



Veille de l'IREDU n°49
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1. Ressources sur le Web

Repéré sur : Amue.fr

[La révolution MOOC a-t-elle eu lieu ?](#)

C'était en 2013, et partout dans le monde de l'Enseignement Supérieur et de la Recherche, on parlait d'une révolution. 2 ans après, ZDnet.fr s'essaye lui aussi à l'exercice du bilan et publie les premiers constats des experts de la Commission Sociale Edu #5 sur les résultats (4% seulement des inscrits terminent leur formation en ligne), la pédagogie, les spécificités françaises.

Repéré sur : cafepedagogique.net

[La Cour des comptes veut changer le lycée pour réduire son coût.](#) L'expresso du 1er octobre 2015

Combien d'euros le latin ? Combien pour un cours de maths dans une lycée rural ? Pour la première fois, la Cour des comptes a calculé le coût horaire d'une heure d'enseignement selon les types de lycée, les filières et même les disciplines. Basé sur ces données en euros, là où le ministère compte plutôt en masses d'emplois, le rapport propose une évolution en profondeur du lycée qui remet en question le bac, les rapports entre Etat et régions et bien sur les conditions de travail des enseignants. "Nos concitoyens ne peuvent pas se satisfaire d'un système éducatif couteux - de plus en plus couteux - si les résultats ne sont pas au rendez-vous", écrit la Cour des comptes. Elle pousse loin la logique comptable. Jugez-en...

[Plus de maîtres que de classes : Exclusif : Le nouveau rapport du comité de suivi.](#) L'expresso du 1er octobre 2015

Elément principal de la "priorité donnée au primaire" par le ministère, le dispositif plus de maîtres que de classes (PDM) doit permettre d'améliorer nettement le niveau des élèves de l'éducation prioritaire. Le Comité de suivi du dispositif a préparé un nouveau rapport que le Café pédagogique s'est procuré... Découvrez ses recommandations.

[Quelles sont les convictions pédagogiques des enseignants ?](#) L'expresso du 2 octobre 2015

Quel modèle pédagogique défendent les enseignants ? Il faut être très au dessus de la guerre scolaire pour oser poser cette question. L'OCDE l'a fait et revient avec une réponse complexe : si les enseignants croient dans le modèle constructiviste ils ne le pratiquent pas forcément...

[Salaire : Les enseignants toujours champions de la baisse.](#) L'expresso du 5 octobre 2015

"Le salaire net moyen des enseignants diminue de 1% en euros constants", annonce une nouvelle Note de la Depp (division des études du ministère de l'éducation nationale) à propos de l'année 2013. Une Note qui confirme ce que l'Insee avait annoncé, qui l'explique mais qui oublie aussi quelques données comparatives...

[Angleterre : Les profs dégoutés du métier.](#) L'expresso du 5 octobre 2015

Selon un sondage réalisé par le National Union of Teachers, un des principaux syndicats enseignants du pays, 53% des enseignants envisagent de quitter le métier dans les deux ans. Un taux beaucoup plus important que les années précédentes.

[L'école, entre national et local.](#) L'expresso du 7 octobre 2015

Longtemps le local a été perçu comme la solution aux problèmes éducatifs. C'est cette idée que porte l'autonomie des établissements dans la réforme du collège ou le décret sur la sectorisation des collèges pour lutter contre la ségrégation scolaire. C'est cette articulation entre politique nationale et conjuguaisons locales que la revue Diversité interroge dans un numéro piloté par Choukri Ben Ayed.

[Les parents, fléau de l'école ?](#) L'expresso du 9 octobre 2015

A l'évidence, les politiques scolaires proclamées et décidées concernant la place des parents d'élèves dans l'école publique ont beaucoup évolué", affirme Claude Lelièvre à l'issue d'un article où il revient sur cette histoire des relations école parents. "Mais, à l'évidence aussi, il s'en faut de beaucoup pour que ce soit une réalité effective dans tous les établissements scolaires et, surtout, pour tous les parents d'élèves."

[Comment atteindre la parité en éducation ?](#) L'expresso du 12 octobre 2015

A l'occasion de la Journée des filles, l'Unesco publie un rapport sur l'égalité des genres en éducation qui montre que moins de la moitié des pays ont atteint la parité entre les sexes en éducation. Alors que, dans les pays développés les filles réussissent mieux à l'école que les garçons, 62 millions de filles sont toujours privées de leur droit à l'éducation. Et ce n'est pas sans conséquences...

[Femmes et maths : Comment combler le fossé ?](#) L'expresso du 13 octobre 2015

Comment lutter contre les stéréotypes qui éloignent les filles des filières scientifiques ? Le 12 octobre, les associations Femmes & mathématiques et Animath font le bilan de 33 journées "Filles et maths". Elles interrogent le système éducatif tout entier, particulièrement l'orientation. Mais que peut faire l'école ? Et que peut faire chaque enseignant ?

[Le manque de vocabulaire des élèves, un alibi social ?](#) L'expresso du 13 octobre 2015

"Ce n'est pas le manque de vocabulaire mais le manque d'opportunité qui est le problème". Dans The Conversation, Molly Mc Manus, université du Texas, analyse l'argument du manque de vocabulaire des enfants pauvres utilisé pour justifier les inégalités scolaires. En France, A Bentolila a fait de ce sujet sa spécialité. Partie d'une recherche qui a mis en évidence le fait qu'un enfant de 3 ans d'une famille favorisée est exposé à 30 millions de mots de plus qu'un enfant de milieu défavorisé, cette constatation s'est transformée en alibi social aux inégalités scolaires, explique Molly Mc Manus.

[Mael Virat : Faut-il aimer les élèves ?](#) L'expresso du 14 octobre 2015

"Monsieur, vous m'aimez pas". Mais faut-il marquer de l'affection aux élèves ? La tradition de l'école française serait à priori de dire non. Mael Virat n'est pas d'accord. Docteur en sciences de l'éducation, la polyvalence de son cursus universitaire en biologie, psychologie, philosophie, neuropsychologie et bien sur sciences de l'éducation, l'a conduit à orienter ses recherches sur la relation affective enseignant-élève. Et à lever le tabou : " il existe des centaines d'études, en

psychologie de l'éducation, qui ont montré les nombreux effets positifs du lien affectif enseignant-élève".

[Heureux comme dieu en France ?](#) L'expresso du 14 octobre 2015

Les Français sont-ils heureux ? Leurs enfants le sont-ils aussi ? Difficile de le savoir. Mais une enquête internationale de l'OCDE permet une approche internationale de la question du bien être plutôt que du bonheur. Et la situation de la France serait bonne si seulement les français étaient capables de vivre ensemble...

[La moitié des élèves recalés au bac ne se réinscrivent pas](#) L'expresso du 14 octobre 2015

Selon une nouvelle Note de la Depp (direction des études du ministère de l'éducation nationale), sur les 42 000 candidats ayant échoué au bac 2013, seulement la moitié se sont réinscrits l'année suivante. Une moyenne qui cache une inégalité encore plus grande : 70% se sont réinscrits en série générale et technologique et seulement 30% en professionnel. Alors que le ministère veut lutter contre les sorties sans qualifications et créer un droit au redoublement du bac, ces chiffres montrent une réalité détestable. D'autant que les écarts sont énormes entre les académies.

[Produire des données pour piloter son établissement.](#) L'expresso du 15 octobre 2015

"Il s'agit bien de compétences à développer dont on traite ici, et pas seulement de prise ou de traitement de données pour des besoins de l'administration", expliquent J Archambault et F Dumais, auteurs d'une ouvrage sur l'utilisation de données pour piloter un établissement scolaire proposé par l'université de Montréal. "Elles consistent à utiliser les données disponibles, à produire de nouvelles données et à utiliser les résultats de la recherche pour prendre des décisions et pour diriger son établissement. Ces trois compétences sont des ressources importantes pour l'exercice du leadership de la direction et devraient se mettre en priorité au service de l'apprentissage et de l'enseignement, mais aussi viser la réussite scolaire, dans un esprit d'équité et de justice sociale". L'expresso du 15 octobre 2015

Repéré sur : Cereq.fr

Bruno Lamotte, Cécile Massit. [Sécurisation des parcours professionnels et dialogue social dans les territoires rhônalpins](#). Net.Doc , n° 141 , 2015 , 58 p.

Ce document est le compte rendu du colloque de restitution de six ans de recherche sur le développement de la précarité, l'émergence de nouvelles formes d'emploi et l'analyse empirique d'actions de sécurisation des parcours professionnels. Ces recherches ont été conduites en partenariat avec des chercheurs du Centre de recherche en économie de Grenoble (CREG) et les partenaires sociaux en région Rhône-Alpes.

Trois secteurs ont été analysés, le secteur de l'aide à domicile, le secteur du tourisme loisirs, les systèmes locaux d'innovation et en particulier les pôles de compétitivité. Le travail a montré que des formes de dialogue social novatrices sont nécessaires pour impliquer une pluralité d'acteurs relativement en amont dans la gestion anticipatrice des parcours des salariés.

P. Caillaud, N. Quintero, F. Séchaud. [La reconnaissance des diplômes dans les classifications de branches - Des évolutions sans révolution](#). Bref , n° 339 , 2015 , 4 p.

La référence aux diplômes reste toujours aussi présente dans le classement des emplois des branches professionnelles, dans un contexte d'évolution des modèles de grilles de classification. Parallèlement, la place des certifications de branche s'accroît. Si la reconnaissance des diplômes ne s'opère qu'au moment de l'accès à l'emploi, celle des certificats de qualification professionnelle (CQP) se produit aussi tout au long du déroulement de carrière des salariés en poste.

Repéré sur : Crifpe.com

Barry, K. (2014). [Perception des parents et des enseignants sur la motivation et la réussite scolaires de jeunes au secondaire issus de l'immigration à Montréal](#). Mémoire de maîtrise inédit, UQAM, Montréal.

Belzil, S. (2014). [La réorganisation du travail enseignant comme enjeu de l'implantation du programme de formation de l'école québécoise au premier cycle du secondaire \(étude multicas\)](#). Thèse de doctorat inédite, UQAM, Montréal.

Bergeron, G. (2014). [Le développement de pratiques professionnelles inclusives : le cas d'une équipe-cycle de l'ordre d'enseignement secondaire engagée dans une recherche-action-formation](#). Thèse de doctorat inédite, UQAM, Montréal.

Talbot, N. (2014). [Élaboration d'une échelle d'un niveau d'adéquation perçue des pratiques d'évaluation des apprentissages en salle de classe à l'approche par compétences selon des étudiants](#). Thèse de doctorat inédite, UQAM, Montréal.

Hicks, M. (2015). [Questions de conception : Des modèles de financement pour l'Ontario](#). Toronto : Conseil ontarien de la qualité de l'enseignement supérieur.

Dans son rapport, Questions de conception : Modèles de financement pour l'Ontario, l'auteur Martin Hicks soutient qu'avant d'entreprendre le travail de conception détaillé du modèle de financement répondant aux besoins de la province, il faut déterminer la mesurabilité des objectifs de modèle, les variations dans son application, et l'impact du rendement sur la répartition du financement.

À l'heure actuelle, le ministère de la Formation et des Collèges et Universités utilise une formule fondée sur les inscriptions pour distribuer une subvention de fonctionnement annuelle de 3,5 G\$ aux 20 universités provinciales subventionnées par le gouvernement. D'après le rapport du COQES publié en juin 2015, le modèle constitue un élément relativement mineur de la totalité des revenus pour le système universitaire et doit être géré de manière ciblée et stratégique si l'on veut qu'il façonne le comportement à adopter à l'égard des objectifs souhaités de la province.

Le nouveau rapport du COQES soumet à la considération de la province les trois questions suivantes sur la conception :

À quels résultats le gouvernement de l'Ontario souhaite-t-il parvenir à l'aide des sommes du modèle de financement? Comment ces résultats seront-ils mesurés puis convertis en pourcentages de financement?

Quelle sera la différenciation du modèle dans son application? Y aura-t-il une formule universelle appliquée à toutes les universités ou une démarche sur mesure et différenciée?

Dans quelle mesure souhaitons-nous un modèle dynamique au fil du temps? La répartition du financement entre les établissements d'enseignement sera-t-elle rajustée d'après le rendement mesuré en fonction des objectifs et, dans l'affirmative, selon quelle intensité?

Karsenti, T. (2015). [Quelle est la pertinence de la formation générale au collégial ?](#). Montréal : CRIFPE.

Tout récemment, dans un avis publié en 2015, le Conseil supérieur de l'éducation flirtait encore avec cette idée de diplômes du cégep sans que les étudiants ne soient contraints de suivre les cours de la formation générale au collégial : « Pensons ici, par exemple, à l'absence de la composante de formation générale » (Conseil supérieur de l'éducation, 2015, p. 157).

Caractéristique essentielle des cégeps depuis bientôt 50 ans, la formation générale a régulièrement fait l'objet de diverses remises en question. Néanmoins, depuis un peu plus d'un an, elle s'est retrouvée particulièrement critiquée (Conseil supérieur de l'éducation, Fédération des cégeps, Rapport Demers). Dans un tel contexte, il a semblé nécessaire de mener une recherche qui a pour objectifs:

- a) de déterminer la pertinence de la formation générale au collégial, selon la littérature scientifique et les divers écrits sur la question;
- b) de réaliser une enquête afin de déterminer la pertinence de la formation générale, selon des enseignants de cégep;
- c) d'illustrer les efforts d'adaptation des cours de la formation générale, en lien avec le programme des étudiants et la société d'aujourd'hui;
- d) d'identifier les principaux défis pédagogiques rencontrés par les enseignants de la formation générale;
- e) d'identifier les principales améliorations qu'il faudrait apporter à la formation générale, selon des enseignants de cégep. La revue de la littérature a notamment permis de montrer distinctement la pertinence de la formation générale au collégial.

La revue de la littérature a aussi permis de constater que les employeurs sont fort satisfaits des étudiants formés. Enfin, la recension a permis de montrer que le lien «formation générale et taux d'échecs», trop souvent mis de l'avant dans les rapports, n'est aucunement évident. L'enquête réalisée auprès de 166 enseignants de la formation générale au collégial a quant à elle permis de peindre un portrait des enseignants de la formation générale qui est fort différent de celui qui découle des divers rapports consultés: des enseignants aux prises avec de nombreux défis; des enseignants qui multiplient les efforts pour adapter leurs cours aux besoins des étudiants et à la société actuelle; la quasi-totalité des enseignants qui innovent par l'usage des technologies à des fins éducatives; et des enseignants qui croient fermement au maintien de la formation générale.

