutionnels de savoir. Cependant, une partie du monde académique traditionnel reste perméable à la culture des sciences ouvertes. Plus généralement, la dichotomie entre (co)production et diffusion de connaissances reste vive. Cette note de recherche propose un diagnostic de cette situation en partant tout d'abord des tendances en cours dans la société française. Constatant un certain nombre de décalages qui sont autant d'opportunités et de leviers pour une éducation ouverte, les auteurs s'appuient ensuite sur huit expérimentations réalisées en France et en Italie afin de faire des propositions. Toutes convergent vers l'idée d'une éducation ouverte qui ne serait que le prolongement ou le chiasme des sciences ouvertes. La note s'achève par trois propositions très politiques pour une éducation-recherche ouverte.

Waheed, Z., Hussin, S., Khan, M. I., Ghavifekr, S., & Bahadur, W. (2019). **Ethical leadership and change: A qualitative comparative case study in selected Malaysian transformed schools**. *Educational Management Administration & Leadership*, 47(4), 624-639. <https://doi.org/10.1177/1741143217751076>

Leaders' ethical behaviours and conducts are prerequisites for an effective change. The purpose of this qualitative comparative case study was to explore ethical leadership practices in selected transformed schools from Selangor, Malaysia. Two schools (a primary school and a secondary school) were selected as study sites. Data were collected through interviews, observations, and document reviews. Interviews were conducted with 28 participants including school heads (2), school administrators ($3 + 3 = 6$) and schoolteachers ($10 + 10 = 20$) selected from both schools using purposive sampling. The constant comparative analysis method was used to analyse the data. Analysis revealed demonstration of friendly and trusting relationships, openness to school members, professional commitment, acting as role model, and warranting ethically appropriate conducts as important ethical leadership practices. This study has value for policy and practice pertaining to school transformation; the implications, strengths and limitations of the study and recommendations for future research have been discussed as well.

Wolstencroft, P., & Lloyd, C. (2019). **Process to practice: The evolving role of the academic middle manager in English further education colleges**. *Management in Education*, 33(3), 118-125. <https://doi.org/10.1177/0892020619840074>

The English further education sector has undergone significant change since the Further and Higher Education Act (1992) encouraged a culture of entrepreneurship, competition and the use of what was seen as best practice from the commercial sector. This led to a cultural shift and the introduction of many new initiatives – a situation that still exists now. The implementation of these initiatives was often delegated to middle managers – a group of

people who occupied the gap between the senior leaders and the lecturers in the classroom. Current austerity measures, restructuring and the shift towards the creation of larger organizations have resulted in reorganizations that could present opportunities for middle managers to participate in the strategic processes and leadership of the organization, further developing their role (Greatbatch and Tate, 2018). The purpose of this article is to investigate the leadership and management aspects of the middle-manager's role within the context of further education in England. Although many managers in the sector are reluctant to identify as leaders (Briggs, 2006), our research shows that their role has evolved so that they are undertaking a range of activities that could be classified as leadership. We suggest that using 'practice' rather than 'process' as a descriptor of the role would reframe, identify and bring forward the leadership aspects of what they do. Encouraging a focus on a holistic, practice-based approach, rather than a succession of process-driven tasks, could help managers to perform their role more effectively. Findings taken from interviews with 32 participants and a questionnaire with 302 responses are used to illustrate our argument.

Wong, B., Hairon, S., & Ng, P. T. (Ed.). (2019). *School Leadership and Educational Change in Singapore*. Consulté à l'adresse <https://www.springer.com/us/book/9783319747446>

This book provides readers with insights into how Singapore school leaders are actively engaged in the transformation of the Singapore education system. It brings to attention crucial elucidations of the increasing demand and complexity placed on school leaders through the use of case studies. Each chapter in the book focuses on a particular issue which has become important or has gained renewed importance in the Singapore education system. The chapters first provide a background to the theme under examination and a theoretical basis for discussion. They then narrate the case that shows how school leaders interpret and implement policy initiatives in their respective schools or lead change in that area. The case studies span over a wide range of domains such as instructional leadership, assessment leadership, stakeholder engagement, professional learning communities, and school branding. The data collected from these case studies came primarily from interviews of educators in their respective school contexts, in addition to other sources of data such as artifacts. Each case study highlights descriptions, interpretations, and perspectives across school contexts, which is consistent with the proposition that school leadership is very much shaped by context. At the end of each chapter, there are guiding questions to help readers critically analyse and reflect on the main learning points of the case.

Wood, P. (2019). **Dave Whitaker – Unconditional positive regard: developing high-quality alternative provision.** *Management in Education*, 33(3), 147-149.
<https://doi.org/10.1177/0892020619842526>

Pratiques enseignantes

Afdal, G. (2019). **Ethical logics in teacher education.** *Teaching and Teacher Education*, 84, 118-127. <https://doi.org/10.1016/j.tate.2019.05.009>

Baan, J., Gaikhurst, L., Noordende, J. van 't, & Volman, M. (2019). **The involvement in inquiry-based working of teachers of research-intensive versus practically oriented teacher education**

programmes. *Teaching and Teacher Education*, 84, 74-82.
<https://doi.org/10.1016/j.tate.2019.05.001>

This study investigated the involvement in inquiry-based working of graduates of research-intensive (academic) and practically oriented (regular) Dutch teacher education programmes. Differences between graduates from both types of programmes were assessed through a survey among 201 beginning teachers. Graduates of both programmes were involved in systematic reflection and in using research, however, they were less frequently conducting research. While academic teachers perceived themselves as more competent than regular teachers in inquiry-based working, there were few differences in their actual involvement in inquiry-based activities. Participation in a professional learning community appeared to stimulate the involvement of academic teachers in inquiry-based working.

Birt, J. A., Khajeloo, M., Rega-Brodsky, C. C., Siegel, M. A., Hancock, T. S., Cummings, K., & Nguyen, P. D. (2019). **Fostering agency to overcome barriers in college science teaching: Going against the grain to enact reform-based ideas.** *Science Education*, 103(4), 770-798.
<https://doi.org/10.1002/sce.21519>

Student-centered and inquiry-based teaching improve science, technology, engineering, and mathematics (STEM) learning at all levels. However, reform efforts have been met with limited success due to complex interactions between structural relics of our education systems and the pre-existing beliefs of STEM instructors. Using the Teacher-Centered Systemic Reform model and the construct of agency, we investigated these interactions through three case studies of new undergraduate science instructors after they completed a graduate introductory course: college science teaching. Data included interviews, in-class observations, surveys, and classroom artifacts. Forming a case narrative, data revealed instructors' beliefs, practices, and the barriers that had to be circumnavigated, overcome, or accommodated by instructors. Results demonstrated how different forms of agency mediated the barriers and outcomes that emerged between the personal and contextual factors associated with college science teaching. This study provides insight for supporting new college instructors, fills a gap in the literature, and enhances theoretical understanding of the importance of agency in systemic reform.

