



# Veille de l'IREDU n°45

15 avril 2015

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## 1. Ressources sur le Web

### ***Repéré sur : Alternatives-economiques.fr***

Morgane Remy et Eva Thiébaud. [Chômage des jeunes : dans la jungle des dispositifs](#). Alternatives Economiques n° 345, avril 2015

La garantie jeune européenne vise à aider les moins de 25 ans à s'insérer sur le marché du travail. Au risque de complexifier encore un paysage français bien encombré.

### ***Repéré sur : cafepedagogique.net***

[Maths : Les stéréotypes bloquent les acquisitions mathématiques des filles](#). L'expresso du 2 avril 2015

Réalisée par Kathryn L. Boucher de l'Université de l'Indiana, une expérience montre que quand les femmes sont confrontées au rappel des stéréotypes sexistes, elle réussissent moins bien en maths. L'universitaire a demandé à deux groupes de réaliser des exercices de maths. Un groupe devait expressément le faire pour démontrer l'erreur des préjugés sur les femmes en sciences. Ce groupe systématiquement réussit moins bien que l'autre. Au lieu de motiver les filles, le rappel qu'elles ne sont pas capables en réussissant en maths suffit à faire baisser leurs compétences. "Si on ne prend pas en compte cette situation on va devant des problèmes" estime KL Boucher.

[Le CESE et la sécurisation du parcours des jeunes](#). L'expresso du 2 avril 2015

"Si le Plan Priorité Jeunesse du gouvernement a fait de l'accès des jeunes au droit commun un de ses objectifs, reprenant les préconisations formulées par notre assemblée, il reste beaucoup à faire pour sécuriser les parcours d'insertion sociale et professionnelle des jeunes. La mise en place de la Garantie Jeunes représente une avancée certaine, mais elle ne remet pas en cause le millefeuille de dispositifs à destination des jeunes. De plus, au regard du nombre élevé de jeunes ni en emploi, ni en formation (1,6 à 1,9 million), elle ne répond encore que partiellement aux attentes des jeunes". Avec 24% de jeunes au chômage, 140 000 décrocheurs chaque année, la question de la sécurisation du parcours des jeunes se pose en des termes urgents et nouveaux.

[Quelles compétences dans un contexte numérique ?](#) L'expresso du 3 avril 2015

Des associations, des groupes faisant du lobbying sur le numérique ont répondu aux questions sur les compétences posées par la concertation sur le numérique. Autant de points de vue qui sont intéressants mais qui méritent débat. Le socle commun, en diluant les compétences numériques dans l'ensemble des domaines, de manière essentiellement implicite, ne permet pas vraiment de guider les enseignants et les acteurs de l'éducation sur des champs d'action précis et suffisamment définis. Les nombreuses critiques portées sur le B2i ont oublié le fait qu'il avait le mérite de mettre en évidence un ensemble qui cherchait à être cohérent en regard de ce que les jeunes démontrent comme utilisation des moyens numériques, mais aussi comme besoins de maîtrise. Mais à force de

fustiger les B2i et autres C2i, C2I niveau 2, on a laissé le champ à un affrontement de groupes qui ont chacun tenté de remédier à ce qu'ils jugeaient insuffisant. Malheureusement, en tirant chacun de son côté, ils n'ont obtenus qu'un éclatement bien difficile à résorber désormais.

[Le cours magistral a-t-il un avenir ?](#) L'expresso du 7 avril 2015

La question est posée par la revue Distances et médiations des savoirs. Elle réunit plusieurs études menées au niveau universitaire sur la place des cours magistraux à l'ère des Moocs et des accès Internet en amphi. Or une étude menée auprès de 1640 étudiants par C Papi et V Glikman montre que le besoin de cours magistral est manifesté par les étudiants. "L'environnement universitaire avec ses amphithéâtres, ses salles de cours, ses enseignants leur apparaît nécessaire". Une autre étude de M Briançon auprès d'étudiants en philosophie montre que la présence et la parole du maître est encore jugée fondamentale dans cette discipline. Un autre travail d'A Loizon et P Mayen décrit le cours magistral comme "une situation d'enseignement chahutée par les instruments". Le cours magistral est jugé utile mais on attend qu'il soit lui-même instrumenté.

[Education pour tous : Un idéal qui reste à atteindre.](#) L'expresso du 9 avril 2015.

Un nouveau rapport de l'Unesco l'atteste : le rêve de l'éducation pour tous que la communauté internationale s'était donné pour 2015 n'est pas atteint. Pire les efforts stagnent. Et les promesses des donateurs ne sont pas tenues.

[L'Education nationale sommée de revoir sa formation continue par la Cour des comptes.](#) L'expresso du 15 avril 2015

L'Education nationale ne pourra plus faire l'impasse sur la formation continue. Alors que les nouveaux programmes rendent celle-ci indispensable, la Cour des comptes vient ajouter une contrainte légale. C'est un référé que publie le 14 avril la Cour des comptes à propos de la formation continue des enseignants. En usant de cette formule, la Cour invite les parlementaires à s'emparer de la question et à agir. Voilà la ministre mise en demeure de respecter la réglementation et d'utiliser de meilleure façon une formation continue dont tout le monde sait dans l'éducation nationale qu'elle est notoirement insuffisante.

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

Stéphanie Mignot-Gérard, Constance Perrin-Joly, François Sarfati, Nadège Vezinat. [L'apprentissage dans l'enseignement supérieur ou l'art d'une relation à trois.](#) Connaissance de l'emploi, n°119, mars 2015

L'étude dont rend compte ce Connaissance de l'emploi éclaire les débats récents sur le développement de l'apprentissage dans l'enseignement supérieur. Alors qu'une note du Conseil d'analyse économique [CAE] (Cahuc, Ferracci, 2014) propose de recentrer les moyens publics consacrés à l'apprentissage sur les jeunes peu qualifiés, les représentants des centres de formation d'apprentis (CFA) du supérieur dénoncent une vision archaïque de l'apprentissage centré sur les publics en difficulté.

Cette étude illustre, dans un cas particulier, le rôle majeur de l'organisme de formation dans la mise en relation entre entreprise et étudiant. Pour autant, les résultats sont nuancés : si l'insertion professionnelle est souvent au bout de la formation, elle dépend en partie des critères de sélection

utilisés par l'organisme d'enseignement. Et les perspectives d'emploi et d'évolution professionnelle ne sont pas toujours au rendez-vous...

***Repéré sur : Cereq.fr***

Catherine Beduwé, Philippe Lemistre (coord.) [Quelle\(s\) évaluation\(s\) pour quelle\(s\) professionnalisation\(s\) à l'université](#). Net.Doc , n° 131 , 2015 , 149 p.

Telle est la question que le Réseau Evaluation Formation Emploi a souhaité poser à des chercheurs et praticiens de toutes disciplines, et à laquelle les auteurs de ce document ont accepté de répondre. Ces échanges se sont déroulés les 24 et 25 octobre 2013 à Toulouse autour de 14 communications. L'objectif était d'interroger le lien entre professionnalisation et évaluation des formations ou, plus généralement, entre politiques de professionnalisation et évaluation. Le terrain choisi était celui de l'université. Les contributions présentées dans ce document sont issues des communications qui ont été reprises et, pour certaines, publiées dans le numéro 129 de la revue Formation Emploi. Ce séminaire s'inscrit dans la continuité de deux séminaires précédents qui ont eu lieu à Toulouse également, en 2011 et en 2012. La thématique générale – Évaluation Formation Emploi – ainsi que le principe de pluridisciplinarité des intervenants sont communs aux trois séminaires.

***Repéré sur : Crifpe.com***

Bayle, A. (2014). [La construction de la relation pédagogique à distance : Étude d'un dispositif de télécollaboration au sein d'un monde virtuel pour la formation des enseignants de FLE](#). Thèse de doctorat inédite, Université Blaise Pascal, Clermont-Ferrand (France).

Cette recherche s'inscrit dans le contexte de la formation initiale des enseignants de français langue étrangère et s'intéresse à l'introduction des technologies de l'information et de la communication (TIC) dans les pratiques pédagogiques. Notre travail s'interroge sur les apports d'un dispositif de télécollaboration (SLIC – Second Life Interculturel) mettant en relation de futurs enseignants de Master FLE de l'université Blaise Pascal avec des apprenants de FLE de Carnegie Mellon University à Pittsburgh (États-Unis) autour de la réalisation de tâches collaboratives à visée interculturelle au sein du monde virtuel Second Life. Ce projet s'appuie sur deux dimensions de la formation des enseignants : la mise en situation et la réflexivité. L'objectif de cette thèse est de comprendre comment se construit la relation pédagogique entre futurs enseignants et apprenants de français langue étrangère lorsqu'ils sont amenés à travailler ensemble dans le cadre d'un dispositif de télécollaboration au sein d'un monde virtuel et que les étudiants français ont un rôle d'animateur. Cette recherche a deux visées : d'une part une visée descriptive en analysant les tâches, les interactions des participants et leurs verbalisations en vue de comprendre leurs comportements et les relations qu'ils tissent. D'autre part, cette recherche a une visée plus praxéologique dans le sens où les résultats nous permettent d'identifier des éléments de réflexion permettant d'améliorer la formation des enseignants de FLE aux TICE.