Karsenti, T. (2015). [Quel est le rôle d'Allô prof dans la persévérance et la réussite scolaires des élèves? Étude auprès de 6659 acteurs scolaires \(élèves, enseignants, directions et parents\)](#). Montréal, Québec : CRIFPE

La question des devoirs scolaires préoccupe grandement parents, élèves et enseignants depuis de nombreuses années. Les devoirs à la maison. Progrès ou dérive? Trop? Pas assez? Pour? Contre? Plus d'avantages à l'école ou à la maison? La question des devoirs scolaires n'est pas simple, surtout lorsque l'on constate que l'appétence des élèves pour ces tâches extrascolaires ne cesse de s'affaiblir: ennui et désintérêt face aux devoirs, tel est le constat de plusieurs recherches publiées ces

dernières années. L'objectif de cette recherche menée par l'équipe de la Chaire de recherche du Canada sur les technologies en éducation est d'évaluer l'impact de la nouvelle plateforme Web et des services en ligne d'Allô Prof, dont la mission sur la réussite scolaire des jeunes. Il s'agit de la plus importante étude jamais réalisée au Canada sur la question des devoirs scolaires. Ce sont en tout 6659 participants de toutes les commissions scolaires francophones du Québec (n=60) qui ont pris part à cette recherche: des élèves (n=5744), des enseignants (n=222), des directeurs d'école (n=113) et des parents d'élèves (n=580). Quatre principaux instruments de mesure ont été utilisés: questionnaire court, questionnaire long, entrevue individuelle et entrevue de groupe. Les résultats montrent d'abord que la question des devoirs scolaires préoccupe de façon importante tous les acteurs scolaires interrogés. Les données recueillies ont permis de voir dans quelle mesure Allô prof remplit parfaitement sa mission: les usagers sont en général très satisfaits, et les impacts des services en ligne de cet organisme sont majeurs. Seul défi qui semble demeurer: comment amener encore plus d'acteurs scolaires: élèves, enseignants, directeurs d'écoles et parents à utiliser les services... le défi semble là.

Rice, J. (2015). Investing [in Equal Opportunity: What Would it Take to Build the Balance Wheel?](#). Boulder (Colorado) USA : National Education Policy Center

More than 150 years ago Horace Mann persuasively reasoned that education is the “balance wheel” of the social structure. He argued that education should be free and universal. While much progress has been made in establishing a universal education system since Mann spoke those words, substantial disparities in educational resources, opportunities, and outcomes continue to undermine his vision—and ultimately our society.

This brief revisits Mann’s vision of education as the balance wheel of society. The purpose is to identify resources and supporting policies that would be required if we fully committed our schools to the goal of equal opportunity. The brief recognizes that the opportunity gap is grounded in a range of social and economic factors well beyond the control of schools and that serious efforts to promote equal opportunity must include a broader set of services. However, in the absence of policies to address those factors, it seems reasonable to consider what an education system fully committed to equal opportunity might look like.

The brief describes resources and services that are within the traditional education sphere as well as provisions and necessary resources that would expand the role of education to address student needs in ways that, in many cases, are already expected of schools. The paper concludes by discussing the challenges of pursuing equal opportunity in the current policy context that promotes high stakes accountability, resegregation, and privatization. Recommendations for an education system that aims to realize Mann’s vision of the balance wheel include the following.

- Policymakers and the general public should recognize the broad goals of education including civic responsibility, democratic values, economic self-sufficiency, cultural competency and awareness, and social and economic opportunity. Student achievement, while important, is a single narrow indicator. Equal opportunity requires a broader understanding of the social and economic forces that undermine individuals’ life chances.
- Policymakers should ensure that all schools have the fundamental educational resources they need to promote student success: effective teachers and principals, appropriate class size, challenging and culturally relevant curriculum and supportive instructional resources, sufficient quality time for learning and development, and up-to-date facilities and a safe environment. The adequacy standards used by the courts is a legal floor, but equal opportunity will require a much greater commitment to

ensuring that students from disadvantaged backgrounds have the highest quality educational resources.

- Policymakers should expand the scope of schools in high-poverty neighborhoods to provide wrap around services including nutritional supports, health clinics, parental education, extended learning time, recreational programs, and other services needed to meet the social, physical, cognitive, and economic needs of both students and families. Expanding the services and resources offered by schools has the potential to dramatically increase their impact. While schools account for less than a quarter of the variance in student achievement, public investment in a more comprehensive approach that addresses the multiple sources of disadvantage may position schools to have greater impact and more effectively promote equal opportunity.
- Policymakers should promote a policy context that is supportive of equal opportunity: use achievement testing for formative rather than high-stakes purposes, avoid policies that allow for school resegregation, and renew the public commitment to public education. The resources and services detailed in this brief are based on the best available research evidence, but to have significant impact they must be supported by policies sensitive to local circumstances, well supported by public resources, and carefully designed to avoid the many unintended consequences that so often result.

Repéré sur : Education.gouv.fr

Nicolas Miconnet. [Seulement la moitié des recalés au baccalauréat 2013 se sont réinscrits l'année suivante](#). Note d'information - N° 34 - octobre 2015

Sept élèves recalés au baccalauréat sur dix se réinscrivent l'année suivante dans les séries générales et technologiques, et seulement trois sur dix dans la voie professionnelle. La non-poursuite d'études a un effet significatif sur la probabilité d'être lauréat en 2014 : un candidat recalé au bac GT en 2013 sur deux l'obtient l'année suivante, mais seulement un sur cinq au bac professionnel.

Repéré sur : Esen.education.fr

[Classement mondial 2015 des universités](#). Times Higher Education, Septembre 2015

La France est le quatrième pays le plus représenté en Europe, derrière le Royaume-Uni, l'Allemagne et l'Italie avec 27 institutions présentes dans ce classement. Cinq établissements français figurent dans le top 200 du classement mondial (contre sept en 2014). L'École nationale supérieure (ENS) prend la tête des institutions françaises, devant l'École polytechnique, l'Université Pierre et Marie Curie (UPMC), Paris-Sud et Paris-Diderot.

[Formation continue dans les universités : les évolutions entre 2001 et 2012](#)

Septembre 2015

Direction de l'évaluation, de la prospective et de la performance (DEPP), Note d'information n° 30

Les analyses statistiques montrent que la formation continue dans les universités accueille plus de 300 000 stagiaires en 2012, soit 21 % de plus qu'en 2001 et que les salariés et les demandeurs d'emploi représentent une part de plus en plus grande des inscrits. La part des formations diplômantes s'est par ailleurs renforcée sur tout le territoire, grâce notamment au succès rencontré par la licence professionnelle en formation continue.

Comité national de suivi. [Dispositif "Plus de maîtres que de classes"](#), Octobre 2015

Dans son bilan, le comité constate que ce dispositif est un outil de prévention et de lutte contre la difficulté scolaire. Il constitue également un levier potentiel pour faire évoluer les modalités pédagogiques et il engendre un regard nouveau sur les élèves.

Le comité partage par ailleurs les recommandations formulées en 2014 par les inspections générales

- rendre le dispositif plus lisible ;
- concevoir son pilotage aux différents échelons ;
- considérer la gestion des ressources humaines comme élément majeur pour la réussite du dispositif ;
- mettre à disposition des équipes pédagogiques les outils nécessaires au bon fonctionnement du dispositif ;
- renforcer l'accompagnement et la formation.

Canopé, Agence des usages TICE, Sylvain Genevois. [Espaces numériques de travail \(ENT\) dans les établissements scolaires : usages pédagogiques](#), Septembre 2015

Cette recherche réalisée dans les académies de Grenoble, Clermont-Ferrand et Créteil dresse un bilan des usages réels des enseignants et élèves et esquisse des propositions de transformation d'un point de vue organisationnel, éducatif et pédagogique des ENT.

"L'ENT constitue un lieu d'articulation de différentes représentations qui peuvent fortement différer selon les acteurs. L'enjeu d'une plateforme accessible à distance permettant d'"étendre l'école" est peu perçu ou seulement de manière indirecte, voire confuse. La forme scolaire semble encore prégnante au-delà des changements mis en avant par les différents utilisateurs. Les résultats de[s] enquêtes semblent donc limiter la portée des changements pédagogiques introduits par l'ENT, les enseignants ne l'adoptant pas comme un environnement par défaut mais comme un outil de plus. Cette affirmation doit néanmoins être nuancée du fait de l'évolution rapide des usages et du développement des "outils nomades" qui replacent l'ENT au cœur des enjeux, notamment en termes d'accès distant aux ressources."

Institut français de l'éducation (IFÉ). [Quelles collaborations locales et institutionnelles pour améliorer l'accompagnement à la scolarité ?](#) Septembre 2015

Compte rendu du séminaire tenu en mars 2015 centré sur les conditions d'un travail partenarial efficace au service de la réussite scolaire et éducative des enfants.

Claudine Pirus. [Mobilité scolaire des collégiens](#). Note d'information, n° 32

Un élève sur cinq change d'établissement au cours de sa scolarité au collège. Le déménagement de la famille ainsi que leur insatisfaction vis-à-vis de la discipline, la sécurité ou l'aide en cas de difficultés scolaires constituent les principaux motifs de mobilité scolaire. Celle-ci est d'autant plus fréquente que le niveau scolaire des jeunes était faible en sixième. Par ailleurs, les élèves du secteur privé changent plus souvent de collège que ceux du secteur public.

Association pour l'emploi des cadres (APEC). [Insertion professionnelle des jeunes diplômés](#). Octobre 2015

Dans son enquête annuelle menée auprès de sortants de l'enseignement supérieur en 2014, l'APEC constate que pour les jeunes diplômés de niveau master 2 et plus, le marché de l'emploi s'avère

difficile. Les recruteurs préfèrent les jeunes diplômés expérimentés aux purs débutants. Par ailleurs, le marché du travail peine à absorber l'arrivée de masters plus nombreux chaque année.

Marion Defresne. [Personnels enseignants : rémunération](#). Note d'information n° 31, octobre 2015
Direction de l'évaluation, de la prospective et de la performance (DEPP),

Cette note montre qu'en 2013, un enseignant à temps plein percevait en moyenne un salaire mensuel net de 2 450 euros nets. Par rapport à 2012, le salaire net diminue de 1 % en euros constants. Néanmoins, le salaire net moyen des enseignants présents en 2012 et 2013 avec la même quotité de travail augmente de 0,3 % en euros constants.

Caroline Caron. [Les heures supplémentaires annualisées des enseignants : une pratique bien ancrée dans le second degré public](#). Note d'information n° 33, Octobre 2015

Le volume des heures supplémentaires prévues dans l'emploi du temps régulier des enseignants du second degré public continue d'augmenter en 2014-2015, poursuivant l'évolution observée depuis 2007. Ces heures supplémentaires annualisées (HSA) avaient compensé en partie la baisse des emplois jusqu'en 2012. Désormais, elles accompagnent l'augmentation du nombre des enseignants. En 2014, les enseignants concernés assurent en moyenne 2,3 HSA par semaine.

Repéré sur : halshs.archives-ouvertes.fr

François Burban, Philippe Cottier, Christophe Michaut. [Les usages numériques des lycéens affectent-ils leur temps de travail personnel ?](#). STICEF, ATIEF, 2013, 20, pp. 231-255. 1618 lycéens ont été interrogés sur leurs pratiques numériques, leurs manières de travailler et le temps qu'ils y consacrent. Les résultats de cette recherche mettent en évidence le rôle pondéré joué par les pratiques numériques des lycéens sur la variation du temps de travail personnel en regard de caractéristiques sociodémographiques, du diplôme préparé et des manières d'étudier.

Yang Dongping. [Enseignement supérieur, justice et société](#). FMSH-WP-2015-105. 2015.

L'ouverture des établissements d'enseignement supérieur amorcée en Chine à la fin des années quatre-vingt-dix a permis de réduire tant le fossé entre les sexes que les disparités ethniques. Par ailleurs, la proportion d'étudiants qui, originaires des zones rurales, fréquentent désormais un établissement d'enseignement supérieur est partout en augmentation, sauf dans les universités dotées d'instituts de recherche. Enfin, de très nombreux travailleurs migrants ont quitté les zones rurales pour participer au processus actuel d'urbanisation du pays et l'éducation de leurs enfants représente un nouveau défi pour l'équité en matière d'éducation.

Christine Deasy, Barry Coughlan, Didier Jourdan, Julie Pironom, Patricia Mannix Mynamara. ["It's my problem I'll handle it": A mixed method exploration of psychological distress and help seeking amongst higher education students](#). University Hospitals Limerick (UHL) Annual Research Symposium 2015, Oct 2015, Limerick, Ireland. .

Sylvie Coroado, Virginie Coroado. [Représentation des métiers, stéréotypes et orientations sexuées](#). Education. 2015.

Résumé : On peut attribuer aux stéréotypes une partie de la responsabilité de l'inégalité entre les femmes et hommes. Ceux-ci véhiculent des contre-vérités et sont un frein empêchant d'atteindre des objectifs et des désirs. L'école par l'institution qu'elle représente a le devoir de lutter contre les

stéréotypes, les discriminations et de promouvoir la mixité et l'égalité femme/homme. Ce devoir est rappelé par les programmes de 2008, le socle commun de connaissances et de compétences de 2006 et différentes conventions du ministère de l'Éducation Nationale dont celle de 2013 pour l'égalité entre les filles et les garçons, les femmes et les hommes dans le système éducatif. Nous avons choisi pour notre mémoire d'aborder le thème des stéréotypes portant sur les métiers à l'école. En effet, conscientes des orientations sexuées, les questions soulevées du pourquoi et du comment lutter contre celles-ci se sont très vite posées. Alors comment s'y prendre pour faire évoluer les représentations des[...]

Céline Chauvigné. [La formation de l'élève-citoyen dans les instances lycéennes : quelles finalités ? quels apprentissages ?](#). Éducation et socialisation, 2014

Dans le cadre du développement d'une éducation à la citoyenneté en milieu scolaire, cet article se propose d'interroger le fonctionnement et le sens de cette éducation à travers la délégation lycéenne et de voir les tensions qui l'animent. Les pratiques des acteurs de la communauté éducative et leurs témoignages nous permettront d'analyser les éléments constitutifs d'une formation ou d'une impasse démocratique en lycée aujourd'hui.