Cohen, A. (2019). **From ideological tensions to pedagogical solutions: Narratives of Israeli arab-palestinian civics teachers.** *International Journal of Educational Development*, 68, 96-104.
<https://doi.org/10.1016/j.ijedudev.2019.05.007>

This study wishes to advance the ongoing discourses of civic education and practices of teaching civics by focusing on the realities of minority civics teachers, who are in conflictual relations with the ruling majority. Focusing on narratives of eight Israeli Arab-Palestinian civics teachers, we traced three central ideological tensions that they encountered: 1) Between conflicting identities; 2) Between the official curriculum and students' lived experiences, and 3) Between active and passive modes of citizenship. The main argument highlights the teachers' reflections on pedagogy and teaching practices seen by them as a key solution to deal with these tensions.

Ell, F., & Major, K. (2019). **Using activity theory to understand professional learning in a networked professional learning community.** *Teaching and Teacher Education*, 84, 106-117.
<https://doi.org/10.1016/j.tate.2019.05.010>

Gallagher, C. (2019). **The use of a multimedia case to prepare classroom teachers of emergent bilinguals.** *Teaching and Teacher Education*, 84, 17-29.
<https://doi.org/10.1016/j.tate.2019.04.011>

Gaudry-Lachet, A. (2019). **La carrière des enseignants en Europe.** Note d'information, (19.19). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/21/6/depp-ni-2019-19-19-carriere-enseignants-europe_1134216.pdf

Le troisième rapport du réseau Eurydice sur les enseignants publié en 2018, et relatif aux données institutionnelles de l'année scolaire 2016-2017, s'intitule Les carrières enseignantes en Europe : accès, progression et soutien. Dans le bilan qu'il fait de la profession enseignante en Europe, marquée par des problèmes de pénurie de personnels qualifiés dans certaines disciplines et certains territoires, il fait ressortir les tendances suivantes: en matière de gouvernance, le rôle d'employeur des enseignants est confié aux établissements scolaires dans plus d'un tiers des 43 systèmes éducatifs du réseau Eurydice; le statut d'enseignant «fonctionnaire», tout aussi répandu que celui de contractuel, est différemment défini selon les pays; une quotité annuelle de temps est définie pour la formation continue dans près de la moitié des systèmes éducatifs européens; la moitié des pays offrent à leurs enseignants des perspectives d'évolution professionnelle; des dispositifs d'évaluation divers sont conçus pour inciter les enseignants à faire preuve de performances professionnelles tout en leur fournissant un retour sur leurs pratiques.

Gaussel, M., Gibert, A.-F., Joubaire, C., & Rey, O. (2017). **Quelles définitions du passeur en éducation ?** *Revue française de pédagogie*, 201(4), 35-39.

<https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-53.htm>

Cet article analyse l'histoire de l'usage du terme « passeur » en éducation, et met en lumière les différentes définitions de ce mot en France, en particulier en examinant ce qu'il doit au concept anglo-saxon de *knowledge brokering*. Il propose d'identifier trois compétences spécifiques au rôle de passeur: savoir identifier des travaux de recherche, savoir lire la complexité d'une situation éducative, et savoir discerner les recherches mobilisables pour répondre au caractère holistique d'une situation éducative. Enfin, il pose la question des structures pertinentes pour développer une culture de médiation, en prenant appui sur celles qui existent en dehors de la France.

Gingras-Lacroix, G. (2019). **Les pratiques enseignantes déclarées par les professeurs et les chargés de cours en contexte de classe incluant des étudiants autochtones universitaires** (Masters, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse http://depositum.uqat.ca/804/1/gabriel_gingras_lacroix_memoire_Vfinale.pdf

L'éducation est considérée par de nombreuses communautés autochtones comme un levier pouvant permettre d'initier un processus de guérison vis-à-vis des problèmes sociaux découlant des rapports coloniaux actuels ainsi que de ceux hérités du passé. Ce processus de guérison demande néanmoins que l'éducation soit à l'image des diversités culturelles autochtones, notamment en favorisant des apprentissages holistiques centrés sur l'étudiant, dont l'objectif est le développement global. Cette transformation engendre ainsi certaines particularités culturelles en ce qui concerne les pratiques utilisées par les professeurs et les chargés de cours. Or, celles-ci sont très peu documentées en ce qui concerne l'éducation universitaire. En ce sens, le but de cette recherche est donc de décrire et de catégoriser les pratiques enseignantes utilisées par les professeurs et les chargés de cours de l'Université du Québec en

Abitibi-Témiscamingue (UQAT) qui, selon leurs conceptions et l'application qu'ils en font, favorisent des apprentissages à caractère holistique chez les étudiants autochtones. Pour y parvenir, cette étude a employé une méthodologie de type qualitative et les participants ont été recrutés avec l'aide de l'École d'études autochtones et du Service Premiers Peuples de l'UQAT. Ainsi, une étude qualitative fondée sur la théorie de l'agentivité et sur le modèle holosystémique a été privilégiée et des entrevues semi-dirigées ont été menées auprès de professeurs et de chargés de cours de l'UQAT. Les résultats de la recherche montrent que les professeurs et les chargés de cours n'ont pas la perception qu'il existe des pratiques qui soient exclusives à l'enseignement universitaire en contexte de classe autochtone et c'est pourquoi ils tentent davantage d'adapter leurs pratiques enseignantes provenant d'un monde universitaire euro-centrique aux particularités singulières des étudiants autochtones. Ainsi, le corps enseignant n'utilise pas explicitement des pratiques qui favorisent, chez les étudiants autochtones, le développement des dimensions physique, émotionnelle et spirituelle que propose le modèle holosystémique. Or, l'étude des facteurs proposés par la théorie de l'agentivité permet de constater qu'une attention particulière est portée aux relations avec les étudiants, à l'enseignement de notions concrètes, à la décolonisation et à l'importance du territoire.