Din, S. (2014). [Supporting mathematics teacher-educators' development of practice-based pedagogies](#). Mémoire de maîtrise inédit, Université McGill, Montréal.

La formation des maîtres, lorsqu'ancrée dans la pratique, vise à aider les enseignants en devenir à élaborer des pratiques didactiques à deux niveaux: (1) en enseignant, et (2) en apprenant de la

profession d'enseignant. Les enseignants en formation qui adoptent cette pratique ont besoin d'aide pour préparer les pratiques pédagogiques que requiert ce travail. Dans cette étude qualitative, nous utilisons un cadre conceptuel situé dans l'apprentissage et nous nous penchons sur une communauté d'enseignants des mathématiques pour mieux comprendre comment ils ont reçu une formation pour élaborer une approche pédagogique basée sur la pratique. Les cinq enseignants des mathématiques ont enseigné un curriculum commun basé sur la pratique dans le cadre du cours de méthodologie, un cours donné au baccalauréat en sciences de l'éducation. Les données ont été recueillies lorsque les enseignants des mathématiques interagissaient avec la communauté, et nous nous sommes entretenus avec chaque enseignant à la fin de la session s'est terminée. Cette étude offre une analyse du curriculum d'apprentissage de la communauté dans le but d'aider les enseignants des mathématiques désireux d'en apprendre davantage sur la formation basée sur la pratique.

Walha, L. (2014). [Conceptions des futurs enseignants sur la démarche expérimentale](#). Mémoire de maîtrise inédit, UQO, Hull.

La présente recherche a pour but d'identifier les conceptions des futurs enseignants de biologie sur la démarche expérimentale. Nous nous sommes particulièrement intéressée à mettre en évidence les liens possibles entre ces conceptions et le document utilisé pendant les séances de travaux pratiques, à savoir le fascicule. Dans un premier temps nous avons procédé à une synthèse de l'émergence du concept de la démarche scientifique expérimentale et de son évolution à travers l'histoire. Nous avons ensuite précisé sa spécificité et son enseignement dans le domaine de la biologie. Le concept biologique traité dans notre étude est celui de la respiration. Nous avons réalisé, ensuite, une étude empirique par le biais de deux instruments : le questionnaire et l'observation participante en vue d'étayer que les conceptions des futurs enseignants ne sont que le décalque et la reproduction de la manière avec laquelle la science est présentée dans le fascicule.

Webb, A. S. (2015). [Threshold concepts in the Scholarship of Teaching and Learning : a phenomenological study of educational leaders in a Canadian research-intensive university Professional Learning Communities and the Integration of Environmental Education into Teaching Practice](#). Thèse de doctorat inédite, University of British Columbia, Vancouver, Colombie-Britannique. This research study explored the lived experience of educational leaders in a research-intensive context as they engage in the Scholarship of Teaching and Learning (SoTL) in the University of British Columbia's Faculty Scholarship of Teaching and Learning Leadership Program (UBC SoTL Leadership Program). The study was guided by two research questions: (1) What is the nature and substance of threshold concepts in SoTL and (2) What enhances or constrains educational leaders' ability to navigate threshold concepts in SoTL? A qualitative phenomenological inquiry approach was employed over a nine-month period to explore educational leaders' experience with SoTL. Data collection and analysis were informed by van Manen's interpretive phenomenology and data sources included a questionnaire, participant observation in classroom sessions, interviews with members of the 2013-2014 cohort and past graduates of the program, and participants' ePortfolios. The research questions sought to explore threshold concepts in SoTL as well as factors that enhance or constrain the ability of institution-level and Faculty-level educational leaders to navigate threshold concepts in the scholarship of teaching and learning in a research-intensive university. Seven themes emerged from the analysis as potential SoTL threshold concepts for the participants: conceptions of research, subjectivity, institutional culture, studentness, boundary crossing, teaching as scholarship, and the disposition of a SoTL scholar. The concepts were examined in light of four defining characteristics of

threshold concepts. The first five of the themes exhibited significant evidence of the characteristics and were categorized as threshold concepts. The final two themes exhibited some of the characteristics and warrant further inquiry. Further data analysis indicated that educational leaders' ability to navigate threshold concepts was enhanced and constrained by their understanding of the nature of SoTL and disciplinary and institutional cultures in which they undertake their daily work. These results offer important insights for understanding how threshold concepts are manifest in a SoTL based faculty development program for institution-level and Faculty-level UBC SoTL Leadership Program educational leaders and insights into how these concepts might have been navigated in such contexts.

Furlong, J. (2015). [Teaching Tomorrow's Teachers : Options for the Future of Initial Teacher Education in Wales](#). Oxford (UK) : University of Oxford.

In March 2014, Professor John Furlong was appointed as Initial Teacher Education and Training (ITET) Adviser for Wales. He was asked to consider and scope the changes that are needed to bring about improvements to ITET in Wales following a review of the quality and consistency of teacher training undertaken by Professor Ralph Tabberer in 2013.

Martinenq, A., Kitsiona, M., Ritz, É. & Zainoune, M. (2014). [La parole aux sans-voix : enquête auprès des enfants, des parents et des enseignants sur la situation de l'éducation dans neuf pays](#). Paris : Aide et Action.

Ce document offre un regard nouveau sur la portée de l'éducation comme levier du développement. Les résultats de cette étude ont pour objectif de proposer une réflexion sur l'agenda post 2015.

Forte de son expérience de terrain dans le secteur de l'éducation dans 24 pays parmi les moins avancés, Aide et Action a réalisé son enquête auprès de ceux que l'on n'entend jamais, permettant ainsi de mieux comprendre la réalité de l'éducation, de ses manques et de ses difficultés, par ceux qui la vivent.

Elle éclaire les débats actuels sur le bilan des Objectifs de l'Education pour Tous adoptés à Dakar en avril 2000 et celui du cycle des Objectifs du Millénaire pour le développement décidés à New York la même année.

Les priorités d'action identifiées combinent à la fois les préoccupations quotidiennes des enfants, parents et enseignants, mais aussi les grands défis et les débats sur l'agenda post-2015. Les pistes de réflexion proposées découlent de cette double perspective :

- Diminuer les coûts directs et indirects de l'éducation pour encourager l'accès et le maintien à l'école des enfants les plus défavorisés
- Impliquer les parents dans la scolarité de leurs enfants
- Lutter contre le retard accumulé par les enfants à l'école
- Revaloriser le métier d'enseignant
- Améliorer l'environnement scolaire des enfants
- Définir des politiques linguistiques claires et pertinentes

Les statistiques officielles fournissent des informations sur les taux de scolarisation, d'achèvement ou de réussite aux examens de fin d'année. Mais elles peinent à rendre compte de la situation quotidienne sur le terrain et à prendre en compte d'autres indicateurs comme le temps que mettent les enfants pour aller à l'école, ou le fait que les enseignants occupent un second emploi pour vivre décemment.

L'enquête d'Aide et Action International a été réalisée grâce à la démarche dite de « recherche-action », en complétant l'analyse par la littérature d'experts sur les nouvelles tendances de l'éducation.

Statistique Canada, & Conseil des ministres de l'Éducation (Canada) (CMEC) (2015). [Indicateurs de l'éducation au Canada : manuel pour le rapport du Programme d'indicateurs pancanadiens de l'éducation : mars 2015](#). Ottawa : Statistique Canada et Conseil des ministres de l'éducation (CMEC).

Le présent manuel complète les tableaux du Programme d'indicateurs pancanadiens de l'éducation (PIPCE). Le manuel est un guide qui fournit une description générale de chaque indicateur et de ses composantes. Le PIPCE comprend cinq grands ensembles d'indicateurs : un portrait de la population d'âge scolaire; le financement des systèmes d'éducation; les études primaires et secondaires; les études postsecondaires; et les transitions et résultats.