Mathilde Mathieu. [EPS et réussite scolaire : le cas d'une classe de CP](#). Education. 2015. Résumé : Le problème professionnel qui se pose ici est le suivant : comment permettre la réussite de tous les élèves ? Ce questionnement est apparu face à plusieurs discours d'élèves en situation de décrochage scolaire dans un milieu difficile. Et la seule discipline qu'ils « appréciaient » encore à l'école était l'EPS. Je me suis donc posé la question suivante : pourquoi l'EPS ? Quelles caractéristiques possède cette discipline ? Comment pourrait-elle être réutilisée pour ces élèves en difficulté ? Autant de questions que peut se poser un enseignant (débutant) dans l'exercice de son métier. Une de nos questions de recherche portera sur les manières d'agir de l'enseignant selon les différents types d'élèves qui composent une classe et en quoi celui-ci peut influencer sur leur réussite. Comment prend-il en compte la diversité de ses élèves ? Ses interactions sont-elles les mêmes avec tous ? Si non, quelles seront les différences et quels impacts auront-elles sur ces élèves ? De manière positive ?[...]

Repéré sur : ladocumentationfrancaise.fr

Cour des comptes. [Le coût du lycée](#). Paris : La Documentation française, Septembre 2015. 133 pages
La Cour des comptes présente un rapport sur le coût du lycée, dans le prolongement de ses rapports de 2010 ([L'éducation nationale face à la réussite de tous les élèves](#)), 2013 ([Gérer les enseignants autrement](#)) et 2015 ([Le suivi individualisé des élèves](#)). Créé en 1802 pour forger l'élite de la Nation, le lycée conduit désormais 80 % d'une classe d'âge au niveau du baccalauréat. Ce défi quantitatif a été relevé, constate la Cour. Pourtant, alors que le coût moyen d'un lycéen français est 38 % plus élevé que celui des lycéens des autres pays de l'OCDE, au plan qualitatif les résultats en France en termes de réussite dans les études post-bac ou d'insertion sur le marché du travail des bacheliers professionnels ressortent comme très moyens. La Cour, après avoir analysé les composantes de ce coût, détaillé par voie, par série, par discipline, identifie plusieurs leviers susceptibles d'en assurer la maîtrise, pour financer des réformes jugées nécessaires à l'amélioration de la performance d'ensemble du système éducatif.

CAFFIN-RAVIER Martine, PRADEAUX Henri, AUTUME Christine d', ARAMBOUROU Simon, LUGNIER Michel, JARDIN Pascal, BRISSET Laurent, ROMULUS Anne-Marie, HOSTALIER Françoise, JUGNET Frédéric. [Evaluation des préfigurations du service public régional de l'orientation \(SPRO\)](#). Paris : Inspection générale des affaires sociales, Octobre 2015. 112 pages

SINGLY François de, WISNIA-WEILL Vanessa . [Pour un développement complet de l'enfant et de l'adolescent](#). Paris : France Stratégie, Septembre 2015. 158 pages

Le plan pluriannuel contre la pauvreté et pour l'inclusion sociale adopté le 21 janvier 2013 a prévu le principe de l'élaboration d'une stratégie nationale pour l'enfance, « axée notamment sur l'accueil de la petite enfance, le soutien à la parentalité, la lutte contre les inégalités et l'implication des parents dans l'éducation de leurs enfants ». C'est dans ce cadre que le Premier ministre a demandé à France Stratégie de constituer une commission chargée d'élaborer une stratégie nationale pour l'enfance et l'adolescence. Se basant sur un objectif de « développement complet » des enfants et adolescents, la commission présidée par François de Singly a conduit ses travaux autour de trois axes : former un individu relié à autrui et capable d'agir en coopérant ; mieux cultiver les capacités et les talents pour favoriser la réalisation de soi et l'intégration dans la société ; renforcer la protection, accompagner l'autonomisation et favoriser l'égalité d'accès aux ressources (de santé, de loisirs, d'éducation, de logement).

Repéré sur : OCDE.fr

[Quelle confiance les élèves ont-ils en leur capacité à résoudre des problèmes de mathématiques ?](#).

PISA à la loupe, n°56, octobre 2015

En moyenne, dans les pays de l'OCDE, la confiance des élèves en leur capacité à résoudre des problèmes de mathématiques (leur efficacité perçue en mathématiques) est associée à une différence de 49 points de score dans cette matière – soit l'équivalent d'une année de scolarité. Il existe une corrélation étroite entre d'un côté, la confiance des élèves en leur capacité à résoudre des problèmes de mathématiques pures et appliquées, et de l'autre, le fait qu'ils aient déjà été exposés ou non à des tâches similaires en classe. Lorsque l'on compare des élèves présentant des résultats scolaires et un niveau socio-économique similaires, ceux dont les parents aspirent à ce qu'ils suivent des études supérieures font généralement part d'un niveau plus élevé d'efficacité perçue en mathématiques que ceux dont les parents ne nourrissent pas des attentes aussi élevées à leur égard.

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[Educational expansion and social composition of secondary schools: evidence from Bavarian school registries 1810-1890](#)

Semrad, Alexandra

This paper studies the relationship between social class, educational attainment, and social mobility. While educational expansion has been shown to increase educational attainment and social mobility in contemporary countries, the 19th century has received little attention. The German state of Bavaria experienced an enormous expansion of secondary education in the course of the 19th century, also due to the introduction of modern secondary education (Gewerbeschule). In this context, it is asked whether educational expansion (1) led to changes in the association between

social class and educational attainment, and especially so after the introduction of the Gewerbeschule; (2) weakened the link between social class of origin (father's occupation) and class of destination (son's occupation) and thereby increased social mobility? Employing a unique dataset based on annual school reports of 21 Bavarian cities covering the 19th century, the analysis of occupational background information on students by the use of HISCO/HISCLASS reveals that introduction of the Gewerbeschule increased self-selection of the upper class into traditional and the middle class into modern education. Even though educational expansion did not increase participation of lower social classes, the prospect of social mobility for underprivileged classes was high especially in the Gymnasium.

[Does Education Reduce Teen Fertility? Evidence from Compulsory Schooling Laws](#)

Philip DeCicca ; Harry Krashinsky

While less-educated women are more likely to give birth as teenagers, there is scant evidence the relationship is causal. We investigate this possibility using variation in compulsory schooling laws (CSLs) to identify the impact of formal education on teen fertility for a large sample of women drawn from multiple waves of the Canadian Census. We find that greater CSL-induced schooling reduces the probability of giving birth as a teenager by roughly two to three percentage points. We find evidence that education affects the timing of births in a way that strongly implies an “incarceration” effect of education. In particular, we find large negative impacts of education on births to young women aged seventeen and eighteen, but little evidence of an effect after these ages, consistent with the idea that being enrolled in school deters fertility in a contemporaneous manner. Our findings are robust to the inclusion of several province-level characteristics ! including multiple dimensions of school quality, expenditures on public programs and region-specific time trends.

[The Heterogeneous effect of information on student performance : evidence from a randomized control trial in Mexico](#)

Avitabile,Ciro ; De Hoyos Navarro,Rafael E.

A randomized control trial was conducted to study whether providing 10th grade students with information about the returns to upper secondary and tertiary education, and a source of financial aid for tertiary education, can contribute to improve student performance. The study finds that the intervention had no effects on the probability of taking a 12th grade national standardized exam three years after, a proxy for on-time high school completion, but a positive and significant impact on learning outcomes and self-reported measures of effort. The effects are larger for girls and students from households with a relatively high income. These findings are consistent with a simple model where time discount determines the increase in effort and only students with adequate initial conditions are able to translate increased effort into better outcomes.

[Education as investment, consumption or adapting to social norm: Implications for educational mismatch among graduates](#)

SELLAMI, Sana ; VERHAEST, Dieter ; NONNEMAN, Walter ; VAN TRIER, Walter

We investigate the role of four motives to participate in higher education – investment, educational consumption, student life consumption and social pressure – on field of study choices and academic performance and on three labour market outcomes – over-education, wages and job satisfaction. We use data on three cohorts of about 3000 Flemish individuals documenting the transition from education to work. Principal components are used to identify the four study motives. Effects of study

motives on field of study choices and academic performance are estimated using logit respectively Poisson regression. Effects on over-education are measured by two-bit regression and on wages and job satisfaction using standard and IV panel estimates. Key findings are that individuals motivated by education consumption are less likely to be overeducated but face a stronger job satisfaction penalty to over-education than other workers. Our results also suggest that individuals who continue in education because of student life consumption have a higher likelihood of over-education.

[Bilingual Schooling and Earnings: Evidence from a Language-in-Education Reform](#)

Lorenzo Cappellari (Università Cattolica Milano) ; Antonio Di Paolo (AQR-IREA, University of Barcelona)

We exploit the 1983 language-in-education reform that introduced Catalan alongside Spanish as medium of instruction in Catalan schools to estimate the labour market value of bilingual education. Identification is achieved in a difference-in-differences framework exploiting variation in exposure to the reform across years of schooling and years of birth. We find positive wage returns to bilingual education and no effects on employment, hours of work or occupation. Results are robust to education-cohort specific trends or selection into schooling and are mainly stemming from exposure at compulsory education. We show that the effect worked through increased Catalan proficiency for Spanish speakers and that there were also positive effects for Catalan speakers from families with low education. These findings are consistent with human capital effects rather than with more efficient job search or reduced discrimination. Exploiting the heterogeneous effects of the reform as an instrument for proficiency we find sizeable earnings effects of skills in Catalan.

[Entrepreneurial Intentions and Behaviour of Students Attending Danish Universities](#)

Britta Boyd (Department of Border Region Studies, University of Southern Denmark) ; Simon Fietze (Department of Border Region Studies, University of Southern Denmark) ; Kristian Philipsen (Department of Entrepreneurship and Relationship Management, University of Southern Denmark)

The research field of entrepreneurship gets more and more important in Denmark. The Global Entrepreneurship Monitor (GEM) and recently the Global University Entrepreneurial Spirit Students' Survey (GUESS) were carried out to gain more insights about entrepreneurial intentions and activities in Denmark. The origins of GUESS go back to 2003 when researchers at the Swiss Research Institute of Small Business and Entrepreneurship at the University of St. Gallen (KMU-HSG) started the survey. The study is conducted every two years to explore the entrepreneurial intent and activity of students as well as the entrepreneurship training and education provided by universities in 34 countries around the world. In the sixth data collection wave Denmark participated for the first time in 2013. The results for the Danish sample are presented in this report. The main findings are that Danish students have a rather low entrepreneurial intention. Their career intentions seem to follow the international pattern of first being an employee and then later becoming a founder. The report suggest to improve entrepreneurial intention among Danish students by stimulating entrepreneurial education at universities considering specific offers and activities for the different groups of entrepreneurial students as well as for students who not have considered becoming a founder yet.

[In Focus: Examining Schools' Use of Practices Promoted by School Improvement Grants](#)

Lisa Dragoset ; Susanne James-Burdumy ; Kristin Hallgren ; Irma Perez-Johnson ; Mariesa Herrmann ; Christina Tuttle ; Megan Hague Angus ; Rebecca Herman ; Matthew Murray ; Corutney Tanenbaum ; Cheryl Graczewski

This brief summarizes findings from a new report from Mathematica's multi-year evaluation of School Improvement Grants (SIG) for the Department of Education's Institute of Education Sciences. It describes the practices schools reported using in spring 2012.

[Skill Acquisition in the Informal Economy and Schooling Decisions: Evidence from Emerging Economies](#)

Semih Tumen

Informal jobs offer skill acquisition opportunities that may facilitate a future switch to formal employment for young workers. In this sense, informal training on the job may be a viable alternative to formal schooling in an economy with a large and diverse informal sector. In this paper, I investigate if these considerations are relevant for the schooling decisions of young individuals using panel data for 17 Latin American countries and micro-level data for Turkey. Specifically, I ask if the prevalence of informal jobs distorts schooling attainment. I concentrate on three measures of schooling outcomes : (1) secondary education enrollment rate, (2) out-of-school rate for lower secondary school, and (3) tertiary education graduation rate. I find that the secondary education enrollment rate is negatively correlated with the size of the informal economy, while the out-of-school rate is positively correlated. Moreover, the tertiary education graduation rates tend to fall as the informal employment opportunities increase. This means that informal training on the job may be crowding out school education in developing countries. Policies that can potentially affect the size of the informal sector should take into consideration these second-round effects on aggregate schooling outcomes.

[Are public libraries improving quality of education ? when the provision of public goods is not enough](#)

Rodriguez Lesmes, Paul Andres ; Trujillo, Jose Daniel ; Valderrama Gonzalez, Daniel

This paper analyzes the relation between public, education-related infrastructure and the quality of education in schools. The analysis uses a case study of the establishment of two large, high-quality public libraries in low-income areas in Bogotá, Colombia. It assesses the impact of these libraries on the quality of education by comparing national test scores (SABER 11) for schools close to and far from the libraries before (2000-02) and after (2003-08) the libraries were opened. The paper introduces a Blinder-Oaxaca decomposition on difference-in-differences estimates to assess whether variation of traditional determinants of mathematics, verbal, and science test scores explains the estimates. The analysis finds differences that are not statistically different from zero that could be attributed to the establishment of the libraries. These results are robust to alternative specifications, a synthetic control approach, and an alternative measure of distance.

[State Merit-based Financial Aid Programs and College Attainment](#)

David L. Sjoquist (Georgia State University) ; John V. Winters (Oklahoma State University)

This paper examines the effects of state merit-based student aid programs on college attendance and degree completion. Our primary analysis uses micro data from the 2000 Census and 2001-2010 American Community Survey to estimate the effects of exposure to merit programs on educational outcomes for 25 states that adopted such programs by 2004. We also utilize administrative data for the University System of Georgia to look more in depth at the effects of exposure to the HOPE Scholarship on degree completion. We find strong consistent evidence that exposure to state merit aid programs has no meaningfully positive effect on college completion.

[Inequality of Opportunity in Health and Cognitive Abilities: The Case of Chile.](#)

Rafael Carranza ; Daniel Hojman

This paper studies inequality of opportunity in health in Chile. Following Roemer's approach to equality of opportunity, we separate the effect of circumstances and efforts -healthy behaviors- on self-assessed health. In addition to parental and family background, our set of circumstances includes a proxy of numeracy skills. We find that circumstances explain nearly 40 percent of the variance of health outcomes, four times the contribution of efforts. More than one third of the contribution of circumstances is due to numeracy skills, similar to the contribution of parental education. Parents' longevity is also important but its contribution is smaller. The overall influence of circumstances on inequality is substantial, ranging from 62 to more than 90 percent depending on the inequality index used. Overall, we find that health inequality is higher in Chile than in European countries and the contribution of unequal opportunities to inequality is at least as large. Our results also highlight the importance of cognitive ability on health inequality.