Glas, K., Tapia Carrasco, P., & Miralles Vergara, M. (2019). **Learning to foster autonomous motivation – Chilean novice teachers' perspectives**. *Teaching and Teacher Education*, 84, 44-56. <https://doi.org/10.1016/j.tate.2019.04.018>

Gundersen, S., & McKay, M. (2019). **Reward or punishment? An examination of the relationship between teacher and parent behavior and test scores in the Gambia**. *International Journal of Educational Development*, 68, 20-34. <https://doi.org/10.1016/j.ijedudev.2019.03.006>

Using the 2011 round of the Africa Program for Education Impact Evaluation Survey, we examine the prevalence of corporal punishment and praise in both school and home settings. We find that corporal punishment is highly prevalent, with 70% of students reporting that their teachers engaged in corporal punishment and 11.7% of students reporting being beaten themselves the day before the survey was given. Beating is more prevalent in high quality schools and is associated with lower fourth and sixth grade test scores after controlling for student, teacher, and school characteristics. Praise is less prevalent, but public praise from teachers and private praise from parents are both associated with higher test scores. Although results may suffer from endogeneity, they suggest teacher training could potentially be a cost-effective way of improving student outcomes.

Huang, X., Chi-Kin Lee, J., & Yang, X. (2019). **What really counts? Investigating the effects of creative role identity and self-efficacy on teachers' attitudes towards the implementation of teaching for creativity**. *Teaching and Teacher Education*, 84, 57-65. <https://doi.org/10.1016/j.tate.2019.04.017>

This study explored the relationships between teachers' creative role identity, creative self-efficacy, attitudes towards the implementation of teaching for creativity by integrating role identity and social cognitive theory. Structural equation modelling with bootstrapping estimation was conducted using data from 167 Chinese kindergarten teachers. The results showed that teachers' creative self-efficacy mediated the relationship between their creative role identity and their implementation attitudes. Process-focused self-efficacy was found to be significantly related to teachers' positive implementation attitudes, whereas product-focused

self-efficacy was not. The implications of this study for research and practice in the school context are discussed.

Janssen, E. M., Meulendijks, W., Mainhard, T., Verkoeijen, P. P. J. L., Heijltjes, A. E. G., van Peppen, L. M., & van Gog, T. (2019). **Identifying characteristics associated with higher education teachers' Cognitive Reflection Test performance and their attitudes towards teaching critical thinking.** *Teaching and Teacher Education*, 84, 139-149.
<https://doi.org/10.1016/j.tate.2019.05.008>

The aim of this study was to identify characteristics that are related to higher education teachers' ($N = 263$) Cognitive Reflection Test (CRT) performance, which assesses an important aspect of critical thinking (CT), and their attitudes towards teaching CT more generally. Results of a structural equation model showed that a stronger disposition towards effortful thinking, teaching in a more technological domain, and a higher level of education were related to a better CRT performance. Thinking dispositions were also related to teachers' perceived relevance of teaching CT. Confidence in CRT performance rather than actual performance was related to perceived competence in teaching CT.

Kang, H., & Zinger, D. (2019). **What do core practices offer in preparing novice science teachers for equitable instruction?** *Science Education*, 103(4), 823-853. <https://doi.org/10.1002/sce.21507>

This study explores the affordances and constraints of using the four core practices of ambitious science teaching (AST) as the main curriculum of science methods courses in preparing novice teachers for equitable instruction. Employing a longitudinal qualitative case study approach, this study follows three novice secondary science teachers' trajectories over 3 years, from their preparation to their second year of teaching. Participants were three White women who taught primarily Latinx, English learners, exceptional learners, and/or those who live in poverty. The contemporary vision of science learning promoted by the Next Generation Science Standards and critical race theory guide our analysis of novice teachers' instruction. Findings suggest that using AST practices as the main curriculum of science methods courses can help prepare novice teachers for equity if the approximation of these practices facilitates novices in problematizing their normalized views, expectations, and practices of disciplinary teaching and learning. The core practices are limited, however, in their ability to develop novice teachers' critical consciousness about racism and systemic inequity, which profoundly affects interactions with marginalized youth in classrooms.

Kelly, G. J., & Cunningham, C. M. (2019). **Epistemic tools in engineering design for K-12 education.** *Science Education*, 103(4), 1080-1111. <https://doi.org/10.1002/sce.21513>

Engineering design provides unique ways to include epistemic tools to support collaborative sense-making, reasoning with evidence, and assessing knowledge. Engineering design processes often require students to apply science concepts to solve problems. We draw from five engineering curricular units that engaged students in specific epistemic practices of engineering: constructing models and prototypes, making trade-offs between criteria and constraints, and communicating through uses of conventionalized verbal, written, and symbolic models. Through analysis of curriculum products, student artifacts, and classroom discourse, we show how engaging in such practices requires the use of epistemic tools that shape, and are shaped by, the knowledge construction work of the members of the classrooms. The epistemic tools foster creating, sharing, and assessing knowledge claims. Six principles of practice for education demonstrate how such tools can be educative. These principles evince how

epistemic tools support goal-directed, concerted activity that can support the learning of disciplinary knowledge and practice and offer the potential to increase student agency.

Kiffer, S. (2018). **Apprendre à enseigner dans le supérieur : quels modèles pour la construction des compétences des universitaires novices ?** Revue internationale de pédagogie de l'enseignement supérieur, 34(3). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02146009>

Le métier d'enseignant universitaire s'apprend le plus souvent « sur le tas » (Knight, Tait et Yorke, 2006). Que recouvre précisément cet apprentissage « sur le tas » ? Cet article vise à répondre à cette question en identifiant les pratiques d'apprentissage que les universitaires novices mettent en œuvre pour construire leurs compétences en enseignement. Dans ce but, en 2016, un questionnaire administré à 376 maîtres de conférences en France a permis de relever que les pratiques d'apprentissage de ces derniers sont éclectiques et tendanciellement non-structurées. Ces pratiques pourraient traduire une aspiration à l'autonomie, c'est-à-dire la capacité à prendre en charge la responsabilité de la construction de leurs compétences d'enseignement leur apprentissage à l'enseignement. À l'heure où la formation pédagogique des enseignants-chercheurs de l'université en France relève d'une obligation statutaire (Le Journal officiel de la République française, 2017), les résultats de cette recherche engagent à une réflexion sur une formation pédagogique des universitaires qui prendrait en compte la diversité des pratiques et l'aspiration des novices à l'autonomie.