**Repéré sur : Ecs.org**

### ***New from ECS***

#### **Charter school laws vary widely**

The first charter school law surfaced in Minnesota in 1991, and since, 42 additional states, the District of Columbia and Puerto Rico have passed laws governing charter schools. Yet still today, details within those state laws vary significantly and seven states do not have a law at all. This [ECS policy analysis](#) is a compilation of key questions for states to consider when creating or modifying charter school laws.

#### **Workforce development policies**

States are introducing and enacting an increasing number of bills targeted toward workforce development and career and technical education. A new ECS [Education Policy Analysis](#) offers a review of enacted legislation from 2012-14 across the country and provides several state examples

### ***What States Are Doing***

#### **UT bill creates career and tech ed board**

**Utah** passed a bill that created a career and technical education [\(CTE\) board](#) and tasked it with doing a comprehensive study of what's going on in the state and assessing business' and industries' needs for skills that will be taught in CTE classes.

#### **Defining career and technical education**

In **Virginia**, the General Assembly amended its [definition](#) of "career and technical education" to require most programs to be aligned with state or national program certification and accreditation standards, if such standards exist for the sequence of courses.

#### **Alternatives to state tests**

Fifteen **Ohio** districts and schools were chosen to develop alternatives to state standardized tests. The [pilot](#) will allow these schools to use locally selected or developed assessments to match their

specific educational programs. Results could change testing policies statewide. The Ohio Department of Education will seek a waiver for the alternative tests from the U.S. Department of Education.

### **Year-long teacher apprenticeships**

The **Louisiana** Department of Education announced 26 district-recipients for the second cohort of Believe and Prepare Educator Preparation [grants](#), adding to seven recipients already implementing innovative models for teacher training. This second cohort of grant recipients will operate April 2015 through June 2016. Cohort 2 pilots will build on Cohort 1's most promising practices.

### **Development grants for career education**

**California** State Superintendent of Public Instruction Tom Torlakson [announced](#) the first career education grants awarded this year to eight schools and districts stretching from Tehama County to San Diego County. Funding the planning process needed to implement career programs the following year, the grants are especially helpful to rural areas where there are fewer career education programs.

### **Schools to get fitness centers**

Three **Arkansas** schools will get \$100,000 fitness centers. After a nomination process in which applicants are judged by innovative ideas to implement student health and fitness, the National Foundation for Governors' Fitness Councils will nominate the winners. The [announcement](#) was made by Foundation chair Jake Steinfeld, Arkansas Gov. Asa Hutchinson and the Arkansas Department of Education.

### ***Good Reads***

#### **Voucher programs taking off**

Only four states have statewide voucher systems: Wisconsin, Ohio, Indiana and Louisiana. A new [brief](#) finds they have grown in the past five years as never before. States are expanding the number of vouchers available and all of the programs have either increased or eliminated enrollment caps. (*Center for Evaluation & Education Policy*)

#### **What constitutes success?**

Half of Indiana's 2010 high school graduates who enrolled in a public state college that fall were successful according to three [indicators](#) of success: enrolled in only nonremedial coursework in the first semester, earned all attempted credits and persisted to a second year of college. Although high school academic preparation and student behavior were related to indicators of college success, most of the variation in college success across students remains unexplained. (*REL-Midwest*)

#### **Regulating student privacy**

As of March 26, 2015, state legislatures in 41 states have introduced a combined 160 student privacy bills, some of which contain roadblocks and unintended consequences. [Here](#) is a list of elements that are recommended for inclusion in state policies or laws. (*NASBOE*)



### Rural teacher supply and demand

Adding to the rural education knowledge base, this [report](#) finds rural schools were not more likely to report teacher vacancies, except when it came to English language learner positions; vacancies and turnover weren't as big a concern as who is hired to fill those vacancies. Rural teachers were more likely to be satisfied with their jobs, except for salaries, which can be low in rural areas. The report sees hope in grow-your-own strategies and increasing use of technology. (*Rural Opportunities Consortium of Idaho*)

### AmeriCorps preps preschoolers

AmeriCorps members within the Minnesota Reading Corps PreK program significantly boosted emergent literacy skills of PreK students aged 3, 4 and 5. In this [evaluation](#), they helped 4- and 5-year-olds meet or exceed spring targets for kindergarten readiness in all five assessed areas. By the end of the school year, 3-year-olds significantly outperformed students in comparison classrooms in rhyming words and picture names. (*Corporation for National & Community Service*)

### Educator evaluation evolves in Tennessee

In its third year, Tennessee's educator [evaluation system](#) continues to evolve, using a variety of metrics. The rigor of evaluator certification was increased and there was continued expansion for non-tested grades and subjects. In the 2014 legislative session it was decided the person being evaluated could select the 15 percent achievement measure to use in the evaluation and additional evaluation coaches were added. (*Tennessee Department of Education*)

## **Repéré sur : Education.gouv.fr**

Nathalie Marchal. [En février 2014, 62 % des jeunes ont un emploi sept mois après la fin de leur formation](#). Note d'information - N° 14 - avril 2015

Sept mois après leur sortie d'un centre de formation d'apprentis (CFA), 62 % des jeunes ayant suivi des études du niveau CAP à BTS ont un emploi en février 2014. Cette situation est quasiment stable par rapport à l'année précédente. Quel que soit le niveau de formation, l'obtention du diplôme préparé en apprentissage demeure déterminant dans l'insertion sur le marché du travail : deux tiers des jeunes diplômés travaillent, alors que plus de la moitié des sortants qui n'ont pas obtenu leur diplôme sont au chômage ou inactifs.

Nathalie Marchal. [En février 2014, 44 % des jeunes sortants de lycée ont un emploi sept mois après la fin de leurs études](#). Note d'information - N° 15 - avril 2015

Sept mois après la fin de leurs études professionnelles en lycée, 44 % des lycéens ont un emploi en février 2014. La situation d'emploi est sensiblement la même que celle observée en 2013. Quel que soit le niveau de formation, obtenir un diplôme demeure déterminant dans l'insertion des jeunes : 47 % des diplômés travaillent contre 32 % des sortants n'ayant pas obtenu le diplôme préparé.

## **Repéré sur : Esen.education.fr**

Comité national de suivi. [Plus de maîtres que de classes : note d'étape n° 2](#). Janvier 2015

Cette note fait état du déploiement du dispositif durant l'année 2014 qui s'est caractérisé par une montée en puissance progressive centrée sur l'éducation prioritaire et la mise en place d'un pilotage structurant. Le comité fait également des préconisations sur le pilotage de ce dispositif et la formation des personnels.

Juliette Robin. Enseignement professionnel : résultats aux examens - session 2014 : plus de 80 % de réussite. Note d'information n° 11 , Mars 2015

Mars 2015

Direction de l'évaluation, de la prospective et de la performance (DEPP), note d'information n° 11  
560 100 diplômes de l'enseignement professionnel des niveaux IV et V ont été délivrés par les ministères en charge de l'éducation nationale et de l'agriculture. Le taux de réussite global atteint 82 %, soit une hausse de 0,7 point par rapport à 2013.

Il est à souligner que la réforme de la voie professionnelle du second degré, achevée à la session 2014, organise désormais l'enseignement autour de deux diplômes principaux : le CAP et le baccalauréat professionnel. Ils représentent près de 7 lauréats sur 10, avec une augmentation très importante du nombre de bacheliers professionnels.

À la session 2014, 560 100 diplômes de l'enseignement professionnel des niveaux IV (BP, BT, BMA, baccalauréat professionnel et mentions complémentaires) et V (CAP, BEP et mentions complémentaires) ont été délivrés par les ministères en charge de l'Éducation nationale et de l'Agriculture. Le taux de réussite global atteint 82 %, soit une hausse de 0,7 point par rapport à 2013.

Annie Dubujet. [Prévisions d'effectifs d'élèves dans le premier degré](#). Note d'information n° 12 , Avril 2015

Les effectifs scolarisés dans les écoles publiques et privées devraient croître de 27 300 élèves à la rentrée 2015, puis de 5 000 à celle de 2016. Ces augmentations, portées par l'enseignement élémentaire, s'expliquent par l'arrivée au CP de générations plus nombreuses que celles qui entrent au collège. L'enseignement préélémentaire devrait voir diminuer le nombre d'élèves âgés de trois ans ou plus à partir de la rentrée 2015. L'augmentation de la scolarisation des enfants de deux ans pourrait cependant permettre de stabiliser les effectifs.