[Explaining the Evolution of Educational Attainment in the U.S.](#)

Rui Castro (University of Western Ontario) ; Daniele Coen-Pirani (University of Pittsburgh)

We study the evolution of educational attainment of the 1932–1972 cohorts using a human capital investment model with heterogeneous learning ability. Inter-cohort variation in schooling is driven by changes in skill prices, tuition, and education quality over time, and average learning ability across cohorts. Under static expectations the model accounts for the main empirical patterns. Rising skill prices for college explain the rapid increase in college graduation till the 1948 cohort. The decline in average learning ability, calibrated to match the evolution of test scores, explains half of the stagnation in college graduation between the 1948 and 1972 cohorts.

[Competition Between and Within Universities: Theoretical and Experimental Investigation of Group Identity and the Desire to Win](#)

Zhuoqiong (Charlie) (London School of Economics) ; David Ong (Economic Science Institute & Argyros School of Business and Economics, Chapman University) ; Roman Sheremeta (Case Western Reserve University)

We study how salient group identity, created through competition between students from different universities, as well as differences in the value of winning impact competitive behavior. Our experiment employs a simple all-pay auction within and between two university subject pools. We find that when competing against their peers, students within the lower tier university bid more aggressively than students within the top-tier university. Also, students from the lower tier university, in particular women, bid more aggressively when competing against students from the top-tier university. These findings, interpreted through a theoretical model incorporating both group identity and differential value of winning, suggest that students at the lower tier university have a stronger group identity as well as higher desire to win.

[The Labor Market and School Finance Effects of the Texas Shale Boom on Teacher Quality and Student Achievement](#)

Marchand, Joseph (University of Alberta, Department of Economics) ; Weber, Jeremy (University of Pittsburgh)

Resource booms can affect student achievement through greater labor demand, where rising wages pull students or teachers out of schools, and through an expanded tax base, where increased school

spending alters teacher quality or student productivity. Using shale depth variation across Texas school districts with annual oil and gas price variation, this study finds that resource development slightly decreased student achievement despite providing schools with more money. Vocational and economically disadvantaged students were pulled into the labor market, while teacher turnover and inexperience increased. Schools responded to the tax base expansion by spending more on capital projects but not on teachers.

[Learn Now, Save Later: College and Household Portfolios](#)

Urvi Neelakantan (Federal Reserve Bank of Richmond) ; Felicia Ionescu (Federal Reserve Board) ; Kartik Athreya (Federal Reserve Bank of Richmond)

Households invest substantially in human capital, especially early in life, through participation in formal higher education. Later in life, they primarily invest in financial assets. Formal educational investments are lumpy and illiquid, financial investments are not. Both are risky. We show that in the presence of short-sale constraints on risky financial assets alone, the characteristics of formal education, including the cost of debt-finance, have strong effects on financial portfolios throughout life. Conversely, we show that changes in the rate of return on financial wealth can exert substantial influence on human capital investment decisions.

[High school track choice and financial constraints : evidence from urban Mexico](#)

Avitabile,Ciro ; Bobba,Matteo ; Pariguana,Marco

Parents and students from different socioeconomic backgrounds value differently school characteristics, but the reasons behind this preference heterogeneity are not well understood. In the context of the centralized school assignment system in Mexico City, this study analyzes how a large household income shock affects choices over high school tracks exploiting the discontinuity in the assignment of the welfare program Oportunidades. The income shock significantly increases the probability of choosing the vocational track vis-a-vis the other more academic-oriented tracks. The findings suggest that the transfer relaxes the financial constraints that prevent relatively low-ability students from choosing the schooling option with higher labor market returns.

[Achievement Effects of Individual Performance Incentives in a Teacher Merit Pay Tournament](#)

Margaret Brehm ; Scott A. Imberman ; Michael F. Lovenheim

This paper estimates the effect of the individual incentives teachers face in a teacher-based value-added merit pay tournament on student achievement. We first build an illustrative model in which teachers use proximity to an award threshold to update their information about their own ability, which informs their expected marginal return to effort. The model predicts that those who are closer to an award cutoff in a given year will increase effort and thus will have higher achievement gains in the subsequent year. However, if value-added scores are too noisy, teachers will not respond. Using administrative teacher-student linked data, we test this prediction employing a method akin to the bunching estimator of Saez (2010). Specifically, we examine whether teachers who are proximal to a cutoff in one year exhibit excess gains in test score growth in the next year. Our results show consistent evidence that teachers do not respond to the incentives they face! under this program. In line with our model, we argue that a likely reason for the lack of responsiveness is that the value-added measures used to determine awards were too noisy to provide informative feedback about one's ability. This highlights the importance of value-added precision in the design of incentive pay systems.

[Beyond qualifications : returns to cognitive and socio-emotional skills in Colombia](#)

Acosta,Pablo Ariel ; Muller,Noel ; Sarzosa,Miguel Alonso

This paper examines the relationship between individuals' skills and labor market outcomes for the working-age population of Colombia's urban areas. Using a 2012 unique household survey, the paper finds that cognitive skills (aptitudes to perform mental tasks such as comprehension or reasoning) and socio-emotional skills (personality traits and behaviors) matter for favorable labor market outcomes in the Colombian context, although they have distinct roles. Cognitive skills are greatly associated with higher earnings and holding a formal job or a high-qualified occupation. By contrast, socio-emotional skills appear to have little direct influence on these outcomes, but play a stronger role in labor market participation. Both types of skills, especially cognitive skills, are largely associated with pursuing tertiary education. The analysis applies standard econometric techniques as a benchmark and structural estimations to correct for the measurement error! of skill constructs.

[The Effects of Facebook Discussions on Academic Performance](#)

Shira Fano (Department of Economics, Bocconi University, Milan) ; Paolo Pellizzari (Department of Economics, University of Venice Ca' Foscari.)

In this paper we investigate the effects of using a Facebook page exclusively devoted to a first year Mathematics course in a large Italian public university. Posts and discussions supported traditional face-to-face lectures and students could freely post queries and get help from professors and peers. We use a newly constructed dataset to measure how this influences the grade they achieved and the probability of getting a passing grade. Firstly, we find that active students, who read and post more often, perform slightly better than non active ones, who mainly read the content, but the effect is not significant. However, other measures of activity, such as the frequency of visualization of the page significantly increase the probability of earning a passing grade, after controlling for students' characteristics and robust ex-post measures of ability. Secondly, we exploit a quasi-natural experiment to compare the performance of students having access to! Facebook with that of a large sample of similar students who were not offered the support page in another branch of the university. Difference-in-difference estimates show that students who could access online discussions gain on average 1 additional point out of 30. The effect is, hence, significant but rather small and of possibly limited practical relevance.

[Accounting for the Rise in College Tuition](#)

Grey Gordon (Indiana University) ; Aaron Hedlund (University of Missouri)

We develop a quantitative model of higher education to test explanations for the steep rise in college tuition between 1987 and 2010. The framework extends the quality- maximizing college paradigm of Epple, Romano, Sarpca, and Sieg (2013) and embeds it in an incomplete markets, life-cycle environment. We measure how much changes in underlying costs, reforms to the Federal Student Loan Program (FSLP), and changes in the college earnings premium have caused tuition to increase. All these changes combined generate a 106% rise in net tuition between 1987 and 2010, which more than accounts for the 78% increase seen in the data. Changes in the FSLP alone generate a 102% tuition increase, and changes in the college premium generate a 24% increase. Our findings cast doubt on Baumol's cost disease as a driver of higher tuition.

[Executive Summary: Usage of Policies and Practices Promoted by Race to the Top and School Improvement Grants](#)

Susanne James-Burdumy

This executive summary describes key findings from a two-volume report from Mathematica's multi-year evaluation of Race to the Top (RTT) and School Improvement Grants (SIG) programs for the Department of Education's Institute of Education Sciences.

[Risks and returns to education over time](#)

Brown, Jeffrey R. ; Fang, Chichun ; Gomes, Francisco

We model education as an investment in human capital that, like other investments, is appropriately evaluated in a framework that accounts for risk as well as return. In contrast to dominant wage-premia approach to calculating the returns to education, but which implicitly ignores risk, we evaluate the returns by treating the value of human capital as the price of a non-tradable risky asset. We do so using a lifecycle framework that incorporates risk preferences and earnings risk, as well as a progressive income tax and social insurance system. Our baseline estimate is that a college degree provides a \$440K dollar increase in annual certainty-equivalent consumption. Although significantly smaller than traditional estimates of the value of education, these returns are still large enough to offset both the direct and indirect cost of college education for a large range of plausible preference parameters. Importantly, however, we find that accounting for risk reverses the finding from the education wage-premia literature regarding the trends in the returns to education. In particular, we find that the risk-adjusted gains from college completion actually decreased rather than increased in the recent period. Overall, our results show the importance of earnings risks in assessing the value of education.

[The reform of ISEE and its effects on scholarships granted through the Right to University Education in Tuscany](#)

Maria Luisa Maitino ; Letizia Ravagli (Istituto Regionale per la Programmazione Economica della Toscana)

The Decree of the President of the Council of Ministers (DCPM) No. 159/2013 has significantly changed the modalities for the computation of the Equivalent Economic Situation Indicator (ISEE). The effects of reform on the access and participation to social security benefits will depend on how the bodies in charge of distributing services modify the entry thresholds and the sharing modalities. This paper describes the results of the simulations performed to evaluate the impact of reform on access to scholarships granted through the Right to University Education. Some simulations considered the rules unchanged, while others assumed adjustments in both the entry threshold and the sum awarded. Most students applying for a scholarship should be unconcerned by reform, while a small portion advance their position, and the remaining share experience a worsening as compared to the pre-reform system. Among these, the most part is kept out because of an increase in the ISPEP, while a minority group is either excluded because of ISEEP (Equivalent Economic Situation Indicator for local benefits) or qualified for a smaller scholarship. Some simulations are also made assuming different kinds of revisions in the economic requirements, with results that partly augment the number of students ruled out because of ISEEP or receiving smaller grants.

[Growth and Cultural Preference for Education](#)

Chu, Angus C. ; Furukawa, Yuichi ; Zhu, Dongming

In this note, we explore the implications of cultural preference for education in an innovation-driven growth model that features an interaction between endogenous human capital accumulation and

technological progress. Parents invest in children's education partly due to the preference for their children to be educated. We consider a preference parameter that measures the degree of this parental or cultural preference for education. We find that a higher degree of parental preference for education increases human capital, which is conducive to innovation, but the increase in education investment also crowds out resources for R&D investment. As a result, a stronger cultural preference for education has an inverted-U effect on the steady-state equilibrium growth rate. We also analytically derive the complete transitional path of the equilibrium growth rate and find that an increase in the degree of education preference has an initial negative effect on economic growth.

[The Effects of State Merit Aid Programs on Attendance at Elite Colleges](#)

Sjoquist, David L. (Georgia State University) ; Winters, John V. (Oklahoma State University)

State merit aid programs have been found to reduce the likelihood that students attend college out-of-state. Using the U.S. News & World Report rankings of colleges and universities to measure college quality and Integrated Postsecondary Education Data System data to measure enrollment, we explore how this reduction in out-of-state enrollment differs by the academic quality of the institution. Our results suggest that state merit aid programs do not reduce the likelihood that a student attends a top ranked school, but that these programs do reduce the likelihood of enrolling at less prestigious out-of-state schools, with generally larger effects the lower the ranking of the schools.

[Teaching in higher education: good teaching through students' Lens](#)

Fadia Nasser-Abu Alhija (Tel Aviv University)

Effective or quality teaching is considered as essential for student learning, academic attainment, and contribution to society. Much of the research on university teaching has been devoted to investigating faculty views of regarding quality teaching, outstanding teachers and students' satisfaction. In order to translate findings regarding student satisfaction to actions for advancing quality teaching, it is crucial to learn about students' perceptions of quality teaching. In other words, issues related to major components of quality teaching and thinks that teachers should do in order to excel still to be addressed. An internet survey was forwarded during the year 2014 to students in all higher education institutions in Israel. The sample included 2475 participants who are distributed by gender, age, type of higher education institution, field of study, type of degree and year of study. A two-part internet survey was used. The first part included questions concerning students' personal and academic background variables (gender, age, higher education institution, field of study, degree, and year of study). The second part included 29 items referring to six dimensions of quality teaching: intellectually challenging teaching, advancing non-academic skills, fostering creative thinking, constructive relations with students, clear instruction, and valid and reliable assessment. Reliability coefficients (Cronbach's

[Teacher education for global citizenship: A case study of foreign language teachers preparing our young learners for new brave, new globalised world.](#)

Teresa De Fazio (Victoria University)

From a socio-cultural perspective, language teachers take up the responsibility of mediating and supporting a student's language learning by designing a curriculum which goes further than just teaching the linguistic elements of a language. When language teachers draw on culture and interculturality, language becomes an instrument whilst social interaction becomes a significant

driver for meaningful communication. Australia is one of the most culturally diverse nations in the world. 23% of the population is overseas born and 25% of the Australian born has at least one or both parents born overseas. Across the total Australian school population, about 25% of all students are of a language background other than English. In short, Australian classrooms have a linguistic and cultural richness which brings a unique vibrancy to the classroom. However, schools are also aware of the unique position they are in understanding and engaging young learners in mainstream society. This paper proposes that language teachers are in a unique yet often, undervalued position of being multicultural educators as well as language educators. Further, that language teachers are often powerful mediators of a student's entry into global citizenship. This paper reports on a case study of a pilot program where primary school teachers (elementary level) of various languages took up the challenge of addressing issues of multicultural awareness, global citizenship and interculturality through the development of communicative competence in the target language. It looks at how these teachers drew on strategies that connect culture and language in a way that moves the student towards cognitive, social and personal development whilst learning the language. The case study provides insights into a model and considerations that might be used in professional learning and teacher education courses to help students negotiate their own lived experience and entry to what is often a new linguistic and socio-cultural context for students. The case study demonstrates that teacher education has a particular role to play in preparing teachers to establishing a classroom culture of respect and cultural curiosity via subtle but considered themes around interculturality and citizenship. Moreover, that the language teacher plays a strong role in facilitating a student's sense of these concepts and engagement in an increasing multicultural society.