Ko, M.-L. M., & Krist, C. (2019). **Opening up curricula to redistribute epistemic agency: A framework for supporting science teaching.** Science Education, 103(4), 979-1010. <https://doi.org/10.1002/sce.21511>

This study proposes a strategic framework to guide teachers' curriculum adaptation, planning, and enactment as a lever for redistributing epistemic agency. This framework intends to position teachers as strategic decision-makers around when and how to open up aspects of their curriculum. We argue that seeing the aspects of Next Generation Science Standards-aligned curricula—the methods of investigation, the anchoring phenomena, and the explanatory models students construct—as entry points for redistributing epistemic agency may help teachers make inroads to shifting their classroom practice towards more responsive instruction. Importantly, our tool acknowledges that there are different “levels” at which teachers might strategically decide to open up space for student decision-making. These decisions may have a differential impact on students’ subsequent participation in science practices. In this paper, we will use three cases to highlight the specific and incremental ways that teachers can open up aspects of the curriculum and how those openings redistributed epistemic agency in their classroom. We argue that this framework may be used as a tool for engaging teachers in conversation about how they can begin to position students as partners in the epistemic decisions that drive classroom activity.

Lemmi, C., Brown, B. A., Wild, A., Zummo, L., & Sedlacek, Q. (2019). **Language ideologies in science education.** Science Education, 103(4), 854-874. <https://doi.org/10.1002/sce.21508>

Drawing on sociolinguistics research regarding common beliefs and justifications about language, we applied notions of language ideology to an analysis of the formative assessment practices of secondary science teachers from linguistically diverse schools. We identified two language ideologies that were demonstrated by teachers as they engaged in the formative assessment of student work. Here, we introduce the terms language-exclusive ideology and

language-inclusive ideology. A language-exclusive ideology holds that certain forms of language are expected in a science class, and others are not appropriate. What we have termed a language-inclusive ideology suggests that multiple forms of language use are acceptable in science classrooms, and this approach finds synergies with the literature on translanguaging, or the integration of multiple languages for complex communicative purposes. We argue that science teacher educators should consider teachers' language ideologies as they prepare professional development and preservice teacher education curriculum materials, and we discuss potential implications for science education and teacher education. Finally, we call for more explicit consideration of issues of language ideology within the science education community to understand how various approaches to language can provide affordances or barriers to content learning and language development.

Martín-Páez, T., Aguilera, D., Perales-Palacios, F. J., & Vilchez-González, J. M. (2019). **What are we talking about when we talk about STEM education? A review of literature.** *Science Education*, 103(4), 799-822. <https://doi.org/10.1002/sce.21522>

The aim of this study is to examine how science, technology, engineering, and mathematics (STEM) education is implemented in the published literature. To accomplish this, the educational experiences published in indexed magazines in the main Web of Science collection during the 2013–2018 period were examined, with special attention paid to (a) The STEM concepts defined in the theoretical frameworks; (b) the STEM disciplines that intervene; (c) the possible benefits of STEM education; and (d) the key aspects for the success of the educational intervention. The results indicate that the theoretical frameworks used normally focus more on the variables that are the object of the study than on STEM education, and that there are multiple interpretations of what STEM education is, and these interpretations do usually involve the integrated appearance of the four disciplines that make up the acronym.

Marty, O. (2019). *La fabrique des grands maîtres : apprendre à l'université ou en grande école.* Consulté à l'adresse <https://journals.openedition.org/edso/5562>

Deux terrains successifs d'enseignement en université puis en grande école nous permettent de comparer les pratiques professionnelles et la socialisation des enseignants au niveau master. L'enseignant-chercheur se dissocie et le chercheur pense le métier d'enseignant pour comparer les établissements, les pratiques d'enseignement et leur professionnalisation, les ingénieries et dispositifs, et met en perspective croisée les pédagogies actives par groupes projet, l'innovation numérique et la gestion de masse des étudiants du supérieur. La recherche vise donc à accroître la connaissance ethnographique des deux types d'institutions éducatives et se conclut par un projet politique de coopération, dans le cadre de l'espace d'enseignement européen qui incite à l'harmonisation.

Melasalmi, A., & Husu, J. (2019). **Shared professional agency in Early Childhood Education: An in-depth study of three teams.** *Teaching and Teacher Education*, 84, 83-94. <https://doi.org/10.1016/j.tate.2019.05.002>

Through participatory action research this study examines shared agency in three teams of Finnish early childhood educators. To cultivate a strong professional learning culture, it is important to understand features affecting the collective nature of agency. The data consist of videoed discussions of the educators' responses to their actions. Results show shared agency as specific negotiated space, in which the educators' agency was interpreted as high or low according to their relational dispositions and temporal engagements. High agency supported

educators to examine and improve their daily practices. Implications for education of early childhood educators and for professional development are discussed.

Monod-Ansaldi, R., Prieur, M., Joseph, B., Meslin, B., Lermigeaux-Sarrade, I., & Thiboud, S. (2017). **Les fonctions de passeur à l'épreuve de l'expérimentation au sein de l'institut Carnot de l'Éducation.** *Revue française de pédagogie*, 201(4), 61-70.

<https://www.cairn.info/revue-francaise-de-pedagogie-2017-4-page-61.htm>

L'Institut Carnot de l'Éducation Auvergne-Rhône-Alpes (ICÉ-AuRA) réalise un travail de médiation entre les laboratoires de recherche et les acteurs de l'Éducation nationale engagés dans des projets. Pour mener à bien cette mission, l'ICÉ-AuRA s'appuie sur une équipe de passeurs, qui structurent et facilitent les liens entre les acteurs de ces institutions. L'objet de cet article est d'explorer le rôle des passeurs, entre tâche prescrite et activité réelle, afin de mieux définir cette fonction et d'identifier les conditions de sa mise en œuvre à l'interface entre recherche et éducation.

Papet, J., Perez, S., Perez-Roux, T., Gabriel, P., & Cassignol, F. (2019). **Rapport au travail des enseignants de judo en France: entre valeurs défendues et tensions inhérentes à l'activité.** *@ctivités*, 16(1), s.p. <https://doi.org/10.4000/activites.3741>

Les évolutions socio-économiques, idéologiques, politiques qui affectent aujourd'hui les champs de l'enseignement, de la formation et de l'éducation, conduisent les acteurs concernés à questionner le sens de leur travail. La présente contribution s'intéresse aux représentations et valeurs des enseignants de judo. Il s'agit de repérer comment ces derniers se positionnent vis-à-vis des logiques parfois contradictoires auxquelles ils doivent répondre. L'étude s'inscrit dans une double orientation: psycho-sociale (représentations, valeurs, implication professionnelle) et sociologique (rapport au travail, reconnaissance). Au plan méthodologique, suite à une approche ethnographique, deux séries d'entretiens semi-directifs ont été conduites en 2016 par une équipe de quatre chercheurs sur la région Occitanie. Par ailleurs, un questionnaire (sous sphinx) a été proposé en octobre-novembre 2016, sur la même région, puis diffusé au niveau national. Le croisement de ces différentes données permet de comprendre les valeurs partagées et les tensions auxquelles un certain nombre d'enseignants de judo sont confrontés dans leur activité au quotidien. Les résultats soulignent et illustrent les nombreux dilemmes à gérer: entre plaisir et effort, loisir et compétition, tradition et changement. Les enseignants de judo doivent veiller de plus en plus à rentabiliser leur structure, sans perdre pour autant les valeurs fondatrices du judo. Ils ont aussi à trouver un équilibre entre vie professionnelle et vie privée. L'étude éclaire, au moins pour partie, le rapport au travail que ces enseignants construisent pour s'adapter aux évolutions et conserver le sens de leur action.