Nicolas Miconnet. [Prévisions d'effectifs d'élèves dans le premier et le second degré](#). Note d'information n° 13, Avril 2015

Les effectifs du second degré devraient augmenter de 27 000 élèves à la rentrée 2015 et de 29 000 à la rentrée 2016. Dans le second cycle général et technologique, l'arrivée de la génération 2000, plus importante que les précédentes, les passages toujours plus nombreux en seconde générale et technologique et la baisse des redoublements contribuent à l'entrée de 19 500 élèves supplémentaires en 2015. Les collèges en revanche perdraient 18 000 élèves à cette rentrée.

Andreas Schleicher. [Des écoles pour les apprenants du 21e siècle](#). Paris : OCDE, Mars 2015

Parmi les mesures proposées pour adapter l'école aux apprenants du 21e siècle, cette étude préconise de promouvoir la direction efficace des établissements d'enseignement, de rehausser le degré de confiance des enseignants par rapport à leurs capacités et d'innover pour adapter les environnements pédagogiques au contexte actuel.

Jean-Charles Chabanne, Brigitte Gruson, Réjane Monod-Ansaldi. [Faire le lien entre la pratique et la recherche pour transformer l'école ? Le dispositif LéA de l'IFÉ comme laboratoire de l'innovation en recherche-intervention-formation. Analyse d'un cas particulier d'un LéA impliquant une ÉSPÉ.](#)

Présentation. 2015.

Présentation du dispositif de recherche-intervention-formation "LéA" (Lieux d'éducation associés à l'Institut Français de l'Éducation), constituant un laboratoire à échelle réelle pour traiter de la problématique du lien entre pratique professionnelle sur le terrain, recherche, formation, et logiques de pilotage, lors du colloque organisé par le Réseau des ESPE : Printemps de la Recherche en ESPE.

Jean-Marc Meunier. [Le numérique à l'université, une idée nouvelle ?](#). *Journée d'étude "Apprendre à l'université à l'heure du numérique : Quelles évolutions sociétales ? Quelles évolutions pédagogiques ?*, May 2013, Saint-Denis, France. 2013.

L'usage des technologies de l'information et de la communication, on dit maintenant le numérique, est perçu souvent comme innovant, doté de vertus pédagogiques que n'a pas l'approche dite « classique », sous entendu sans les TIC. Grâce à ces technologies, on nous promet d'offrir de nouveaux modes d'apprentissage à nos étudiants, toucher de nouveaux publics, nous adapter à des étudiants pour qui la révolution numérique est déjà une réalité. En bref, on nous promet de renouveler notre pratique pédagogique grâce à la technologie (Jacquinot et Fichez, 2008). En introduction de cette journée d'étude, j'ai souhaité interroger ce présupposé de nouveauté dont est paré le numérique dans la pédagogie universitaire. Tout d'abord en remettant en perspective cette nouveauté annoncée et soutenue par les politiques ministérielles depuis près de 30 ans. Interroger ensuite le caractère innovant des TIC. Innovant, oui, mais pour qui, pour quoi et à quelles conditions ? J'ai voulu enfin questionner l'idée que la nouvelle génération d'étudiants dispose de compétences naturelles en matière de TIC et en serait friande. Chacune de ces interrogations trouverons un écho, un prolongement ou un approfondissement dans les présentations qui suivront au cours de cette journée.

Myriam Baron, Caroline Barrera, Françoise Birck. [Universités et Territoires, du passé faisons table rase ?](#). *Les Annales de la Recherche Urbaine, Plan Urbanisme - Construction - Architecture*, 2015, Territoires et universités, pp.19-27.

Résumé : Évoquer la question d'un nouveau régime de relations entre universités et territoires peut sous-entendre que les décisions prises jusqu'à présent se sont toujours appuyées sur les expériences antérieures. À partir d'une sélection de projets de réorganisations spatiales du fait universitaire aux XIXe et XXe siècles, on montre qu'il n'en est rien. Si le diagnostic – nombre de pôles universitaires trop élevé – (1e partie) et une partie de la solution – nécessaires regroupements – sont partagés, les moyens pour y arriver – mises en réseau – semblent avoir régulièrement échoué (2e partie). Les implications politiques et financières des collectivités territoriales, de plus en plus nombreuses à intervenir, permettent de comprendre en partie la complexité de la mise en œuvre de ces propositions (3e partie). Cette complexité conduit à relativiser l'emploi systématique de notions comme « carte universitaire » ou encore « aménagement du territoire par l'Université ».

## **Repéré sur : ife.ens-lyon.fr**

Catherine Reverdy. [Éduquer au-delà des frontières disciplinaires](#). Dossier de veille de l'IFÉ, n° 100, mars 2015

Les années 1970 ont apporté les « 10 % pédagogiques » et la possibilité de réaliser des projets souvent interdisciplinaires avec les élèves, pour insuffler de l'innovation dans les pratiques pédagogiques françaises ; les années 2010 sont en passe de (ré-)introduire au collège des « enseignements pratiques interdisciplinaires » et 20 % du temps d'enseignement laissé au libre choix pédagogique des établissements. Cette réforme semble cristalliser depuis son annonce de nombreuses tensions autour des territoires disciplinaires des enseignants. Pourquoi l'interdisciplinarité est-elle si difficile à appliquer en France ? Qu'en est-il dans les autres pays ? Des problèmes au niveau de la collaboration entre enseignants, au niveau pratique, ou au niveau des traditions disciplinaires sont soulevés.

En parallèle, depuis les années 1990, l'éducation à la santé, à la citoyenneté, au développement durable, aux médias, à l'information, au patrimoine... sont autant de demandes faites par la société à l'école pour former les futurs citoyens. Leur caractère particulièrement complexe, du point de vue des concepts étudiés mais aussi du point de vue de la « transmission » d'un certain engagement citoyen à tous les élèves, en fait des objets difficiles à enseigner. Selon les curriculums des différents pays, ces « éducations à » sont tantôt traitées comme des matières séparées, tantôt intégrées à une ou plusieurs matières.

Ce centième Dossier de veille aborde les questions concernant ces contenus transversaux qui sont encore et toujours au cœur de l'actualité éducative et des discussions sur les finalités éducatives de l'enseignement secondaire : comment éduquer les élèves pour en faire des citoyens responsables dans un système surtout centré sur les disciplines scolaires, et qui ne permet donc pas facilement d'embrasser d'un même regard les questions complexes, forcément interdisciplinaires ?

## **Repéré sur : ladocumentationfrancaise.fr**

PESCATORI Gilbert. [Rénadoc : une contribution de l'enseignement agricole au service public du numérique éducatif](#). Paris : Ministère de l'agriculture, de l'agroalimentaire et de la forêt, mars 2015. 29 p.

Rénadoc est un service documentaire mutualisé de l'enseignement agricole. Créé en 1996, il est aujourd'hui à l'oeuvre dans la quasi-totalité des établissements publics (350) et dans 78 établissements privés. Dans le contexte très actuel du développement du numérique éducatif, le CGAAER a été chargé d'en faire l'évaluation et d'identifier les facteurs d'amélioration.

GALLOT Geneviève, CANCHY Jean-François de, ROUSSEL Isabelle, QUENET Jean-Michel . [Une nouvelle ambition pour la recherche dans les écoles d'architecture : propositions pour un statut d'enseignant-chercheur](#). Paris : Inspection générale des affaires culturelles ; Inspection générale de l'administration de l'éducation nationale et de la recherche, mars 2015. 186 p.

La mission avait pour objectif "de définir les conditions propices à la poursuite d'une activité de recherche indispensable pour l'inscription des écoles nationales supérieures d'architecture (ENSA)

dans la dynamique de l'enseignement supérieur en France". La mission formule un double constat : le statut actuel des enseignants est totalement inadapté à la montée en puissance de la recherche dans les écoles et le statut de ces écoles constitue un frein à leur reconnaissance scientifique comme à leur positionnement au sein des regroupements territoriaux en cours dans l'enseignement supérieur. La mission préconise un plan d'action en deux temps : engager de manière immédiate un ensemble de mesures statutaires, budgétaires et d'accompagnement, qui passent en particulier par la création d'un véritable statut d'enseignant-chercheur et la mise en place d'un dispositif de décharges en faveur des enseignants titulaires engagés dans des projets de recherche ; dresser à l'horizon de cinq ans un bilan des réformes engagées en vue d'achever l'intégration des écoles d'architecture dans le paysage de l'enseignement supérieur.