[History of Traditional and Modern High Education in Iran: An Analytical Survey](#)

Mohsen Modir Shanechi (Mashhad Branch, Islamic Azad University)

History of Traditional and Modern High Education in Iran: An Analytical Survey Mohsen Modir Shanechi, Ph.D. Department of Political Science, Mashhad Branch, Islamic Azad University, Mashhad, Iran Abstract In this article, after mentioning a brief history of Iranian education and schools from ancient to contemporary times, dispatching students abroad and establishing modern high schools in Qajar era has considered. Then founding Tehran University as the first modern university of Iran, other universities outside Tehran and establishing non-governmental universities as well as academic and educational style of them has studied. Islamic revolution of 1979, cultural revolution, Islamization of educational programs and founding related centers is the later discourse of the article. Finally, establishing Azad University as a great non-governmental university and its status is considered. The article ends in mentioning the role and function of Iranian high educational institutions in cultural and social development of the country

[The introduction of academy schools to England's education](#)

Andrew Eyles ; Stephen Machin

We study the origins of what has become one of the most radical and encompassing programmes of school reform seen in the recent past amongst advanced countries – the introduction of academy schools to English secondary education. Academies are state schools that are allowed to run in an autonomous manner which is free from local authority control. Almost all academies are conversions from already existent state schools and so are school takeovers that enable more autonomy. Our analysis shows that this first round of academy conversions that took place in the 2000s generated significant improvements in the quality of pupil intake and in pupil performance. There is evidence of

heterogeneity as improvements only occur for schools experiencing the largest increase in their school autonomy relative to their predecessor state. Analysis of mechanisms points to changes in head teachers and management structure as key factors underpinning these improvements in pupil outcomes.

[Stress among Medical Students in the Deep South of Thailand](#)

Norman Mudor (Medical Education Center, Yala Hospital) ; Adhhiyah Mudor (Sirindhorn College of Public Health Yala)

Medicine has been widely known as a high stress profession and medical school is often where stress begins. Identifying the common stressors among the medical students in our Medical Education Center, would help the supervisors to develop the suitable curriculum structure. This study aims to investigate the perceived sources of stress among 4th and 5th year medical student at Medical Education Center, Yala Hospital, Thailand, and to compare if the student with different gender, religion and study year perceives the source of stress differently. A descriptive cross sectional quantitative study was conducted using a 40 items self administered questionnaire adapted from the Medical Student Stressor Questionnaire (MSSQ). The determinants are gender, religion and the study year. T-test was used for analyzing the difference in group. A 92.73% response rate was obtained. The results indicated that falling behind in reading schedule, test and examination, large amount of content to be learnt, national test exam, and lack of time to review what have been learnt were the first five commonest stressors for students. Interestingly, the Muslim students had significantly higher total stress scores than Buddhist students, and the fifth year students had significantly higher stress than the fourth year students. In contrast, gender did not associated with the total stress scores. Medical instructor should design and develop a curriculum structure which is enhancing the student's well being and focus on academic and clinical performance for producing graduates with a positive professional attitude.

[How do differences in social and cultural background influence access to higher education and the completion of studies?](#)

OECD

Parents' level of education still greatly influences that of their children: individuals are 4.5 times more likely to attend higher education if one of their parents has a higher education degree than if both their parents have below upper secondary education. Inequalities in higher education reflect to a great extent what happened earlier in an educational career. Upper secondary students from disadvantaged backgrounds are less likely to perform well in PISA assessments, less likely to complete upper secondary education and less likely even to aspire to attend higher education. Nevertheless, higher education institutions still have an important role to play in reducing inequalities. Policies must aim to make higher education more accessible for students from disadvantaged backgrounds as well as to support these students and improve their success at this level.

[Interpretation of Pleasure Time](#)

Zsófia Csiszár (University of West Hungary - Savaria Campus)

In recent times museums – with their unique and special world, functioned as a kind of learning scene - play central role in formal education. Museums open and change more and more with the aim to receive a wider scale of visitors. Discovering learning lays stress upon the active and

information-searching self of children and students. Contemporary pedagogy puts the active learning with objects and interactivity into the centre of the learning process. Children are more sensitive to receive new knowledge in such an environment that gives the experience through direct, practical activity and training. Museum pedagogy is a tendency in pedagogy that helps even small kids to be sensitive to previous times by showing their collections based on acquiring knowledge and also with the help of infrastructural opportunities. In my lecture I would like to search and show some possibilities that are hidden in museum pedagogy and are capable to widen educational work. I am going to show all this through the museum pedagogical supply of Savaria City Museum. I am also going to reveal the connection-system within Szombathely, through which experience, knowledge and a special atmosphere gets to kids and families. Finally I am going to deal with museum pedagogy as well. Basing museum pedagogy on museum pedagogy is significant. My research focuses on the programmes of Savaria City Museum, on its relationship with the educational institutions of the city and on the museum's efforts to form adults' personality. The following institutions and people took part in the research: the teachers and pupils of Zrínyi Ilona Primary School, the educators of Aréna and Donászy Magda Kindergarten (questionnaire) and the educators of the museum (interview). I draw up my statements about the possibilities of delivering knowledge not only in institutional frames by valuing their opinions and by taking my own experiences into consideration. One of my students helped me to prepare the research and agreed to publish it.

[College Major Choice, Spatial Inequality and Elite Formation: Evidence from South Africa](#)

Biniam B. Bedasso

This paper explores the determinants of college major choice in the presence of significant inter-group and spatial inequalities. I combine four years of admissions application data at an elite university in South Africa with quarterly labor force data to trace the link between aptitude-weighted expected earnings, spatial inequality and the choice of college major. The results show that much of the effect of expected earnings on college major choice operates through the choice of high school curriculum. Black and white individuals respond to differentials in expected earnings differently. Spatial inequality influences major choice through high school curriculum, near-peer role models and relative achievement at high school level. Identification is achieved through the help of a rich set of academic and geographic information contained in the admissions database.

[Lifting the Iron Curtain: School-Age Education and Entrepreneurial Intentions](#)

Falck, Oliver (Ifo Institute for Economic Research) ; Gold, Robert (Kiel Institute for the World Economy) ; Heblich, Stephan (University of Bristol)

We exploit Germany's reunification to identify how school-age education affects entrepreneurial intentions. We look at university students in reunified Germany who were born before the Iron Curtain fell. During school age, all students in the West German control group received formal and informal education in a free-market economy, while East German students did or did not receive free-market education. Difference-in-differences estimations show that school-age education in a free-market economy increases entrepreneurial intentions. An event study supports the common-trends assumption. Results remain robust in matched samples and when we exploit within-student variation in occupational intentions to control for unobserved individual characteristics.

[Explaining \(in\)efficiency in higher education: a comparison of parametric and non-parametric analyses to rank universities](#)

Barra, Cristian ; Lagravinese, Raffaele ; Zotti, Roberto

In recent years more and more numerous are the rankings published in the newspapers or technical reports available, covering many aspects of higher education, but in many cases with very conflicting results between them, due to the fact that universities' performances depend on the set of variables considered and on the methods of analysis employed. The aim of this study is to rank higher education institutions (HEIs) in Italy, comparing parametric and non-parametric approaches: we firstly apply a so-called double bootstrap Data Envelopment Analysis (DEA) to generate unbiased coefficients (Simar and Wilson, 2007) and then a Stochastic Frontier Analysis (SFA), modelling the production set through an output distance function, applying a within transformation to data as developed by Wang and Ho (2010), to evaluate which determinants have an impact on universities' efficiencies. The findings reveal that, on average and among the macro-areas of the country!, the level of efficiency does not change significantly among estimation methods which, instead, generate different rankings. This may guide universities' managers and policymakers as rankings have a strong impact on academic decision-making and behaviour, on the structure of the institutions and also on students and graduates recruiters. Variables describing institution, market place and environment have an important role in explaining (in)efficiency.

[Where has all the education gone? Nowhere, but too much](#)

Hongchun Zhao

Lant Pritchett (2001) asked a famous question, "Where has all the education gone?" bringing the lack of correlation between the growth of measured education and the growth of income in developing countries to broad attention. This finding confirms that after WWII the human capital-output ratios tend to be higher in less developed countries than those in developed countries. I explain this pattern using a dynamic general equilibrium model which explicitly considers that workers with different types have different costs when choosing schooling years and employers are unable to directly observe workers' types, and find that simulation results with public subsidies to schooling could well mimic the features of data. At last, I make a speculative but reasoned conjecture about the schooling years-output relation in 2040.

[Determinants of School Enrollment of Girls in Rural Yemen: Parental Aspirations and Attitudes toward Girls' Education](#)

Igei, Kengo ; Yuki, Takako

Parental perceptions have been considered important for the primary school enrollment of girls, particularly in countries where female activities are constrained by social norms and values. In Yemen, primary school enrollment steadily improved throughout the 2000s, but the gender gap still remains. We conducted a comprehensive survey of households and schools in rural Yemen, in which fathers and mothers were separately asked about their educational aspirations for girls and their general attitudes toward girls' education, the marriage age for girls, and their attitudes toward women in the workforce. This paper describes the perceptions of fathers and mothers, and empirically examines their relationship to primary school enrollment for girls aged 6-9 years and 10-14 years, controlling for both demand- and supply-side factors. As a result, we observe a certain degree of variation in paternal and maternal perceptions among households and son preference in ! both the paternal and maternal aspirations. The regression analyses reveal that both the paternal

and the maternal aspirations, and the son preference in their aspirations are strongly related to the enrollment of older girls. Additionally, the analyses show that other paternal perceptions of girls' education, the desirable marriage age, and women in the workforce are statistically significant for older girls. We also found that paternal perceptions are more highly correlated to the enrollment of both younger and older girls than maternal perceptions, and that the supply-side factors such as the qualification of teachers and the presence of female teachers are also significant to the enrollment of girls.

[The project program in the model of education of teachers in Western Hungary](#)

Ildiko Koos (The University of West Hungary)

The model has a general approach towards initial teacher education and teachers' continuous professional development. This model gives teachers bachelor programmes, the trainee phase of their work, and lifelong learning (with the help of professional development courses) in a standardised system. We have programmes for primary teachers who teach in the lower grades 1 to 4; for teachers in grades 5 to 8 and for teachers in grades 9 to 12. Our goal is to create balance in the education of teachers between research based university studies and teaching practices. The teachers need to have the highest level of professional knowledge as well as knowledge of teaching and methodology. The model of teacher education in Western Hungary also provides CPG (continuous professional development courses) for teachers during their whole career. These developmental courses show the best practices. These courses also provide stimulating, motivational attitudes for teachers. Those who take part can join innovations and researches. These projects are in connection with practical challenges and problems of the public education. The results of the projects can immediately be used in classrooms or during teaching and in pedagogical service. The high level of realization depends on the motivation on lifelong learning of students and teachers, professors. Therefore, some skills are especially important in our teachers' character, such as: -being open-minded;-having a problem-solving attitude: organising team work and project tasks for university students;-improving students' responsibility: helping students express their personal opinion;-at university, teaching by using the excellent and new methods, so the up-to-date methods can be seen in one's work;-being empathetic with students, so that they will study with enthusiasm and curiosity;-being able to reflect to their own work and emotions. We think, this teaching attitude can reach its goal when teaching generation Z. Nowadays, children grow up in a visual (digitalized) world. They spend a lot of time sitting in front of the computer, and they don't exercise much. Therefore, kids of generation Z have a need for motion, like working using creative methods, like multi-tasking at school and while learning (like using their smart phones, X-boxes, computers). Teachers should use this motivation while teaching. University professors and teachers can show teachers different methods for teaching generation Z. For example, projects, creative reading comprehension, co-operative working, cloze techniques.

[Crime, Compulsory Schooling Laws and Education](#)

Brian Bell ; Rui Costa ; Stephen Machin

Do compulsory schooling laws reduce crime? Previous evidence for the U.S. from the 1960s and 1970s suggests they do, primarily working through their effect on educational attainment to generate a causal impact on crime. In this paper, we consider whether more recent experience replicates this. There are two key findings. First, there is a strong and consistent negative effect on crime from stricter compulsory schooling laws. Second, there is a weaker and sometimes non-

existent link between such laws and educational attainment. As a result, credible causal estimates of the education-crime relationship cannot in general be identified for the more recent period, though they can for some groups with lower education levels (in particular, for blacks).

[Long-Term Direct and Spillover Effects of Job Training: Experimental Evidence from Colombia](#)

Herrera Prada, Luis Omar ; Kugler, Adriana D. ; Kugler, Maurice ; Saavedra, Juan Esteban

We use administrative data to examine medium and long-term formal education and labor market impacts among participants and family members of a randomized vocational training program for disadvantaged youth in Colombia. In the Colombian program, vocational training and formal education are complementary investments: relative to non-participants, randomly selected participants are more likely to complete secondary school and to attend and persist in tertiary education eight years after random assignment. Complementarity is strongest among applicants with high baseline educational attainment. Training also has educational spillover effects on participants' family members, who are more likely to enroll in tertiary education. Between three and eight years after randomization, participants are more likely to enter and remain in formal employment, and have formal sector earnings that are at least 11 percent higher than those of non-participants.

[Race, Class, Gender, and the Happiness of College Students](#)

Owen, Ann L. ; Handley-Miner, Isaac

Using data from students at 25 selective colleges from the National Longitudinal Survey of Freshman (NLSF), we estimate regressions with college-specific random effects and find that males, white students, those who have at least one parent who completed college, and those with higher family incomes relative to others at their college report higher levels of emotional well-being and life evaluation. We also investigate college characteristics that are correlated with student happiness and find that students report higher levels of happiness at schools that are more racially homogeneous, have lower tuition, and fewer students that have financial need. We show that fraternity dominance reduces the negative impact of greater racial diversity on student happiness, possibly because fraternities allow students to reduce the incidence of cross-racial interactions.

[Occupational Attainment and Earnings among Immigrant Groups: Evidence from New Zealand](#)

Maani, Sholeh A. (University of Auckland) ; Dai, Mengyu (University of Auckland) ; Inkson, Kerr (University of Auckland)

This paper concerns the prediction of career success among migrants. We focus specifically on the role of occupation as a mediating variable between the predictor variables education and time since migration, and the dependent variable career success as denoted by occupational status, linked to earnings. Following a review of the literature specifically focused on occupation, we apply Ordered Probit analysis to a sample of over 37,900 employed males surveyed in New Zealand. New Zealand provides an interesting case, as a country where migrants from diverse ethnic groups comprise a significant part of the population. We focus on the occupational attainment of immigrants and the native-born populations and provide evidence on the mediating effect of occupational attainment on earnings. Our analyses show the interplay of factors leading to occupational attainment: for example, education level is of greatest importance, and much of its effect on earnings is through occupational attainment; different immigrant groups have differentiable outcomes, and years of experience in the host country enable gradual occupational advancement. This is the first application

of this analysis to New Zealand data. Our results highlight the significant mediating role of occupational attainment in explaining earnings across immigrant and native-born groups.