Pastore, S., & Andrade, H. L. (2019). **Teacher assessment literacy: A three-dimensional model.** *Teaching and Teacher Education*, 84, 128-138. <https://doi.org/10.1016/j.tate.2019.05.003>

Assessment literacy has been recognized as important for teachers because it helps them use information about student learning to teach more effectively by responding to students' learning needs. The aim of this paper is to present an updated, expanded model of assessment literacy that represents three key aspects of assessment literacy in context. The paper reports the results of a Delphi inquiry with international experts on educational assessment and teacher education. Conclusions include implications for research on educational assessment and teacher professional development.

Pélissier, C., & Lédé, S. (2019). *Intentions des enseignants lors de coenseignements universitaires: retour d'expérience en Licence*. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02150109/document>

Cet article présente le résultat d'une réflexion portant sur l'analyse des intentions des enseignants à coenseigner dans le supérieur. Dans la perspective de réduire les disparités de réussite universitaire et d'induire une certaine évolution dans les pratiques universitaires de façon durable, nous avons identifié des valeurs personnelles qui sous-tendent les pratiques actuelles de coenseignement. Notre étude nous a permis de proposer un modèle posant d'une part les intentions des enseignants (pratiquer, expérimenter et réguler) participant à ce type d'initiative et d'autre part des macro-préoccupations (savoir, tissage, pilotage, étayage et atmosphère) extraites du modèle des gestes professionnels de l'enseignant et présentent derrières ses intentions. Chacune de ces intentions est illustrée par un exemple concret de projets mis en oeuvre dans la formation Diplôme Universitaire Technologique (DUT)-Métier du Multimédia et de l'Internet (MMI) de l'IUT de Béziers.

Revelle, K. Z. (2019). **Teacher perceptions of a project-based approach to social studies and literacy instruction.** *Teaching and Teacher Education*, 84, 95-105.
<https://doi.org/10.1016/j.tate.2019.04.016>

Although growing evidence from across the globe supports the use of project-based learning, teachers' use of the instructional approach can challenge their pedagogical beliefs and practices. This qualitative study examined how 24 second-grade teachers perceived their enactment of a social studies and literacy project-based curriculum within 20 high-poverty schools. Analysis of teacher interviews revealed successes and challenges they perceived in their enactment of the curriculum and the factors they perceived as contributing to those successes and challenges. In addition to reporting teachers' perceptions, the study suggests implications for how to support teachers in their transition to using a project-based approach.

Rockwell, E., Mendoza von der Borch, T., Rebolledo Angulo, V., & Tapia Álvarez, M. E. (2017). **Mediating research and practice: The dilemmas of designing didactic sequences by integrating teacher knowledge and research on teaching.** *Revue française de pédagogie*, 201(4), 53-60.

In this article we discuss the dynamics of mediation between research, policy and practice by examining our year-long experience in developing materials with teachers of multigrade schools. Our focus is on understanding the dialectic between our knowledge constructed in the academic context of research on teaching and learning, on the one hand, and the knowledge that teachers gain through their own training and experience, on the other. Our perspective aligns with that of scholars calling for closer collaboration between research teams and in-service teachers as a way of overcoming perceived resistance to pedagogical reforms introduced by external agents or educational authorities.

Savage, C. (2019). **Academic majors of social studies teachers and student achievement in the U.S.** *Teaching and Teacher Education*, 84, 66-73. <https://doi.org/10.1016/j.tate.2019.04.020>

The education of social studies teachers has been understudied at a large scale, relative to other subject areas. This study estimated whether the undergraduate and/or graduate majors of social studies teachers are associated with student achievement in civics, U.S. history, and geography. Broad categorizations of social studies-related majors were not associated with student achievement. However, a graduate major in political science for students' teachers

was positively and significantly associated with student achievement in civics, and an undergraduate major in geography/geography education was negatively associated with student achievement in civics and U.S. history. Implications for policy and research are discussed.

Stroupe, D., Moon, J., & Michaels, S. (2019). **Introduction to special issue: Epistemic tools in science education.** *Science Education*, 103(4), 948-951. <https://doi.org/10.1002/sce.21512>

We argue that unless teachers provide students with openings to take up some form of epistemic agency through the use of tools, and if students do not perceive and act on such openings, then the rhetoric of the Framework and Next Generation Science Standards—focused on participation in practices—is empty and aims to perpetuate the status quo of current and problematic science teaching and learning. Drawing on our own work and that of others, including the authors in this special issue of Science Education, we assert that epistemic tools and their principled use in classrooms have an important role in disrupting the status quo.

Suh, S., & Michener, C. J. (2019). **The preparation of linguistically responsive teachers through dialogic online discussion prompts.** *Teaching and Teacher Education*, 84, 1-16. <https://doi.org/10.1016/j.tate.2019.04.015>

This study examines how online discussions were used in one language teacher education program. The linguistically responsive teaching (LRT; Lucas & Villegas, 2013) and dialogic affordances of 50 discussion prompts, as well as discursive qualities of engagement in six discussions, were analyzed using content and discourse analyses. Findings indicate that prompts offered opportunities for dialogic engagement with LRT content. Prompts shaped the dialogic engagement of teacher candidates in discussion threads, showing that candidates engaged more critically with dominant sociocultural discourses than with immediate interlocutor contexts. Analyses provide language teacher educators guidance on using online discussions to foster critical engagement.