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

[Does lengthening the school day increase students' academic achievement? Evidence from a natural experiment](#)

Francisco Cabrera-Hernandez (Department of Economics, University of Sussex, UK)

Mexican educational authorities face a significant and challenging problem of low achievement in standardized tests applied to pupils in primary schools. This research looks at a Full-Time Primary Schools Program implemented in 2007, to work out if changing the time pupils spend at school and a modification in the structure of teaching can enhance skills in language and mathematics. The results of Differences in Differences (DiD) and Propensity Score Match plus DiD, point to a significant impact of the program with an improvement of 0.11 SD on mathematics and Spanish test scores after four years of treatment. More importantly, these improvements are significantly higher in schools located in deprived areas, ranging from 0.12 SD to 0.29 SD on both subjects after two and four years of treatment, respectively. The impacts also show a significant average decrease in the proportion of students graded as 'insufficient', combined with an increase of those graded as 'excellent'. Further analysis on causal channels shows that policy effects do not come from changes in the composition of pupils in treated schools. These findings are of strong significance when laced into the wider education debate about what works best in schools for improving pupil performance.

[Schools: The Evidence on Academies, Resources and Pupil Performance](#)

Sandra McNally

England's performance in international tests of student achievement continues to be disappointing. Further improvement is essential not only for students' themselves but also for economic growth. This briefing considers the impact of Academies, school spending and teacher quality. Research evidence suggests that it is right to protect school budgets but too early to judge the Coalition's Academies policy. Although there was a large improvement in the first 200 schools (about 4 years after conversion), those schools were disadvantaged and underperforming (unlike the more recent academies) and the current programme is much larger scale. There is broad agreement that high quality teaching matters hugely for student achievement, but there is no magic national formula to bring this about.

[Decentralizing Education Resources: School Grants in Senegal](#)

Pedro Carneiro ; Oswald Koussihouèdè ; Nathalie Lahire ; Costas Meghir ; Corina Mommaerts

The impact of school resources on the quality of education in developing countries may depend crucially on whether resources are targeted efficiently. In this paper we use a randomized experiment to analyze the impact of a school grants program in Senegal, which decentralized a portion of the country's education budget. We find large positive effects on test scores at younger grades that persist at least two years. We show that these effects are concentrated among schools that focused funds on human resources improvements rather than school materials, suggesting that teachers and principals may be a central determinant of school quality.

#### [In a Small Moment: Class Size and Moral Hazard in the Mezzogiorno](#)

Angrist, Joshua (MIT) ; Battistin, Erich (Queen Mary, University of London) ; Vuri, Daniela (University of Rome Tor Vergata)

An instrumental variables (IV) identification strategy that exploits statutory class size caps shows significant achievement gains in smaller classes in Italian primary schools. Gains from small classes are driven mainly by schools in Southern Italy, suggesting a substantial return to class size reductions for residents of the Mezzogiorno. In addition to high unemployment and other social problems, however, the Mezzogiorno is distinguished by pervasive manipulation of standardized test scores, a finding revealed in a natural experiment that randomly assigns school monitors. IV estimates also show that small classes increase score manipulation. Dishonest scoring appears to be a consequence of teacher shirking in grade transcription, rather than cheating by either students or teachers. Estimates of a causal model for achievement with two endogenous variables, class size and score manipulation, suggest that the effects of class size on measured achievement are driven entirely by the relationship between class size and manipulation. These findings show how consequential score manipulation can arise even in assessment systems with few NCLB-style accountability concerns.

#### [The Effect of Community Traumatic Events on Student Achievement: Evidence from the Beltway Sniper Attacks](#)

Gershenson, Seth (American University) ; Tekin, Erdal (American University)

Community traumatic events such as mass shootings, terrorist attacks, and natural or man-made disasters have the potential to disrupt student learning in numerous ways. For example, these events can reduce instructional time by causing teacher and student absences, school closures, and disturbances to usual classroom routines. Similarly, they might also disrupt home environments. This paper uses a quasi-experimental research design to identify the effects of the 2002 "Beltway Sniper" attacks on student achievement in Virginia's public schools. In order to identify the causal impact of these events, the empirical analysis uses a difference-in-differences strategy that exploits geographic variation in schools' proximity to the attacks. The main results indicate that the attacks significantly reduced school-level proficiency rates in schools within five miles of an attack. Evidence of a causal effect is most robust for third grade reading and third and fifth grade math proficiency, suggesting that the shootings caused a decline in school proficiency rates of about five to nine percentage points. Particularly concerning from an equity standpoint, these effects appear to be entirely driven by achievement declines in schools that serve higher proportions of racial minority and socioeconomically disadvantaged students. Finally, results from supplementary analyses suggest that these deleterious effects faded out in subsequent years.

#### [Report cards : the impact of providing school and child test scores on educational markets](#)

Andrabi, Tahir ; Das, Jishnu ; Khwaja, Asim Ijaz

This paper studies the impact of providing school and child test scores on subsequent test scores, prices, and enrollment in markets with multiple public and private providers. A randomly selected half of the sample villages (markets) received report cards. This increased test scores by 0.11 standard deviations, decreased private school fees by 17 percent, and increased primary enrollment by 4.5 percent. Heterogeneity in the treatment impact by initial school quality is consistent with canonical models of asymmetric information. Information provision facilitates better comparisons across providers, improves market efficiency and raises child welfare through higher test scores, higher enrollment, and lower fees.

#### [The Impact of Financial Education for Youth in Ghana](#)

James Berry ; Dean Karlan ; Menno Pradhan

We evaluate, using a randomized trial, two school-based financial literacy education programs in government-run primary and junior high schools in Ghana. One program integrated financial and social education, whereas the second program only offered financial education. Both programs included a voluntary after-school savings club that provided students with a locked money box. After nine months, both programs had significant impacts on savings behavior relative to the control group, mostly because children moved savings from home to school. We observed few other impacts. We do find that financial education, when not accompanied by social education, led children to work more compared to the control group, whereas no such effect is found for the integrated curriculum; however, the difference between the two treatment effects on child labor is not statistically significant.

#### [Virtually No Effect? Different Uses of Classroom Computers and their Effect on Student Achievement](#)

Falck, Oliver (Ifo Institute for Economic Research) ; Mang, Constantin (Ifo Institute for Economic Research) ; Woessmann, Ludger (Ifo Institute for Economic Research)

Most studies find little to no effect of classroom computers on student achievement. We suggest that this null effect may combine positive effects of computer uses without equivalently effective alternative traditional teaching practices and negative effects of uses that substitute more effective teaching practices. Our correlated random effects models exploit within-student between-subject variation in different computer uses in the international TIMSS test. We find positive effects of using computers to look up information and negative effects of using computers to practice skills, resulting in overall null effects. Effects are larger for high-SES students and mostly confined to developed countries.

#### [Drivers of performance in primary education in Togo](#)

Johannes G. Hoogeveen (World Bank) ; Mariacristina Rossi (University of Torino, CeRP-CCA and Netspar) ; Dario Sansone (Georgetown University)

This paper uses new data available from a school census in Togo to analyze differences in primary school performances across regions. Our results, obtained from a stochastic frontier analysis, suggest that differences in efficiency explain only part of the observed variation, while resource availability is the most important driver of performance differences. In addition to this, the paper notes that resources are distributed quite unevenly among regions and schools. By improving access to inputs, particularly in the underserved schools, performance can be expected to go up considerably.

#### [Learning to Take Risks? The Effect of Education on Risk-Taking in Financial Markets](#)

Sandra E Black (University of Texas) ; Paul J Devereux (University College Dublin) ; Petter Lundborg (Lund University) ; Kaveh Majlesi (Lund University)

We investigate whether acquiring more education when young has long-term effects on risktaking behavior in financial markets and whether the effects spill over to spouses and children. There is substantial evidence that more educated people are more likely to invest in the stock market. However, little is known about whether this is a causal effect of education or whether it arises from the correlation of education with unobserved characteristics. Using exogenous variation in education arising from a Swedish compulsory schooling reform in the 1950s and 1960s, and the wealth holdings of the population of Sweden in 2000, we estimate the effect of education on stock market participation and risky asset holdings. We find that an extra year of education increases stock market participation by about 2% for men but there is no evidence of any positive effect for women. More education also leads men to hold a greater proportion of their financial assets in stocks and other risky financial assets. We find no evidence of spillover effects from male schooling to the financial decisions of spouses or children.

#### [Pre-service Elementary School Teachers' Expectations about Student Performance: How their Beliefs are affected by their Mathematics Anxiety and Student's Gender](#)

Francisco Martínez ; Salomé Martínez ; Alejandra Mizala

Using a survey-experiment methodology we evaluate whether pre-service elementary school teachers' expectations about students' achievement, and beliefs about students' need for academic support, are influenced by future teachers' mathematics anxiety level or by gender and socioeconomic status of the student. We found that mathematics anxiety can negatively influence pre-service elementary school teachers' expectations about students, and that participants assign lower expectations of future mathematics achievement to girls than boys. These two effects, however, appear to be strictly independent as we did not find statistically significant interaction effects between pre-service teacher's mathematics anxiety and the expectations biases associated with student's gender. Our results also suggest that mathematics anxiety could affect pre-service teachers' capacity to develop inclusive learning environments in their classrooms.