[Reform Strategies of Medical Education in Egypt](#)

Shahira Elshafie (FAyoum University)

The purpose of this paper is to explore the challenges facing medical education system in Egypt particularly in the area of education quality. It builds upon several existing studies conducted in Egypt to make the case for improving education outcomes. Design/methodology/approach– Samples were drawn from existing studies conducted in Egypt by experts in the education field. Findings– Results suggest that there is a chance for improvement of the quality of medical education in Egypt with subsequent potential increase of graduates employability and direct impact on national and global healthcare. Conclusion– Strategies of reform are suggested including academic network, curriculum comparative studies, joint degrees and internationalization.

[Academic apprenticeship: Developing novice academic teaching and research skills through a focussed mentoring program](#)

Teresa De Fazio (Victoria University)

Novice academics often transition into the world of academia via PhD or doctoral studies. During their studies, PhD students are often charged with casual teaching responsibilities as part of their 'apprenticeship'. Duties often include assessing student work and providing feedback through tutorials and assessment tasks. Whilst undertaking teaching duties they are also attempting to develop their own research skills repertoire, often struggling with developing the requisite academic literacies required by such high level studies. Thus, these novice academics and researchers, face considerable challenges in their dual roles and support for these academics can be sporadic or even inexistent in terms of professional development. Research findings demonstrate that the marginalisation of casual novice teachers from professional conversations and professional development activities adversely affects universities in three ways: limiting the potential for quality teaching; impacting student satisfaction negatively; and, reducing staff retention of promising academics. This paper reports on a case study of a professional learning initiative delivered through a mentoring framework that was established at an Australian university. The initiative is called the Learning through teaching program (LTP). This paper will report on how the LTP sought to provide an intervention that brought together PhD students as mentees, and experts from across the university as mentors. The focus was to enter into discourse on learning and teaching with the aim of fostering teaching and research competence. Further, the case study reports on how explicit unpacking of academic and intercultural writing literacies through a series of targeted discussions around the themes of assessment and feedback supported the mentees, as both novice teachers and 'apprentice' researchers, in gaining deeper level understandings of these complex, critical aspects that were ! core to t heir dual roles. The case study provides a consideration of another rather unexpected outcome, the positive impact of the mentoring framework itself and how this can be used as a professional development approach to foster understandings, skill development and engagement of, as was discovered, all participants.

[Donors and Founders on Charter School Boards and Their Impact on Financial and Academic Outcomes](#)

Elif Sisli Ciamarra (Brandeis University) ; Charisse Glosino (University of Memphis)

This study provides the first systematic analysis of the composition of charter school governing boards. We assemble a dataset of charter school boards in Massachusetts between 2001 and 2013 and investigate the consequences of donor and founder representation on governing boards. We find that the presence of donors on the charter school boards is positively related to financial performance and attribute this result to the donors' strong monitoring incentives due to their financial stakes in the school. We also show that financial outcomes are not generated at the expense of academic outcomes, as the presence of donors on the boards is also associated with higher student achievement. Founder presence on charter school boards, on the other hand is associated with lower financial performance, but higher academic achievement.

[Academies 2: the new batch](#)

Andrew Eyles ; Stephen Machin ; Olmo Silva

The English education system has undergone a large restructuring programme through the introduction of academy schools. The most salient feature of these schools is that, despite remaining part of the state sector, they operate with more autonomy than the predecessor schools they replace. Two distinct time periods of academy school introduction have taken place, under the auspices of different governments. The first batch was initiated in the 2002/03 school year by the Labour government of the time and was directly aimed at turning around badly performing schools. The second batch involved a mass academisation process following the change of government in May 2010 and the Academies Act of that year and resulted in increased heterogeneity of new academies. This paper compares the two batches of introduction with the aim of getting a better understanding of their similarities and differences. To do so, we study what types of schools were more likely to change to academy status in the two programmes, and the impact of this change on the quality of new pupil enrolments into the new types of school. Whilst we do point out some similarities, these are the exception rather than the norm. For the most part, our analysis reveals a number of marked dissimilarities between the two programmes in terms of both the characteristics of schools that become academies and the subsequent changes in intakes.

[Education and Criminal Behavior: Insights from an Expansion of Upper Secondary School](#)

Aslund, Olof (IFAU) ; Grönqvist, Hans (Uppsala University) ; Hall, Caroline (IFAU) ; Vlachos, Jonas (Stockholm University)

We study the impact on criminal activity from a large scale Swedish reform of vocational upper secondary education, extending programs from two to three years and adding more general theoretical content. The reform directly concerns age groups where criminal activity is high and students who are highly overrepresented among criminal offenders. The nature of the reform and the rich administrative data allow us to shed light on several behavioral mechanisms. Our results show that the prolonged and more general education lead to a reduction in property crime, but no significant decrease in violent crime. The effect is mainly concentrated to the third year after enrollment, which suggests that being in school reduces the opportunities and/or inclinations to commit crime.

[L'intention de création de spin-offs académiques : le cas des établissements supérieurs bas-normands](#)

Jean Bonnet (CREM UMR-CNRS 6211, UFR SEGGAT, Université de Caen Normandie, France)

In France the Technology Transfer Offices, within universities and more generally in higher education institutions, have developed over the past fifteen years, both in terms of the funding and affected human resources. Academic spin-offs are however few and create few jobs (PHILIPART, 2012). In the US the results are much more convincing, SIEGEL (2013). Few French academic staff value their academic work (or even think to do so) by creating companies or more generally by economic exploitation including through patents or partnerships with existing companies (EMIN, 2003). And when they do spin-offs, business does not necessarily know an important development in the image of Anglo-Saxon "gazelles" (BONNET, LE PAPE, NELSON, 2015). Also few students are also considering the option of creating their own business even though the numbers are improving thanks to the development of entrepreneurship training (BOISSIN, CHOLLET, EMIN, 2009). This study aims to highlight the characteristics of the intention of the creation of academic spin-offs by staff and doctoral students of Lower-Normandy colleges.

[Inequality of Opportunities of Educational Achievement in Turkey over Time](#)

Aysit Tansel (Department of Economics, METU; Institute for the Study of Labor (IZA) Bonn, Germany; Economic Research Forum (ERF) Cairo, Egypt)

This study investigates inequality of opportunity in educational achievements in Turkey over time. For this purpose we use test scores of PISA in mathematics, science and reading achievement of 15-year-olds over the period 2003-2012. Since the different waves of the samples cover only a fraction of the cohorts of 15-year olds we take into account the inequality of opportunity in access to the PISA test as well as the inequality of opportunity of the academic achievement in the PISA test. This procedure enables proper over time comparisons. We estimate the effect of circumstances children are born into on their academic achievement as evidenced in their PISA test scores. The main findings are as follows. First, confirming the previous studies we find that inequality of opportunity is a large part of the inequality of educational achievement in Turkey. Second, the inequality of opportunity in educational achievement shows a slightly decreasing trend over time in Turkey. Third, the inequality of opportunity figures based on the mathematics, science and reading achievements exhibited the similar trend over time. Fourth, the family background variables are the most important determinants of the inequality in educational achievement which is a consistent pattern over time. However, there is also evidence of slight weakening of these factors over time. Policies are necessary to improve equality of opportunity in education in Turkey.

The Unfolding of Gender Gap in Education

Nadir Altinok (BETA - Bureau d'économie théorique et appliquée - CNRS - Université Nancy 2 - Université de Strasbourg, IREDU - Institut de recherche sur l'éducation : Sociologie et Economie de l'Education - UB - Université de Bourgogne) ; Abdurrahman Aydemir (Sabanci University)

The gender gap in education against females becomes smaller as the level of development increases and turns in their favor in developed countries. Through analysis of regional variation in the gender gap within Turkey, which displays a similar pattern to the cross-country pattern, this paper studies the factors that lead to the emergence of a gender gap against females. The data for student achievement and aspirations for further education during compulsory school show that females are just as well prepared and motivated for further education as their male counterparts across regions with very different levels of development. Despite this fact, large gaps arise in high school registration and completion in less developed regions, but not in developed ones. We find that larger sibship size is the main driver of gender gaps in less developed regions. While social norms have a

negative influence on female education beyond compulsory school, they play a relatively small role in the emergence of gender gaps. These results are consistent with the fact that resource-constrained families give priority to males for further education, leading to the emergence of education gender gaps.

[The Views of University Students towards Public Relations Profession and Its Practitioners](#)

Omer Bakan (Selcuk University Communication Faculty) ; Ahmet Tarhan (Selcuk University Communication Faculty) ; Kadir Canoz (Selcuk University Communication Faculty)

Numerous studies were carried out to explain the concept, function and profession of public relations. Public relations is a concept that is perceived differently by different segments of the society. To reveal the views of university students on public relations is important to understand the image of public relations. This study has been conducted to determine the image of public relations profession and practitioners in the eyes of university students. A face to face survey was carried out on 514 students from Selcuk University. Several statistical tests were used to analyze the obtained data. Results of the study reveal that most of the respondents have positive views towards the concept of public relations profession and its practitioners. Most of the respondents stated that the public relations profession requires expertise and this job can only be performed by people who have finished their university education in the field of public relations.

[Education and Marriage Decisions of Japanese Women and the Role of the Equal Employment Opportunity Act](#)

Linda N. Edwards (Ph.D. Program in Economics, Graduate Center, CUNY) ; Takuya Hasebe (Sophia University, Tokyo, Japan) ; Tadashi Sakai (Hosei University, Tokyo, Japan)

Prompted by concordant upward trends in both the university advancement rate and the unmarried rate for Japanese women, this paper investigates whether the Equal Employment Opportunity Act (EEOA), which was passed in 1985, affected women's marriage decisions either directly or via their decisions to pursue university education. To this end, we estimate a model that treats education and marriage decisions as jointly determined using longitudinal data for Japanese women. We find little evidence that the passage of EEOA increased the proportion of women who advance to university, but strong support for the proposition that it increased the deterrent effect of university education on marriage.

[E-learning Creativity evaluation methods in organizations](#)

FARIBA FATTAHZADEH (Department of Mathematics, Central Tehran Branch, Islamic Azad University, Tehran Iran)

Today, the amount of information that education should produce, review, archive, processing and sharing is large. So how to manage this information and evaluate this type of information to learn a subject is important. Combination of education, networking and web lead to new ways of organizing education system has been web-based learning Management System has. This method is able to surround any time and any place easily materials based on predefined options, access or participate in virtual classroom, so training organizations and commercial organizations, are using e-learning their students and employees. Many e-learning organizations use variety of indicators to assess the course and measures. Provide a model or method of assessment to be able to display online can be very useful, indicators of educational organizations emphasized creativity in this research is to be paid. Business intelligence tools and dashboards to display performance indicators are used. In addition to

this research study used indicators of organizational performance assessment, and provide a comprehensive model of balanced score card for virtual learning, the tools available as standard in virtual courses offered are studied and compared, and also placed a sample training evaluation using existing tools as organizational dashboard is provided.

[Examining Teachers' Organizational Socialization Levels In Terms Of Various Variables](#)

Elif Aydo (Eski)

The purpose of this study was to examine organizational socialization levels of teachers working at primary and secondary schools. As well as the study was revealed that whether their organizational socialization levels differ according to individual and institutional variables such as gender, age, seniority, branch, working experience in the school, level of education, number of teachers and students in the school and school level. Survey model was used in this quantitative study. The sample included 374 teachers working at public primary and secondary school in Eski

[Procedures vs. Incentives: The Case of the University Promotion System in Italy](#)

dal Maso, Carlo (IMT Lucca) ; Rettore, Enrico (University of Padova) ; Rocco, Lorenzo (University of Padova)

A common observation is that individuals strive to neutralize the effect of procedural rules designed to drive choices away from their private optimum. An example of this phenomenon is offered by the reaction of Italian academia to two reforms that modified the procedures of recruitment and promotion, by introducing random selection of the examiners not appointed by the recruiting school and reducing from two to one the number of candidates to be qualified. We model the negotiation occurring within evaluation committees and test the decision rule implied by the theoretical model on the sample composed of all selections to associate and full professorship initiated by the Italian schools of economics between 2004 and 2011. Particularly, we investigate whether these reforms decreased the relative weight of the examiner appointed by the recruiting school on committee's decision. Empirical results suggest that both reforms had little if no effect on examiners' weights .

[Laboratory measure of cheating predicts misbehavior at school](#)

Alain Cohn ; Michel André Maréchal

We study the external validity of a standard laboratory measure of cheating. The results show that cheating in the lab significantly predicts classroom misbehavior in middle and high school students.

[Post-Secondary Education and Information on Labor Market Prospects: A Randomized Field Experiment](#)

Pekkala Kerr, Sari (Wellesley College) ; Pekkarinen, Tuomas (Government Institute for Economic Research, Helsinki) ; Sarvimäki, Matti (Aalto University) ; Uusitalo, Roope (HECER)

We examine the impact of an information intervention offered to 97 randomly chosen high schools in Finland. Graduating students in treatment schools were surveyed and given information on the labor market prospects associated with detailed post-secondary programs. A third of the students report that the intervention led them to update their beliefs. Experimental estimates suggest that it also affected the application behavior of the least informed students. However, this group of affected students is not sufficiently large for the intervention to have an average impact on applications or enrollment.

[Volatilities of Investment in Human Capital on Iran's Economic Growth: A Bound Testing approach and GARCH Mod](#)

Mosayeb Pahlavani (University of Sistan and Baluchestan)

In this study, we investigated the effect of "volatility" of investment in human capital on Iran's economic growth, such that the government expenditure on educational and R & D budget have been replaced as proxies of human capital variable. Volatility of government expenditure on education and volatility in research and development budget have been estimated using the Generalize Autoregressive Conditional Heteroskedasticity (GARCH) Models. Coefficients of the short term and long term are estimated using Auto-Regressive Distributed Lag (ARDL) pattern. The results indicate that the costs of educational and R & D budget have a positive effect on economic growth, but the effect of volatility in these variables on economic growth is negative and significant. More addition, the effect of long term coefficients is more than the short term. Therefore, to achieve a high growth rate, development of human capital and its continuation is essential.