Tan, E., Barton, A. C., & Benavides, A. (2019). **Engineering for sustainable communities: Epistemic tools in support of equitable and consequential middle school engineering.** *Science Education*, 103(4), 1011-1046. <https://doi.org/10.1002/sce.21515>

This study is focused on engineering for sustainable communities (EfSC) in three middle school classrooms. Three in-depth case studies are presented that explore how two related EfSC epistemic toolsets—(a) community engineering and ethnography tools for defining problems, and (b) integrating perspectives in design specification and optimization through iterative design sketch-up and prototyping—work to support the following: (a) Students' recruitment of multiple epistemologies; (b) Navigation of multiple epistemologies; and (c) students' onto-epistemological developments in engineering. Using a theoretical framework grounded in justice-oriented notions of equity intersecting with multiple epistemologies, we investigated the impact of the related epistemic toolsets on students' engineering engagement. Specifically, the study focused on how the tools worked when they were taken up in particular ways by teacher and students, and how the nature of their iterative engagement with the tools led to outcomes in ways that were equitable and consequential, both to students' engineering experiences and their engineering onto-epistemological developments, and also in responding to the community injustices prototypes were designed to address. Tensions that emerged are discussed with further reflection on what the EfSC epistemic toolsets suggest about the

affordances of a productive epistemic space and the concomitant risks related to larger institutional norms, which constrain the extent of students' justice-oriented engineering goals.

van Schaik, P., Volman, M., Admiraal, W., & Schenke, W. (2019). **Approaches to co-construction of knowledge in teacher learning groups.** *Teaching and Teacher Education*, 84, 30-43. <https://doi.org/10.1016/j.tate.2019.04.019>

We investigated approaches to knowledge co-construction in teacher learning groups (TLGs), changes in teaching and understanding of teaching perceived by TLG participants, and supportive and inhibiting conditions for knowledge co-construction in TLGs. Interviews with 39 teachers revealed three approaches to knowledge co-construction in TLGs based on the knowledge source used: practice-based, research-informed, and research-based. All teachers reported changes in teaching and understanding of teaching. Participation in research-informed and research-based teacher learning groups seemed to affect teachers' teaching and understanding of teaching more deeply than participation in practice-based groups. Supportive school leadership appeared as a key condition for teachers' knowledge co-construction.

Relation formation-emploi

CEDEFOP. (2019). **Les compétences recherchés par les employeurs.** Note d'information. <https://doi.org/10.2801/62174>

Cedefop has developed a pan-European system for collecting this information from job portals and analysing it. While modern technology has made it easier to process huge quantities of information, analysis needs to be based on sound expert judgement.

Kahn, M., Gamedze, T., & Oghenetega, J. (2019). **Mobility of sub-Saharan Africa doctoral graduates from South African universities—A tracer study.** *International Journal of Educational Development*, 68, 9-14. <https://doi.org/10.1016/j.ijedudev.2019.04.006>

This article reports on a novel approach to tracing the career paths of recent doctoral graduates from South African universities. Little was previously known regarding the mobility of students from sub-Saharan Africa who obtain their doctoral degrees in South Africa's universities, despite this group comprising over a third of South Africa's total doctoral graduates. Given South Africa's high-level skills shortage, and the fact such students are subsidized by the South African taxpayer, their career trajectory on completion is of interest to policy. A tracer study styled as MOTS – Mobility of the Highly Skilled - used unconventional techniques to track the career paths of graduates over 2012 to 2013. Results of the first phase of the project indicate « brain circulation » whereby the majority of graduates return to their country of origin. Implications for higher education and immigration policy are discussed.

Li, J., Wiemann, K., Shi, W., Wang, Y., & Pilz, M. (2019). **Vocational education and training in Chinese and German companies in China: a 'home international' comparison.** *International Journal of Training and Development*, 23(2), 153-168. <https://doi.org/10.1111/ijtd.12151>

China is currently focusing strongly on developing its vocational education and training system, and Germany is an important partner in this process: many German companies operate major manufacturing sites in China and need highly skilled employees. So do German companies in China continue to meet their training needs through the familiar German model of vocational

education and training (or a similar model)? Or does their model for training production staff more closely resemble the Chinese model? To date, there have been few research studies in this area. This article aims to fill the gap with a 'home international' comparison of the training strategies of Chinese and German companies in China. Theory-driven semi-structured interviews were conducted with managers of human resources departments in 11 Chinese companies and 11 subsidiaries of German companies in China. Transcripts of these interviews were then subjected to textual analysis to systematize the findings and extract data. The findings demonstrate both similarities and differences between the Chinese and the German companies, particularly in terms of the links between the national training system, the national labour market and the social setting.

Ménard, B. (2017). *Parcours des étudiants de l'université : les files d'attente pour l'éducation et l'emploi à l'aune de Sen et Bourdieu* (Thèse en sociologie, Université Toulouse le Mirail). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02149365/document>

Cette thèse a pour objet l'analyse des inégalités appliquées d'une part aux parcours éducatifs des jeunes et, d'autre part, à leurs répercussions sur l'emploi. En effet, les inégalités à l'insertion s'accentuent, non seulement entre détenteurs de diplômes distincts, mais aussi comparables. Pour expliquer les déterminants des choix individuels dans un contexte de file d'attente, nous mobilisons une approche socioéconomique originale autour des concepts de Sen et Bourdieu pour décrire les espaces d'opportunités dont disposent les jeunes. Une telle démarche nécessite dans une première partie une revue critique des théories usuelles de l'offre. Les théories de la demande offrent une prise en compte plus complète des caractéristiques des emplois, mais sont limitées pour expliquer le rôle des parcours éducatifs sur l'accès à l'emploi. Les conceptualisations de Sen et Bourdieu sont alors associées pour expliquer les situations de reproduction sociale comme de non-reproduction. Dans une seconde partie, les analyses s'intéressent en premier lieu aux parcours des diplômés en sciences à l'issue de l'obtention de la licence générale. La pondération des parcours par les capitaux économiques et culturels permet de caractériser les éléments qui contrecarrent ou renforcent une reproduction qui n'en demeure pas moins dominante. Les investigations sur les parcours sont prolongées autour du décrochage, à partir des données Génération 2010. Une lecture à l'aune des capacités permet d'illustrer son caractère protéiforme et l'influence du milieu social. La dernière partie élargit la perspective à la transition sur le marché du travail. La pondération sociale est cette fois appliquée aux trajectoires de sortie du supérieur qui ne produisent pas les mêmes effets sur les capacités pour l'emploi suivant le milieu social. In fine, les investigations sur les dispositifs d'accompagnement à l'insertion suggèrent qu'ils peuvent faciliter les transitions mais peinent à réduire les inégalités.