#### [International Careers of Researchers in Biomedical Sciences: A Comparison of the US and the UK.](#)

Lawson, Cornelia ; Geuna, Aldo ; Ana Fernández-Zubieta ; Toselli, Manuel ; Kataishi, Rodrigo (University of Turin)

This chapter analyses the mobility of academic biomedical researchers in the US and the UK. Both countries are at the forefront of research in biomedicine, and able to attract promising researchers from other countries as well as fostering mobility between the US and the UK. Using a database of 292 UK based academics and 327 US based academics covering the period 1956 to 2012, the descriptive analysis shows a high level of international mobility at education level (BA, PhD and Postdoc) with small, but significant transatlantic exchanges, and shows high levels of cross-border mobility amongst senior academics based in the UK. There is a high level of career mobility with 50% of the sample having changed jobs at least once, and 40% having moved within academia. There is no significant difference in job-job mobility between the two countries although there are some interesting institutional differences concerning international and cross-sector mobility. The empirical analysis focuses on the importance of postdoctoral training in the US and the UK. The results indicate that working in the US is correlated to higher researcher performance in terms of both publication numbers and impact/quality adjusted publications (in top journals and average impact). The



publications of researchers with postdoctoral experience are generally of a higher average impact. This applies especially to postdoc experience at top-quality US institutions although a postdoc at a UK top institution is associated with higher top journal publications and higher average impact. In relation to the UK sample, we find that a US postdoc (especially in a top institution) is correlated to subsequent performance in the UK academic market. Finally, we see that US postdocs that stay in the US publish more and publications with higher impact/quality than those that move to the UK; however, these effects are stronger for those who studied for their PhD degree outside the US. Therefore, we find some evidence that the US is able to retain high performing incoming PhD graduates.

#### [Learning to Take Risks? The Effect of Education on Risk-Taking in Financial Markets](#)

Black, Sandra ; Devereux, Paul J. ; Lundborg, Petter ; Majlesi, Kaveh

We investigate whether acquiring more education when young has long-term effects on risk-taking behavior in financial markets and whether the effects spill over to spouses and children. There is substantial evidence that more educated people are more likely to invest in the stock market. However, little is known about whether this is a causal effect of education or whether it arises from the correlation of education with unobserved characteristics. Using exogenous variation in education arising from a Swedish compulsory schooling reform in the 1950s and 1960s, and the wealth holdings of the population of Sweden in 2000, we estimate the effect of education on stock market participation and risky asset holdings. We find that an extra year of education increases stock market participation by about 2% for men but there is no evidence of any positive effect for women. More education also leads men to hold a greater proportion of their financial assets in stocks and other risky financial assets. We find no evidence of spillover effects from male schooling to the financial decisions of spouses or children.

#### [Giving a Little Help to Girls? Evidence on Grade Discrimination and its Effect on Students' Achievement](#)

Camille Terrier

This paper tests if gender-discrimination in grading affects pupils' achievements and course choices. I use a unique dataset containing grades given by teachers, scores obtained anonymously by pupils at different ages, and their course choice during high school. Based on double-differences, the identification of the gender bias in grades suggests that girls benefit from a substantive positive discrimination in math but not in French. This bias is not explained by girls' better behavior and only marginally by their lower initial achievement. I then use the heterogeneity in teachers' discriminatory behavior to show that classes in which teachers present a high degree of discrimination in favor of girls are also classes in which girls tend to progress significantly more than boys, during the school year but also during the next four years. Teachers' biases also increase the relative probability that girls attend a general high school and chose science courses.

#### [Regional Collaboration on Education](#)

Simon Thacker ; Juan Manuel Moreno

#### [Metodologie innovative nell'Accounting Education. La simulazione d'impresa. Indagine sulle motivazioni e aspettative degli studenti universitari di Forlì e Parma](#)

Daniele Gualdi ; Francesca Melagranati

Many authoritative scholars of Business Administration reported limits to teaching exclusively through frontal lectures, as traditionally taught in degree courses in Economics. The IFAC (International Federation of Accountants) recommends a less passive approach to teaching by providing more opportunities for participation to encourage greater involvement of the student in the learning process. Educational theories, such as constructivism, suggest providing learning environments that simulate real life. Among these is Virtual Enterprise (or Practice Firm), a method that applies a proactive teaching approach, founded on action oriented learning, and aimed at problem solving, teamwork, and critical thinking. The following research highlights the awareness in students from two Italian Schools of Economics, Forlí and Parma, of the benefits to studying more actively, and their motivations and expectations with respect to the teaching methodology of Virtual Enterprise

### [Spatial Variation in Higher Education Financing and the Supply of College Graduates](#)

John Kennan

In the U.S. there are large differences across States in the extent to which college education is subsidized, and there are also large differences across States in the proportion of college graduates in the labor force. State subsidies are apparently motivated in part by the perceived benefits of having a more educated workforce. The paper extends the migration model of Kennan and Walker (2011) to analyze how geographical variation in college education subsidies affects the migration decisions of college graduates. The model is estimated using NLSY data, and used to quantify the sensitivity of migration and college enrollment decisions to differences in expected net lifetime income, focusing on how cross-State differences in public college financing affect the educational composition of the labor force. The main finding is that these differences have substantial effects on college enrollment, with no evidence that these effects are dissipated through migration

### [Paying for Higher Education](#)

Gill Wyness

The UK Higher Education sector has changed radically as a result of Coalition Policies - most obviously through the dramatic increase in the tuition fee cap from £3,375 to £9,000 per year. However, the greatest issue arising from the reforms has not been university applications, which have continued to grow, but the sustainability of the system. Recent estimates show that the reforms have generated only a small taxpayer saving because of the high cost of financing tuition fee loans - nearly three quarters of graduates will not clear their government-backed loans before they are written off. For these reasons, the level of tuition fees looks likely to be a pre-election issue. The Conservatives have refused to rule out an increase in the fee cap should they be elected - though by itself this is unlikely to bring in any extra taxpayer revenue since it would merely increase the amount of unpaid loans. The Labour Party, meanwhile, have yet to confirm their much-anticipated policy to reduce the fee cap to £6,000 a year. Such a policy is likely to be bad news for universities - who could see their 2012 funding increase reversed - but good news for would-be students.

### [An economic appraisal of MOOC platforms: business models and impacts on higher education](#)

BELLEFLAMME, Paul (Université catholique de Louvain, CORE, Belgium) ; JACQMIN, Julien (LAMETA, University of Montpellier, France)

We start by using various economic and pedagogical concepts to understand the specificities of MOOC (Massive Online Open Courses) platforms. We then discuss how the private provision of

MOOCs, seen as pure public goods, can be sustained. Based on the theory of multisided platforms, we analyse five ways to monetize the MOOC business. Our conclusion is that the most sustainable approach is what we call the 'subcontractor model', flavored by touches of the other four models. We then claim that MOOC platforms can play a key transformative role in the higher education sector by making teaching practices evolve, rather than by replacing incumbent institutions. Finally, we derive a number of directions for public policy: governments should act to foster the cooperation between MOOC platforms and other higher education institutions, so as to improve the benefits that can arise from these technological innovations; a particular focus should also be given to professors in order to encourage them to innovate in their teaching practices

#### [The \(non-\) effect of violence on education : evidence from the "war on drugs" in Mexico](#)

Márquez-Padilla, Fernanda ; Pérez-Arce, Francisco ; Rodríguez Castelan, Carlos

This paper studies the sharp increase in violence experienced in Mexico after 2006, known as "The War on Drugs," and its effects on human capital accumulation. The upsurge in violence is expected to have direct effects on individuals' schooling decisions, but not indirect effects, because there was no severe destruction of infrastructure. The fact that the marked increases in violence were concentrated in some municipalities (and not in others) allows for implementation of a fixed-effects methodology to study the effects of violence on educational outcomes. Different from several recent studies that have found significant negative effects of violence on economic outcomes in Mexico, the paper finds evidence that this is not the case, at least for human capital accumulation. The paper uses several sources of data on homicides and educational outcomes and shows that, at most, there are very small effects on total enrollment. These small effects may be driven by some students being displaced from high-violence municipalities to low-violence municipalities; but the education decisions of individuals do not seem to be highly impacted. The analysis discards the possibility that the effects on enrollment of young adults appear small because of a counteracting effect from ex-workers returning to school. The results stand in contrast with recent evidence of the negative effects of violence on short-term economic growth, since minimal to null effects on human capital accumulation today should have little to no adverse effects on long-term growth outcomes in Mexico.