[The Correlation between school directors' Paternalist Leadership level and the teachers' organization sinism](#)

Aynur B. BOSTANCI (Usak University) ; Önder ARSLAN (Ministry of National Education)

Paternalist leadership is a type of behavior which depends on paternalistic thought, and in the basis of this behavior which identifies with father in the family the defending sense, love , self-sacrifice which need taking decisions towards the benefits of other family members without taking his own needs and benefits lie. Paternalist leadership was defined three dimension authoritarian leadership, assistant leadership and ethic leadership . Organizational sinism is stated as the thought of organization's being away from honesty and integrity and as employees' negative attitudes towards his organization. When the relation between attitude and organizational sinism studied, in cognitive dimension of organizational sinism the belief of organizations' lack of honesty, in emotional dimension the behaviours disrespect, anger, trouble, embaessment, anxiety, stress, in behavioral dimension employees' complaints about their organisations, making fun of the! ir organi sations and criticising their organisations are seen. In this study the relationship between teachers' perceptions of the level of Paternalist Leadership of School Directors and the level of teachers' organizational sinism was tried to be identified. In this sense the answers of these questions were searched: 1. What are the teachers' perceptions about school directors' paternalist leadership level and the level of organizational sinism? 2. Are there any differences of teachers' opinions about school directors paternalist leadership level and level of organizational sinism in terms of gender, professional seniority, graduate level, professional time at the same school and type of school? 3. Is there a correlation between teachers' perceptions of school directors' Paternalist Leadership level and the level of teachers' organizational sinism ? The research is in the relational screening model . The sample group teachers in U

[The Youngest Get the Pill: ADHD Misdiagnosis and the Production of Education in Germany](#)

Schwandt, Hannes (University of Zurich) ; Wuppermann, Amelie (University of Munich)

Attention Deficit/Hyperactivity Disorder (ADHD) is a leading diagnosed health condition among children in many developed countries but the causes underlying these high levels of ADHD remain highly controversial. Recent research for the U.S., Canada and some European countries shows that children who enter school relatively young have higher ADHD rates than their older peers, suggesting that ADHD may be misdiagnosed in the younger children due to their relative immaturity. Using rich

administrative health insurance claims data from Germany we study the effects of relative school entry age on ADHD risk in Europe's largest country and relate the effects for Germany to the international evidence. We further analyze different mechanisms that may drive these effects, focusing on physician supply side and demand side factors stemming from the production of education. We find robust evidence for school-entry age related misdiagnosis of ADHD in Germany. Within Ger! many and internationally, a higher share of misdiagnoses are related to a higher overall ADHD level, suggesting that misdiagnoses may be a driving factor of high ADHD levels. Furthermore, the effects in Germany seem to be driven by teachers and parents in an attempt to facilitate and improve the production of education.

[Undergraduates' Achievement Goal Orientations, Academic Self-Efficacy and Hope as the Predictors of Their Learning Approaches](#)

Makbule Kali Soyer (Marmara University Atatürk Faculty of Education, Department of Educational Sciences, Department of Guidance and Psychological Counseling) ; Berke Kirikkanat (Istanbul Commerce University, Faculty of Arts and Sciences, Department of Educational Sciences)

The aim of the present study was to figure out whether university students' learning approaches were shaped via their achievement goal orientations, academic self-efficacy and hope or not. The other objective was to examine if these psychological constructs varied in accordance with the demographic variables including gender, age and class level. 332 undergraduates from Marmara University and Istanbul Commerce University who were in the year of junior and senior participated in the study. The Achievement Goal Orientations Scale, the Academic Self-Efficacy Scale, the Dispositional Hope Scale and the Demographic Form were utilized to reveal the predictive power of these constructs on their learning attitudes measured by the Revised Two-Factor Study Process Questionnaire. Multiple linear regression analysis indicated that learning goal orientation was a pivotal predictor of both deep and surface approach to learning. Academic self-efficacy and hope were the crucial precursors of deep approach while performance-avoidance goal inclination was a considerable predictor of surface approach. Independent samples t-test analysis displayed that the female undergraduates were superior to the male ones in terms of the learning goal tendency. And the students (20 to 22 aged) demonstrated higher scores on the same variable than the other ones (23 to 25 aged). On the basis of class level, there were no significant differences in the scores of achievement goal orientations, academic self-efficacy, hope and learning approaches. The results pointed out the fact that such concepts pertinent to an undergraduate's academic performance could be viewed as distinctive features engendering different learning attitudes toward scholastic training.

[Education to bridge Socio-Economic Gap: in the context of Naxalism in India](#)

Aishwarya Diwan (Hidayatullah National Law University) ; Rajnandini Shukla (Hidayatullah National Law University) ; Aishwarya Diwan (Hidayatullah National Law University)

Education and learning is one of the most important aspects in any society. Being indispensable and cohering, society and education cannot be ever separated into two distinct entities. India, having one of the fastest growing economies in the world, and being the most populous democratic country has a great potential to become a future superpower. However, in this increasingly globalised environment, India faces several threats to her security, and the question is whether the greatest security threat is external (i.e. terrorism) or internal – naxalism - the Maoist communist groups in India. Naxalism which originated as a rebellion against marginalized poor forest dwellers and

gradually against the lack of development and poverty in the rural parts of eastern Indian, today have declared themselves a terrorist organization engaged in unlawful activities with a goal to destroy government functionaries. These groups use local illiterate villagers- who are eager to escape the system of oppression- to strengthen their hold and exploit the gap between government and local villagers. This gap apart from highlighting various underlying weaknesses of India's governance, political institutions and socio-economic structure, also makes India vulnerable to external threats and the solution which the present paper focuses on is – providing education. The present paper talks about importance of developing education as an instrument for the eradication of Naxalism and to position it as a major engine of economic growth, poverty elimination, job creation and eliminating extremists. The Government looks into the issue as the issue of law and order however, the root cause is neglected by them –socio-economic disparity and illiteracy. The paper, as a solution in this regards also put the steps which the law making body should follow to curb this problem.

[Making Effective Use of Postsecondary Data in K-12 Education Settings](#)

Luke Heinkel ; Kristin Hallgren ; Brian Gill ; Megan Shoji

Services such as the National Student Clearinghouse StudentTracker for High Schools provide states, districts, and schools the capability to examine college enrollment, persistence, and completion data on students they previously served in K-12 settings. This issue brief (1) summarizes the uses and limitations of postsecondary data in raw form, (2) describes three sophisticated ways that K-12 officials can use these data to inform K-12 policy and practice, and (3) discusses the importance of dissemination.

[Changes and determinants of teacher's burnout syndrome](#)

Anita Holecz (University of West Hungary)

Our research focuses on teachers' burnout to show that the passage of 15 years has been any change in burnout syndrome and analyze what kind of workplace-, personality- and behavioral characteristics explaining the factors of burnout. Our sample, a total of 783 practising teachers (primary and secondary school teachers). A survey tests were conducted at the beginning of the 2000s, in 2011 and 2014. Such as: MBI Test (Maslach, Jackson, 1986) version was made for teachers (Byrne, 1991), a Psychological Immune System (Oláh, 2005), a Preference of Coping Strategy (Oláh, 2005), a Temperament and Character Factors (TCI, Hungarian adaptation by Rózsa et al., 2004), a Big Five Questionnaire (BFQ, Hungarian adaptation by Rózsa et al., 2000). The job characteristics (eg. in court for years, workload, status), and satisfaction and happiness at work was measured by our questionnaire. Our results show that: teachers differ in some personality factors compared to other higher education graduates. Among the factors temperament harm avoidance and reward dependence is higher, while the persistence is lower. The dimensions of characters indicates the low level of self-worth and self-acceptance among teachers. The BFQ test results also showed meaningful differences. Significant differences were observed in two dimensions, energy and openness to experience. In both cases, there was lower means. Coping with stress also has found a significant difference compared to other graduates in higher education. On the positive difference that teachers often prefer person-oriented coping strategies. However, unfortunately, it appears the self punishment and the resignation in stressful situations. The three factors of burnout syndrome (emotional exhaustion, depersonalization, personal accomplishment) are relatively constants in different groups being tested three times since 2003 despite changes in the conditions of education. However, the proportion at risk of burnout is increasing. Until in 2003, 17.83% of the teachers were

endangered, in the group tested in 2014 this rate is already 36%. The results of the regression analysis, the prevention of burnout workplace factors of happiness at work play one of the most important role. The personality factors are the need to strengthen, the self-directedness, intellectual openness, friendliness and self-regulatory system in prevention.

[Advancing research through a university-community partnership](#)

Catherine N Dulmus (University at Buffalo) ; Maria Cristalli (Hillside Family of Agencies)

Human service organizations are uniquely positioned given their scope of practice and access to consumers with the widest range of needs to significantly increase the national capacity for research if they were effectively equipped with the knowledge, skills and funding to integrate research and development into their on-going organizational activities. A university-community research partnership is one approach to achieving this goal. This presentation describes the Hillside/University at Buffalo (HUB) Research Model, a formal research partnership between Hillside Family of Agencies (HFA) in Rochester, NY and the Buffalo Center for Social Research (BCSR) at the University at Buffalo. The HUB Research Model combines the practice expertise and research subject access of HFA with the BCSR research expertise and resources to develop collaboratively a vibrant research partnership based on community-based participatory research principles that garners the strengths and assets of both partners to realize a true research to practice and practice to research agenda. The HUB Research Model is based on CBPR principles that hold much promise for decreasing the 17-year delay between development of new knowledge and the availability of that knowledge at the practice setting. When researchers and practitioners form a research partnership whereby each are contributing members in the development of research questions, methodological design, data collection and analysis, as well as dissemination of findings everyone benefits in a variety of ways. Subsequently, when you train MSW and doctoral students within the HUB Research Model a new generation of practitioners and scholars are developed with knowledge of CBPR and an understanding and value of community-based research. Potential benefits abound for clients, agencies, universities and students alike.

[Wage Gaps between Native and Migrant Graduates of Higher Education Institutions in the Netherlands](#)

Gheasi, Masood (VU University Amsterdam) ; Nijkamp, Peter (VU University Amsterdam) ; Rietveld, Piet (VU University Amsterdam)

In the Netherlands the share of immigrants in the total population has steadily increased in recent decades. The present paper takes a look at wage differences between natives and migrants who are equally educated. This reduces potential skills biases in our analysis. We apply a Mincer equation in estimating the wage differences between natives and migrants. In our study we analyze only young graduates, so that conventional human capital factors cannot explain the differences in monthly gross wages. Therefore, we focused on "otherness" factors, such as parents' roots to find an alternative explanation. Our empirical results show that acquiring Dutch human capital, Dutch-specific skills, language proficiency, and integration in the long-term (second-generation with non-OECD background) are not sufficient to overcome wage differences in the Dutch labor market, especially for migrants with parents from non-OECD countries.

[What We Know About Data-Driven Decision Making In Higher Education: Informing Educational Policy and Practice](#)

Jana Bouwma-Gearhart (Oregon State University) ; Jennifer Collins (Oregon State University)

In this paper we review the vast literature on data driven decision-making (DDDM) in institutions of higher education (IHEs). Given increasing pressure for IHEs to use data to inform decision-making, it is important to understand what is known about the opportunities and challenges facing DDDM. To contextualize the literature we briefly review the history of DDDM in education settings. We then summarize how scholars have conceptualized and studied DDDM in IHEs in general, and then regarding curriculum and instruction specifically. Our review found that scholars have examined DDDM in regard to institutional functioning and structures (e.g., total quality management, knowledge management, and strategic planning), supporting institutional decision-making (e.g., decision support systems, data mining, and academic analytics), meeting institutional or programmatic accreditation, quality assurance, developing and honing methods for improving data use, analysis, and distribution, facilitating participatory models of decision-making, and curricular and/or instructional improvements. We found curriculum and instruction specific research on course management, learning analytics, curriculum planning, assisting teaching and learning centers, in-class formative assessment, and post-class data use. We discuss implications of our findings in a framework of considerations related to successful DDDM implementation and study, including review of DDDM in K-12 environments in the US and postsecondary education worldwide. Recommendations for successful DDDM include acknowledging and attending to local realities, ensuring salience of data and DDDM processes to key stakeholders, fostering and capitalizing on local data savvy and collaboration among stakeholders towards meaningful objectives, and formalizing and normalizing adequate data collection and management systems and access. Based on these results we recommend that educators, policymakers, and researchers look to the experiences of K-12 educators in the US and European and Australasian IHEs with DDDM movements, focus on linking larger data systems and policies with local needs and practices and locally derived data, engage in more descriptive research on how local actors perceive and utilize data, and focus on linking larger data systems and policies with these local needs and practices.

[Your Move: The Effect of Chess on Mathematics Test Scores](#)

Gumede, Kamilla (Aarhus University) ; Rosholm, Michael (Aarhus University)

We analyze the effect of substituting a weekly mathematics lessons in primary school grades 1-3 with a lesson in mathematics based on chess instruction. We use data from the City of Aarhus in Denmark, combining test score data with a comprehensive data base from administrative register. We use a difference-in-differences approach to investigate treatment effects on the treated and tend to find positive effects. Looking at sub groups, we find significant positive effects for native Danish children, while we find no effects for children of immigrants.

[Academic achievement trajectories and risk factors during early childhood](#)

Laëtitia Lebihan ; Charles Olivier Mao Takongmo

This study aims to: i) model the mathematical abilities trajectories of Canadian children from 7 to 15 years and ii) identify risk factors during early childhood for low math skills trajectories. Using a group-based trajectory approach, we identify three groups of children with distinct mathematical abilities trajectories: average abilities (47.6%), high abilities (30.1%), and low abilities (22.3%). The differences between the groups are increasing over time, especially in early adolescence. Multivariate logistic regressions indicate that the children at risk are those who have a mother with a low level of education, low cognitive score at age 4-5, and have parents with poor parenting skills.

[Heterogeneity of Skill Needs and Job Complexity: Evidence from the OECD PIAAC Survey](#)

Pouliakas, Konstantinos (European Centre for the Development of Vocational Training (Cedefop)) ; Russo, Giovanni (European Centre for the Development of Vocational Training (Cedefop))

We use information from the new OECD Survey of Adult Skills (PIAAC) to investigate the link between job tasks and cognitive skill demand in 22 advanced economies. Skill demand is operationalized by the assessed literacy and numeracy skills of workers with well-matched skills to their job duties. Jobs are categorised according to the nature of tasks, including the intensity of abstract reasoning, employee latitude, interactivity or manual work. The analysis confirms the significant relation between task complexity and higher skill needs. The significant relation holds independently of the endogenous supply of formal human capital, occupational or industrial structure and other job or individual characteristics. The results confirm the (indirect) mapping between tasks and skills as predicted by the task approach to labour economics. Given the marked heterogeneity in workplace practices adopted by employers, it is clear that enterprise level workplace development policies are warranted as enablers of skills matching and higher labour productivity.