Oliveira, P. C., & Duque, D. (2019). *Labor Market Outcomes and Early Schooling: Evidence from School Entry Policies Using Exact Date of Birth* [Paper]. Consulté à l'adresse arXiv.org website: <https://econpapers.repec.org/paper/arxpapers/1905.13281.htm>

We use a rich, census-like Brazilian dataset containing information on spatial mobility, schooling, and income in which we can link children to parents to assess the impact of early education on several labor market outcomes. Brazilian public primary schools admit children up to one year younger than the national minimum age to enter school if their birthday is before an arbitrary threshold, causing an exogenous variation in schooling at adulthood. Using a Regression Discontinuity Design, we estimate one additional year of schooling increases labor income in 25.8% - almost twice as large as estimated using mincerian models. Around this cutoff there is

also a gap of 9.6% on the probability of holding a college degree in adulthood, with which we estimate the college premium and find a 201% increase in labor income. We test the robustness of our estimates using placebo variables, alternative model specifications and McCrary Density Tests.

Woll, C. (2019, juin 6). **L'Allemagne, le pays où les hauts fonctionnaires se forment à l'université.** Consulté 11 juin 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/lallemande-pays-hauts-fonctionnaires-se-forment-a-luniversite/00089604>
Outre-Rhin, il n'existe ni ENA ni grands corps. La majorité des hauts fonctionnaires allemands passent par les universités du pays.

Réussite scolaire

Brunello, G., & Kiss, D. (2019). **Math Scores in High Stakes Grades** (IZA Discussion Paper N° 12338). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp12338.htm>

We investigate whether tests taken during a high stakes grade by German primary and secondary students produce higher math scores than in lower stakes grades. We identify a high stakes grade with the final grade of primary or secondary school, because good performance in that grade can affect future opportunities. Our difference-in-differences estimates show that high stakes increase math scores on average by 0.17 to 0.23 standard deviations, a sizeable effect.

Castro, A. N. (2019). **Television, time use and academic achievement: Evidence from a natural experiment** [Discussion Paper]. Consulté à l'adresse University of Nottingham, Granger Centre for Time Series Econometrics website: https://econpapers.repec.org/paper/notnotgts/19_2f06.htm

This article studies the impact of television on academic performance and a plausible mechanism behind this effect: whether television changes time use. I identify a causal effect by using a natural experiment that consists in the staggered introduction of the digital television signal in the British television market. The digital switchover leads to an increase in television viewing time but does not change television contents. I find that the digital switchover increases academic performance, contributing to human capital formation, and that the effect is larger for schools at the bottom of the score distribution, reducing educational inequality. I also show that the digital switchover decreases the probability of children taking part in detrimental activities such as alcohol drinking, and their frequency. I test for alternative mechanisms, but do not find an effect of television on time dedicated to homework neither behaviour. The results point that the true determinant of academic achievement is the relative educational value of out-of-school activities, rather than the absolute one.

Chan, W. W. L., & Wong, T. T.-Y. (2019). **Visuospatial pathways to mathematical achievement.** *Learning and Instruction*, 62, 11-19. <https://doi.org/10.1016/j.learninstruc.2019.03.001>

Children having better visuospatial working memory, or the capacity to store and manipulate visuospatial information, perform better in mathematics. Yet, the underlying mechanisms are not well understood. In this study, we proposed a pathway model which linked up visuospatial

working memory and mathematical achievement through two routes: numerical magnitude representation and problem representation. The data were drawn from 541 children who were assessed in both Grades 1 and 2. Using path analysis, we found that the association between visuospatial working memory and mathematical achievement was mediated by the deployment of visuospatial processes for magnitude representation (magnitude representation pathway) as well as for problem representation in solving mathematical problems (problem representation pathway). Such findings offer an important framework for developing intervention strategies to help children with poor visuospatial working memory in learning mathematics.

Guessan, D. (2019). **Diplôme national du brevet 2018**. Note d'information, (19.17). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/06/7/depp-ni-2019-19-17-diplome-national-du-brevet_1131067.pdf

Quatre élèves sur dix en situation de handicap, nés en 2001, ont passé le DNB : 85 % l'ont obtenu. 33 % des élèves en situation de handicap ont fréquenté une classe menant au DNB sans pour autant être inscrits à l'examen. Enfin, 29 % des élèves n'ont pas fréquenté une classe menant au DNB. Quand ils sont inscrits, sept élèves sur dix se présentent dans la série générale et ont des taux de réussite très comparables aux élèves n'ayant pas de reconnaissance de handicap. Les élèves présentant un trouble physique ou sensoriel sont davantage inscrits au DNB et obtiennent de meilleurs résultats à l'examen. Il en est de même, à trouble identique, pour les élèves d'origine sociale très favorisée.

Jarraud, F. (2019, juin 7). **Lecture : Un jeune sur dix en difficulté ?** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/07062019Article636954934394397763.aspx>

Cette année il faut mettre un point d'interrogation aux résultats des tests de lecture de la Journée défense et citoyenneté. Chaque année on annonce un jeune sur dix en difficulté de lecture et la moitié de ceux ci en illettrisme. Mais cette année, la Depp prévient que les résultats ne sont pas fiables. La Note signale un problème technique lors de la passation des tests : « Ces problèmes ont empêché les jeunes de répondre à certains items, or une non-réponse est considérée comme une non-maîtrise de ce qui est attendu. Par conséquent, le pourcentage de jeunes en difficulté de lecture est surestimé en 2018, 2017 ainsi qu'en 2016 ».

Le Laidier, S. (2019). **À 17 ans, quatre élèves sur dix en situation de handicap nés en 2001 ont passé le diplôme national du brevet (DNB)**. Note d'information, (19.16). Consulté à l'adresse https://cache.media.education.gouv.fr//file/2019/13/1/depp-ni-2019-19-16-A-17-ans-quatre-eleves-sur-dix-en-situation-de-handicap-nes-en-2001-ont-passe-le-diplome-national-du-brevet_1119131.pdf

Quatre élèves sur dix en situation de handicap, nés en 2001, ont passé le DNB : 85 % l'ont obtenu. 33 % des élèves en situation de handicap ont fréquenté une classe menant au DNB sans pour autant être inscrits à l'examen. Enfin, 29 % des élèves n'ont pas fréquenté une classe menant au DNB. Quand ils sont inscrits, sept élèves sur dix se présentent dans la série générale et ont des taux de réussite très comparables aux élèves n'ayant pas de reconnaissance de handicap. Les élèves présentant un trouble physique ou sensoriel sont davantage inscrits au DNB et obtiennent de meilleurs résultats à l'examen. Il en est de même, à trouble identique, pour les élèves d'origine sociale très favorisée.