#### [Information, knowledge and behavior: evaluating alternative methods of delivering school information to parents](#)

Cerdan-Infantes, Pedro ; Filmer, Deon P.

Improving education outcomes by disseminating information to parents and thereby encouraging them to become more actively engaged in school oversight is attractive, since it can be done relatively cheaply. This study evaluates the impact of alternative approaches to disseminating information about a school grants program in Indonesia on parents' knowledge about the program in general, knowledge about the implementation of the program in their child's school, and participation in school activities related to the program as well as beyond it. Not all dissemination approaches yielded impacts, and different modes of dissemination conveyed different types of information best, resulting in different impacts on behavior. Specifically, the low-intensity approaches that were tried—sending a letter from the principal home with the child, or sending a colorful pamphlet home with the child—had no impact on knowledge or participation. On the other hand, holding a facilitated meeting with a range of school stakeholders or sending targeted text messages to parents did increase knowledge and participation. Facilitated meetings mostly increased overall knowledge and fostered a feeling of transparency on the part of parents, which resulted in

greater participation in formal channels for providing feedback to the school. The text messages increased knowledge about specific aspects of the program, such as the grant amount, and tended to increase participation through informal channels.

#### [Income and Education as the determinants of Anti-Corruption Attitudes: Evidence from Indonesia](#)

Anita K Zonebia (Department of Economics, Padjadjaran University) ; Arief Anshory Yusuf (Department of Economics, Padjadjaran University) ; Heriyaldi (Department of Economics, Padjadjaran University)

Level of economic development has been found to be among the strongest determinants of corruption level in cross-country studies. Those studies use income per capita as a measure of level of development and found that higher level of corruption is associated with lower level of income. We argue that, at any given income level, education is also a very important determinant of the level of corruption and failing to include education may bias or over-estimate the importance of income. We estimated an empirical model of individual's attitude toward anti-corruption using a large sample of 9,020 individuals that represent Indonesian population and find that the effect of income (proxied by expenditure) is either weakened or eliminated when we control for the level of education. The effect of education is also found to exhibit a non-linear pattern which implies that investing in education will have increasing returns in the form of anti-corruption attitude. This finding supports the view that increasing access to education is an effective measure of reducing corruption norms particularly in developing countries.

#### [Neighborhood Effects in Education](#)

Del Bello, Carlo L. (Paris School of Economics) ; Patacchini, Eleonora (Cornell University) ; Zenou, Yves (Stockholm University)

Using unique geo-coded information on the residential address of a representative sample of American adolescents and their friends, we revisit the importance of geographical proximity in shaping education outcomes. Our findings reveal no evidence of residential neighborhood effects. Social proximity, as measured by similarity in religion, race and family income as well as in unobserved characteristics, appears to play a major role in facilitating peer influence. Our empirical strategy is able to control for the endogeneity of both social network and location choices.

#### [Youth employment and academic performance: Production functions and policy effects](#)

Holford, Angus

This paper proposes an approach to identifying the education production function with endogenous inputs, and applies it in the context of part-time employment decisions by UK teenagers in compulsory education. We identify simultaneously the effect of part-time employment and latent endogenous inputs including study effort, at different points in time, and compare the reduced-form effect of having a job while at school with the production function parameter. Part-time employment is shown to reduce academic performance among girls but not boys. We present evidence that this is due to employment crowding out a wider range of productive activities among girls than boys.

#### [Nonlinear Estimation of Lifetime Intergenerational Economic Mobility and the Role of Education?](#)

Paul Gregg (Department of Social and Policy Sciences and Centre for the Analysis of Social Policy, University of Bath) ; Lindsey Macmillan (Department of Quantitative Social Science, Institute of

Education, University College London) ; Claudia Vittori (Department of Social and Policy Sciences and Centre for the Analysis of Social Policy, University of Bath)

Previous studies of intergenerational income mobility have typically focused at on estimating persistence across generations at the mean of the distribution of sons' earnings. Here, we use the relatively new unconditional quantile regression (UQR) technique to consider how the association between parental income in childhood and sons' adult earnings vary across the distribution of sons' earnings. We find a J-shaped relationship between parental income and sons' earnings, with parental income a particularly strong predictor of labour market success for those at the bottom, and to a greater extent, the top of the earnings distribution. We explore the potential role of early skills, education and early labour market attachment in this process. Worryingly, we find that education is not as meritocratic as we might hope, with the role of parental income dominating that of education at the top of the distribution of earnings. Early unemployment experience has long-lasting impacts on sorting those at the bottom, alongside parental income.

#### [Does Professional Development of Preschool Teachers Improve Child Socio-Emotional Outcomes?](#)

Jensen, Bente (Aarhus University) ; Jensen, Peter (Aarhus University) ; Rasmussen, Astrid Würtz (Aarhus University)

From 2011 to 2013 a randomized controlled trial has been run in Danish preschools to obtain evidence on improvements of early childhood education by providing training to the preschool teachers. The purpose of the intervention is to improve child socio-emotional outcomes (measured by SDQ), especially for socially disadvantaged children. The intervention preschools received extra training of the preschool teachers, whereas control preschools did not receive any training. The results show improvements in several subscales of the SDQ scale. However, the intervention proves less beneficial for socially disadvantaged children, in particular as a consequence of unfavorable preschool characteristics.

#### [The Doctrine of Public Education of Condorcet in Light of the Discussion on Women's Rights and Slavery at the Beginning of the Third Republic](#)

Anastasia V. Yastrebtseva (National Research University Higher School of Economics)

This paper offers an analysis of the public education project proposed by Nicolas de Condorcet (1743-1794) which appeared to be too modern for the late XVIII century but extremely vital for the last three decades of XIX century. His ideas were taken and made foundation for the reforms proposed by Jules Ferry and Ferdinand Buisson, whose names are traditionally linked with the formation of the "republican school" in France.

#### [Openness, Human Capital and Economic Growth in MENA: Theoretical foundations and application to Dynamic panel data](#)

Mtiraoui, abderraouf

Several econometrical recent studies carried on international comparison data puts into question the opinion according to which education as a human capital indicator would encourage growth. This result comes in a context of opening to the outside. The evaluations are made on data of dynamic panel with the generalized moment's method GMM, with a tertiary schooling rate as indicator reflecting the human capital. This human capital coefficient varies stochastically from a country to the other according to national features. Several among them permit to explain these differences of quality: educational infrastructures, capacity to provide education in an equal way, initial

endowment in human capital in case of opening. We introduce several variables related to the structural, institutional features and to the development of the human capital to test their effects on growth in the M.E.N.A zone during the period 1994-2006. Most of the found results show the existence of a relation between the policies of opening, structural, institutional, human capital factors and the growth in these countries.

### [Integrated Framework for Increasing the Effectiveness of Knowledge Networks: Roles of Network Providers and Users](#)

Jain, Rekha ; Singh, Manjari

The National Knowledge Network (NKN) was set up to enhance collaboration amongst higher education (HE) and research institutes. The government of India implemented the NKN to provide connectivity to nearly 5000 institutions, including publicly funded higher education and research institutes. The objective of this paper is to provide an integrated framework for increasing the effectiveness of knowledge networks. We do this by identifying the organizational mechanisms, key processes and competencies required to support HE and research institutes in India that would enable them to exploit the public high speed National Knowledge Network. We examine this from the perspective of Knowledge Network Provider and User Institutes.

### ***Repéré sur : Unesco.org***

United Nations Educational, Scientific and Cultural Organization. [EDUCATION FOR ALL 2000-2015: achievements and challenges](#) : EFA Global Monitoring Report. Unesco : 2015

Le Rapport mondial de suivi 2015 sur l'Éducation pour tous 2000-2015 : Progrès et enjeux fournit une évaluation globale des progrès accomplis dans la réalisation des six objectifs de l'EPT fixés à Dakar lors du Forum mondial sur l'éducation. Il fait le point sur les pays qui ont progressé ou pas, et se demande si les parties prenantes ont tenu leurs engagements. Il examine les facteurs qui ont influé sur le rythme des progrès, et identifie les principaux enseignements en vue de l'élaboration de l'agenda mondial pour l'éducation post-2015.

Le Rapport mondial de suivi 2015 sera lancé le 9 avril 2015, dans le cadre d'importantes manifestations organisées à New Delhi, Paris et New York. Parmi les intervenants figureront les ministres de l'Éducation de huit pays, notamment de l'Inde, du Ghana et du Sénégal, d'éminents intellectuels tels que le lauréat du prix Nobel Kailash Satyarthi et Jeffrey Sachs, ainsi que des organisations internationales engagées dans les négociations autour des objectifs de développement durable post-2015. Des événements spéciaux de lancement sont également prévus dans plusieurs villes d'Amérique latine et d'Afrique subsaharienne.

## **2. Sommaires de revues en éducation**

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[Acta Sociologica, May 2015; Vol. 58, No. 2](#)

- Has education become more positional? Educational expansion and labour market outcomes, 1985–2007  
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Beverley Jackling, Riccardo Natoli, Salina Siddique & Nick Sciulli
- The role of feedback in the under-attainment of ethnic minority students: evidence from distance education  
John T.E. Richardson, Bethany Alden Rivers & Denise Whitelock
- Psychology students' perception of and engagement with feedback as a function of year of study  
Nadia Ali, Sarah Rose & Lubna Ahmed
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- Using summative and formative assessments to evaluate EFL teachers' teaching performance  
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- Oral communication skills assessment in a synchronous hybrid MBA programme: does attending face-to-face matter for US and international students?  
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[Assessment in Education: Principles, Policy & Practice, Volume 22, Issue 2, May 2015](#)

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[Cambridge Journal of Education, Volume 45, Issue 2, June 2015](#)

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- Establishing respectful educative relationships: a study of newly qualified teachers in Ireland  
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- Exploring the intentions and practices of principals regarding inclusive education: an application of the Theory of Planned Behaviour  
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- Producing the docile body: analysing Local Area Under-performance Inspection (LAUI)  
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- Unlocking the gates to the peasants: are policies of 'fairness' or 'inclusion' more important for equity in higher education?  
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#### [Computers & Education, Volume 85, July 2015](#)

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- Understanding new media literacy: The development of a measuring instrument Ling Lee, Der-Thang Chen, Jen-Yi Li, Tzu-Bin Lin
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- Teacher education for inclusion: Can a virtual learning object help? Claudia Alquati Bisol, Carla Beatris Valentini, Karen Cristina Rech Braun

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A dialogic about using Facebook status updates for education research: a PhD student's journey

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Designing a consequentially based study into the online support of pre-service teachers in the UK

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“You don't look like your profile picture”: the ethical implications of researching online identities in higher education

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Public domain or private data? Developing an ethical approach to social media research in an inter-disciplinary project

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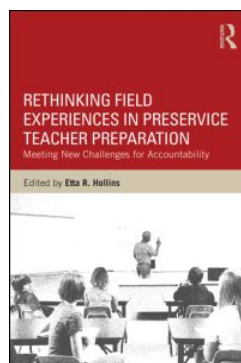


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[Review of International Economics, Volume 23, Issue 2, May 2015](#)

- Innovation and Intellectual Property Rights in a Product-cycle Model of Skills Accumulation  
Hung-Ju Chen

### 3. Livres intéressants



Hollins, E. R. (2015). **Rethinking Field Experiences in Preservice Teacher Preparation : Meeting New Challenges for Accountability**. New-York : Routledge, 2015. 236 p.

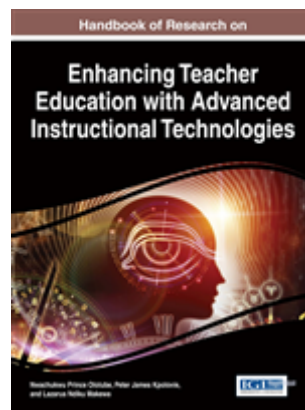
The focus of this book is the centrality of clinical experiences in preparing teachers to work with students from diverse cultural, economic, and experiential backgrounds. Organized around three themes—learning teaching through the approximation and representation of practice, learning teaching situated in context, and assessing and improving teacher preparation—*Rethinking Field Experiences in Preservice Teacher Preparation* provides detailed descriptions of theoretically grounded, research-based practices in programs that prepare preservice teachers to contextualize

teaching practices in ways that result in a positive impact on learning for traditionally underserved students. These practices serve current demands for teacher accountability for student learning outcomes and model good practice for engaging teacher educators in meaningful, productive dialogue and analysis geared to developing local programs characterized by coherence, continuity, and consistency.



Hunter, J. (2015). **Technology Integration and High Possibility Classrooms : Building from TPACK.** New-York : Routledge, 2015. 208 p.

*Technology Integration and High Possibility Classrooms* provides a fresh vision for education in schools based on new research from in-depth studies of technology integration in exemplary teachers' classrooms. This timely book meets the demand for more examples of effective technology integration by providing a new conceptual understanding that builds on the popular and highly influential theoretical framework of technological, pedagogical and content knowledge (TPACK).



Ololube, N. P., Kpolovie, P. J. & Maweka, L. N. (2015). **Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies.** Hershey (Pennsylvania, USA) : IGI Global.

Before today's teachers are ready to instruct the intellectual leaders of tomorrow, they must first be trained themselves. Information and communication technology can greatly increase the effectiveness of this training and also aid teachers as they seek to bring the latest technological advancements into their own classrooms.

The Handbook of Research on Enhancing Teacher Education with Advanced Instructional Technologies explains the need to bring technology to the forefront of teacher training. With an

emphasis on how information and communication technology can provide richer learning outcomes, this book is an essential reference source for researchers, academics, professionals, students, and technology developers in various disciplines.



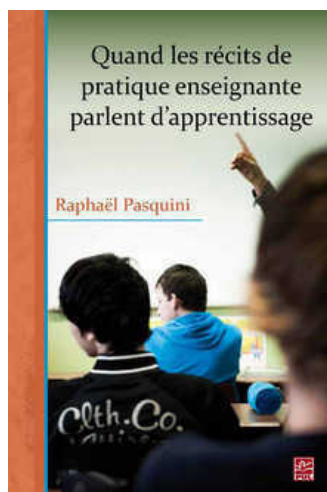
Ria, L. (2015). **Former les enseignants au XXIe siècle : établissement formateur et vidéoformation.** Bruxelles : De Boeck, 2015. 280 p.

La formation des enseignants est un sujet d'actualité à l'échelle internationale pour préparer aux mieux les futurs enseignants à un métier en profonde mutation mais aussi plus largement dans le but d'améliorer la qualité des systèmes éducatifs. Le défi de cet ouvrage est de proposer des regards novateurs et de véritables voies d'exploration, permettant de penser autrement la contribution de l'établissement scolaire dans la formation des enseignants ainsi que les apports de la vidéoformation dans l'analyse des pratiques enseignantes.

L'établissement d'exercice est abordé comme un véritable espace où les enseignants développent ou modifient leur professionnalité. Une approche pragmatique de celui-ci contribue à donner aux établissements scolaires, lieux des apprentissages scolaires, une dimension supplémentaire, celle du développement professionnel.

La vidéo, comme ressource à l'analyse du travail enseignant, est de plus en plus utilisée dans la formation. Ici sont présentés de nombreux dispositifs, sources de transformations professionnelles. Ils nourrissent le débat sur le métier et contribuent à une meilleure compréhension des enjeux professionnels et surtout montrent leur efficacité en termes de formation professionnelle.

Les lignes directrices qui émergent de ces analyses sont partagées par la communauté francophone et internationale



Raphaël Pasquini. **Quand les récits de pratique enseignante parlent d'apprentissage**. Laval : Presses de l'université de Laval, Septembre 2013. 232 p.

Comment aider Delphine qui voudrait que l'école n'existe pas ? Que signifie la résistance d'Abdoul aux pratiques d'évaluation de son enseignant ? Ou, encore, quels éléments sont en jeu dans l'arrivée inopinée de Zahi en cours d'année ? Cet ouvrage permet une immersion dans la pratique d'un enseignant qui relate, au moyen de huit récits, des expériences qu'il a vécues et qui l'ont interpellé. Chacun de ces récits rend compte d'un moment pédagogique particulier ainsi que des interrogations et des réflexions qu'il a suscitées chez le praticien.

La pratique ne se suffit pas à elle-même pour relever les enjeux pédagogiques relatifs à tout acte d'enseignement. Chaque récit est donc suivi d'une analyse, fondée sur une problématisation du moment pédagogique, faisant dialoguer la complexité de la profession enseignante avec divers éclairages théoriques.

Cette présentation originale permet une articulation entre pratique et théorie. Les étudiants, enseignants et formateurs y trouveront un matériel d'analyse de la pratique orienté sur l'exercice du jugement professionnel.