Pierre, S. (2019). **Building interdisciplinarity for digital education: curricular didactics and digital citizenship education. Example of a training device based on animation techniques in Master MEEF (teaching and training professions).** Conférence Internationale Environnements Informatiques Pour l'Apprentissage Humain (EIAH) ATIEF (Association Des Technologies de l'Information Pour l'Éducation et La Formation) - EIAH. Présenté à Paris, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02146474/document>

« Eduquer à citoyenneté numérique » est une nouvelle modalité scolaire qui nécessite d'interroger l'identité professionnelle des enseignants mais aussi les outils d'interventions auprès des élèves. Les enjeux sociaux qui s'attachent à cette valeur et la nature des savoirs, invitent à s'attacher à la place de l'élève en tant qu'acteur dans la situation d'enseignement-apprentissage. A partir d'un dispositif de formation « bien être et réussite des élèves » en Master MEEF 1 er degré, nous interrogerons la didactique curriculaire et proposerons une analyse des techniques d'animation intégrant le numérique afin d'amener les élèves à adopter une posture réflexive et critique. L'éducation à la citoyenneté numérique constitue, dans le cadre du milieu scolaire, un nouveau champ d'investigation.

Smouda, K. (2018). **Le décrochage étudiant à l'Université de Strasbourg : dimensions et figures** (Thèse en éducation, Université de Strasbourg). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02146584>

Le questionnement autour du phénomène du décrochage étudiant connaît des ramifications directes vers les problématiques spécifiques liées à l'échec scolaire. La présente étude a pour objectif d'appréhender le décrochage d'étudiants de la première année de la licence, d'en étudier le processus afin de le comprendre, offrir ainsi une réponse adéquate à ce phénomène. Nous avons admis que le décrochage universitaire relève davantage du processuel et non de l'événementiel, et qu'il ne se réduit pas aux caractéristiques d'entrée de l'étudiant à l'université. Il est aussi influencé par des variables individuelles et/ou des variables contextuelles, ainsi que par l'interaction entre elles. Pour vérifier certains de ces éléments nous avons adopté une approche systémique à double supports : le questionnaire (783 répondants) et l'entretien semi-directif (8 interviewés). Les réponses à ces interrogations ont démontré que le décrochage étudiant est un phénomène multidimensionnel et processuel. L'interprétation des résultats à l'aide de la modélisation n'ont permis de catégoriser et de tracer les figures des décrocheurs.

Valeurs

Gebail, S. (2019). **Le projet Scola Média ou comment former les enseignants face aux nouveaux enjeux de l'éducation à la citoyenneté ?** Ecritech 2019 : Citoyenneté numérique, numérique citoyen. Présenté à Nice, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-02138935/file/EcritechGebail_r%C3%A9sum%C3%A9.pdf

Jarraud, F. (2019, juin 7). **Roger-François Gauthier : Crise des programmes scolaires.** Consulté 11 juin 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/06/07062019Article636954934597526583.aspx>

« Rien ne permet d'être certain que l'école a raison d'enseigner ce qu'elle enseigne, en quoi elle ne croit plus toujours, en dehors de nourrir la machine des évaluations ». Inspecteur général honoraire, professeur à l'université Paris Descartes, Roger-François Gauthier se libère avec ce livre alerte (*Crises des programmes scolaires. Vers une école de la conscience*. Berger Levraud) qui se lit comme un roman. Il pose de façon radicale la question des programmes. Plutôt que prolonger l'empilement des disciplines scolaires traditionnelles, il invite à réfléchir à ce que l'on veut vraiment transmettre aux jeunes d'aujourd'hui. Cela amène à s'interroger sur les valeurs pas que l'école doit enseigner comme elle le fait aujourd'hui en cours, mais des valeurs qui doivent être au centre des programmes et les fonder. C'est à cette « école de la conscience », qui est aussi celle des curriculums, que RF Gauthier nous invite. Il s'en explique dans cet entretien.

Papet, J., Perez, S., Perez-Roux, T., Gabriel, P., & Cassignol, F. (2019). **Rapport au travail des enseignants de judo en France : entre valeurs défendues et tensions inhérentes à l'activité.** @ctivités, 16(1), s.p. <https://doi.org/10.4000/activites.3741>

Les évolutions socio-économiques, idéologiques, politiques qui affectent aujourd'hui les champs de l'enseignement, de la formation et de l'éducation, conduisent les acteurs concernés à questionner le sens de leur travail. La présente contribution s'intéresse aux représentations et valeurs des enseignants de judo. Il s'agit de repérer comment ces derniers se positionnent vis-à-vis des logiques parfois contradictoires auxquelles ils doivent répondre. L'étude s'inscrit dans une double orientation: psycho-sociale (représentations, valeurs, implication professionnelle) et sociologique (rapport au travail, reconnaissance). Au plan méthodologique, suite à une approche ethnographique, deux séries d'entretiens semi-directifs ont été conduites en 2016 par une équipe de quatre chercheurs sur la région Occitanie. Par ailleurs, un questionnaire (sous sphinx) a été proposé en octobre-novembre 2016, sur la même région, puis diffusé au niveau national. Le croisement de ces différentes données permet de comprendre les valeurs partagées et les tensions auxquelles un certain nombre d'enseignants de judo sont confrontés dans leur activité au quotidien. Les résultats soulignent et illustrent les nombreux dilemmes à gérer: entre plaisir et effort, loisir et compétition, tradition et changement. Les enseignants de judo doivent veiller de plus en plus à rentabiliser leur structure, sans perdre pour autant les valeurs fondatrices du judo. Ils ont aussi à trouver un équilibre entre vie professionnelle et vie privée. L'étude éclaire, au moins pour partie, le rapport au travail que ces enseignants construisent pour s'adapter aux évolutions et conserver le sens de leur action.

Pélissier, C., & Lédé, S. (2019). **Intentions des enseignants lors de coenseignements universitaires : retour d'expérience en Licence.** Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02150109/document>

Cet article présente le résultat d'une réflexion portant sur l'analyse des intentions des enseignants à coenseigner dans le supérieur. Dans la perspective de réduire les disparités de réussite universitaire et d'induire une certaine évolution dans les pratiques universitaires de façon durable, nous avons identifié des valeurs personnelles qui sous-tendent les pratiques actuelles de coenseignement. Notre étude nous a permis de proposer un modèle posant d'une part les intentions des enseignants (pratiquer, expérimenter et réguler) participant à ce type d'initiative et d'autre part des macro-préoccupations (savoir, tissage, pilotage, étayage et atmosphère) extraites du modèle des gestes professionnels de l'enseignant et présentent derrières ses intentions. Chacune de ces intentions est illustrée par un exemple concret de

projets mis en œuvre dans la formation Diplôme Universitaire Technologique (DUT)-Métier du Multimédia et de l'Internet (MMI) de l'IUT de Béziers.