[Social Infrastructure the case of Higher Education in Ethiopia](#)

Tekalign Gidi Kure (Addis Ababa University)

This paper addresses a range of serious problems involving higher education in Ethiopia. In spite of increased enrollment in higher education, educational quality is deteriorating afterwards. Thus, this paper tried to assess the role of social infrastructure in education for economic development of the country and examined major critical problems in higher education of Ethiopia such as higher education finance, curriculum development, and instructor's career development. Primarily the paper discusses the fundamental contributions of social infrastructure in higher education to economic development; namely development of human capital, improved health, life expectancy, increased productivity, and personal saving, then, the paper examines critically higher education in three regimes of Ethiopia (Emperor Regime, Derg Regime and EPDRF/current government). Thus, four main questions were raised during this research: 1. what are the antecedents of Ethiopia Higher Education System under three regimes? 2. what are the current and emerging higher educational needs in Ethiopia economic development? 3. what are the role of private sector in addressing the gaps in higher education of the country and its adverse effect on quality issues. 4. what improvements are needed in higher education system of Ethiopia? Documents from Ministry of Education in Ethiopia, National Statistical Abstracts, and Reports from the World Bank and other recognized institutions were used in addition to recent empirical researches conducted in the country. In doing so, care had been taken to reduce prejudiced reports by involving different reports from multiple sources. The paper concludes that during emperor system higher education enrollment was among the very lowest in the world, therefore, the skilled human resource available to guide development were little, but the cost was very high. During the Derg regime where ideological change in the system penetrated in to higher education resulted with lack of large amount of resources to support higher education; the war inside and outside the country diverts resources from the sector. The main purpose of this paper is not only to discuss the problems and issues of higher education in the past, but it also investigates the influence that the current expansion of higher education has on the finance, staff, and other resources for the quality of education. The paper concludes that higher education in Ethiopia are finance by government, outdated curriculum and lagging behind the

standard regarding qualified staff. Finally, it provided inevitable solutions if the country wants to gain well record in quality of education as well.

[The Impact of Early Childbearing on Schooling and Cognitive Skills among Young Women in Madagascar](#)

Herrera, Catalina (Northeastern University) ; Sahn, David E. (Cornell University)

Female secondary school attendance has recently increased in Sub-Saharan Africa and so has the risk of becoming pregnant while attending school. Using panel data in Madagascar, we analyze the impact of teenage pregnancy on young women's human capital. We instrument early pregnancy with the young woman's community-level access, and exposure to condoms since age 15. We control for an extensive set of community social and economic infrastructure characteristics to deal with the endogeneity of program placement and conduct several robustness checks to validate our instruments. Early childbearing increases the likelihood of dropping out of school by 42 % and decreases the chances of completing secondary school by 44%. This school-pregnancy related dropout is associated with a reduction of 1.1 standard deviations in Math and French test scores. Delaying the first birth by a year increases the probability of current enrollment by 5% and the test scores by 0.2 standard deviations.

[E-Assessment for Learning: An Online Assessment for Science Literacy \(OASL\)](#)

Kuan-Ming Chen (Science Education Center, National Taiwan Normal University)

In accordance with the modern educational reform, the implementation of educational assessment differs from the past and requires innovative techniques. At individual and teaching levels, an effective assessment should meet both the summative purpose of precise assessment of students' ability and the formative purpose of immediate feedbacks to improve learning and teaching. Through combining the multimedia presentation with interactive interface of information technology, an online assessment platform OASL (<https://oasl.herokuapp.com>) has been established to help the authentic and effective assessment. The platform consists of item bank database, an interface to establish items, a test management interface, a testing interface to deliver examinees' responses, a scaling system, and a system to generate the reports at individual, class and curriculum levels. Eventually, OASL aims to improve interactive teaching in classroom, beyond the traditional viewpoint of test scoring.

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- Can educational video games increase high school students' interest in theatre ?
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- On the use of a multimedia platform for music education with handicapped children: A case study
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- Effect of metacognitive strategies and verbal-imagery cognitive style on biology-based video search and learning performance
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- Why do they become potential cyber-plagiarizers? Exploring the alternative thinking of copy-and-paste youth in Taiwan
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- How do young children engage with mobile apps? Cognitive, psychomotor, and affective perspective
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- Committees and Controversy: Consultants in the Construction of Education Policy
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- Pop Culture Pedagogies: Process and Praxis
Julie Garlen Maudlin & Jennifer A. Sandlin
- “Frayed All Over:” The Causes and Consequences of Activist Burnout Among Social Justice Education Activists
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- How Do You Mourn A Strong Poet?
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- Maxine's Voice and Unfinished Conversations...
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- Herbert Kliebard and the Curriculum Field at Wisconsin
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- Me and Bill: Connecting Black Curriculum Orientations to Critical Race Feminism
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- Practice-Based Research: Ex Post Facto Evaluation of Evidence-Based Police Practices Implemented in Residential Burglary Micro-Time Hot Spots
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- Enhanced Methodologies to Enumerate Persons Experiencing Homelessness in a Large Urban Area
Catherine L. Troisi, Ritalinda D'Andrea, Gary Grier, and Stephen Williams
- Failed Warnings: Evaluating the Impact of Academic Probation Warning Letters on Student Achievement
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- An Exploration of the Readiness, Challenges and Expected Support for Their Overseas Study of Chinese Business and Management Programme Students
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- Female Empowerment in Iran: The Voice of Iranian University Students
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- Managing International Branch Campuses: What Do We Know?
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- Progression through Academic Ranks: A Longitudinal Examination of Internal Promotion Drivers
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- The effects of creative personality and psychological influences on imagination
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- Exploring the learner's knowledge construction and cognitive patterns of different asynchronous platforms: comparison of an online discussion forum and Facebook
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- A different kind of animal: liminal experiences of social work doctoral students
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- Doctoral education and the development of an interdisciplinary identity
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- Formative postgraduate assessment: a comparative case study using a university in the USA and one in South Africa
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- The student voice in higher education curriculum design: is there value in listening?
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[International Journal of Inclusive Education, Volume 19, Issue 10, October 2015](#)

- The danger of subverting students' views in schools
Kyriaki Messiou & Max A. Hope
- Psycho-physical theatre practice as embodied learning for young people with learning disabilities
Jo Trowsdale & Richard Hayhow
- Relational ways of being an educator: trauma-informed practice supporting disenfranchised young people
Ann Morgan, Donna Pendergast, Raymond Brown & Deborah Heck
- Knowledge and perceived social norm predict parents' attitudes towards inclusive education
Ming Lui, Kuen-Fung Sin, Lan Yang, Chris Forlin & Fuk-Chuen Ho
- Social participation of children and youth with disabilities in Canada, France and Germany
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- Voices of university students with disabilities: inclusive education on the tertiary level – a reality or a distant dream?
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- Choosing a secondary school for young people on the autism spectrum: a multi-informant study
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- Parental Support, Critical Consciousness, and Agency in Career Decision Making for Urban Students
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- Assessing Calling in Chinese College Students: Development of a Measure and Its Relation to Hope
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- Exploring the Linkage Between the Components of Motivational Systems Theory and Career Decisiveness: The Mediating Role of Career Optimism
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- Socialization Tactics, Fit Perceptions, and College Student Adjustment
Anjier Chen and Xiang Yao
- Choosing a High School Major: An Important Stage in the Career Development of Israeli Adolescents
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- Analysis of the Construct Validity and Measurement Invariance of the Career Decision Self-Efficacy Scale: A Rasch Model Approach
Guido Makransky, Mary E. Rogers, and Peter A. Creed
- Validation of the Career Decision-Making Difficulties Questionnaire Among Korean College Students
Laurent Sovet, Jinkook Tak, and Sungcheol Jung

- Brief Retirement Self-Efficacy-11 Scale (BRSE-11): Factorial Structure and Validity
Encarna Valero and Gabriela Topa
- The Origins and Development of Frederic Kuder's Preference Record
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- Bringing the budget back into academic work allocation models: a management perspective
Michael Robertson & John Germov
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- Using workforce strategy to address academic casualisation: a University of Newcastle case study
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- Culture clash or ties that bind? What Australian academics think of professional staff
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- Self-reported harassment and bullying in Australian universities: explaining differences between regional, metropolitan and elite institutions
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- Giving effect to quality audit recommendations: a case study from an organisational culture perspective
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- Using educational technology as an institutional teaching and learning improvement strategy?
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- Internationalization Motivations and Strategies of Israeli Educational Administration Programs
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- Beyond Host Language Proficiency: Coping Resources Predicting International Students' Satisfaction
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- Exploring Intercultural Pedagogy: Evidence From International Faculty in South Korean Higher Education
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- The influence of consequence value and text difficulty on affect, attention, and learning while reading instructional texts
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- Weak versus strong knowledge interdependence: A comparison of two rationales for distributing information among learners in collaborative learning settings
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- Spontaneous focusing on numerosity and the arithmetic advantage
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- Do gestures matter? The implications of using touchscreen devices in mathematics instruction
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[Mentoring & Tutoring: Partnership in Learning, Volume 23, Issue 3, June 2015](#)

- Mentoring from Different Social Spheres: How Can Multiple Mentors Help in Doctoral Student Success in Ed.D Programs?
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- The Effectiveness of Mentoring Youth with Externalizing and Internalizing Behavioral Problems on Youth Outcomes and Parenting Stress: A Meta-analysis
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- Investigating Patterns of Participation and Conversation Content in an Online Mentoring Program for Northern Canadian Youth
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- Long-Term Mentors' Perceptions of Building Mentoring Relationships with At-Risk Youth
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- Teachers' Work with Documentation in Preschool: Shaping a Profession in the Performing of Professional Identities-
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- Economic Recession, Teacher-Reported Cuts to School Resources, and Children's Economic and Psychiatric Problems in Young Adulthood
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- Power Struggle, Submission and Partnership: Agency Constructions of Mothers of Children with ADHD Diagnosis in Their Narrated School Involvement
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- Does Performance in Digital Reading Relate to Computer Game Playing? A Study of Factor Structure and Gender Patterns in 15-Year-Olds' Reading Literacy Performance
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- Democratic Experience and the Democratic Challenge: A Historical and Comparative Citizenship Education Study of Scandinavian Schools
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- The Scriptural Economy, the Forbes Figuration and the Racial Order: Everyday Life in South Africa 1850–1930
Liz Stanley
- Migrant Urbanisms: Ordinary Cities and Everyday Resistance
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- Object Relations in Accounts of Everyday Life
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- A Day at the Beach: Rising Sea Levels, Horseshoe Crabs, and Traffic Jams
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- Reconceptualising the Mundane and the Extraordinary: A Lens through Which to Explore Transformation within Women's Everyday Footwear Practices
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- 'Snowed in!': Offbeat Rhythms and Belonging as Everyday Practice
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- Researching the Everyday: An Interview with Amanda Wise
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- Navigating careers: perceptions of sciences doctoral students, post-PhD researchers and pre-tenure academics
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- How clear and organized classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition
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- Measuring the effects of peer learning on students' academic achievement in first-year business statistics
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- Interdependency management in universities: a case study
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- Systems models in educational research: a review and realignment in the context of curriculum
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- Determined to stay or determined to leave? A tale of learner identities, biographies and adult students in higher education
Barbara Merrill
- Buckets and fire: metaphors in tertiary teaching
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- Practically perfect in every way: can reframing perfectionism for high-achieving undergraduates impact academic resilience?
Mary J. Dickinson & David A.G. Dickinson
- The use of learner-centered assessment practices in the United States: the influence of individual and institutional contexts
Carrie B. Myers & Scott M. Myers
- 'I choose so I am': a logistic analysis of major selection in university and successful completion of the first year
Maarten Pinxten, Bieke De Fraine, Wim Van Den Noortgate, Jan Van Damme, Tinneke Boonen & Gudrun Vanlaar
- Career guidance and student success in Dutch higher vocational education | Open Access
Mark L.J. te Wierik, Jos Beishuizen & Willem van Os
- Postgraduate research supervision at a distance: a review of challenges and strategies
Fuzhan Nasiri & Fereshteh Mafakheri
- Indicators of university–industry knowledge transfer performance and their implications for universities: evidence from the United Kingdom
Federica Rossi & Ainurul Rosli

[Teaching Education, Volume 26, Issue 4, December 2015](#)

- Potential of service-learning to promote sustainability competencies in pre-service teachers: a case study
Michelle Lasen, Louisa Tomas & Angela Hill
- Field-based teacher education in literacy: preparing teachers in real classroom contexts
Tricia L. DeGraff, Cynthia M. Schmidt & Jennifer H. Waddell
- Critical considerations in becoming literacy educators: pre-service teachers rehearsing agency and negotiating risk
Anne Swenson Ticknor
- Disruptive design in pre-service teacher education: uptake, participation, and resistance
Janice L. Anderson & Julie E. Justice
- A discursive psychology approach to the study of pre-service teachers' written reflections about teacher effectiveness
Maria Oreshkina & Jessica Nina Lester
- Motivation and degree completion in a university-based teacher education programme
Marjon Fokkens-Bruinsma & Esther Tamara Cannrinus

- Interaction Effects Between Exposure to Sexually Explicit Online Materials and Individual, Family, and Extrafamilial Factors on Hong Kong High School Students' Beliefs About Gender Role Equality and Body-Centered Sexuality
Siu-ming To, Siu-mee Iu Kan, and Steven Sek-yum Ngai
- Embracing Powerlessness in Pursuit of Digital Resilience: Managing Cyber-Literacy in Professional Talk
Simon P. Hammond and Neil J. Cooper
- Cyber Victimization and Perceived Stress: Linkages to Late Adolescents' Cyber Aggression and Psychological Functioning
Michelle F. Wright
- Adolescent–Parent Communication in a Digital World: Differences by Family Communication Patterns
Jessie H. Rudi, Amy Walkner, and Jodi Dworkin
- Online Activities, Digital Media Literacy, and Networked Individualism of Korean Youth
Sora Park, Eun-mee Kim, and Eun-Yeong Na
- Perceived Harm of Online Drug-Encouraging Messages: Third-Person Effect and Adolescents' Support for Rectifying Measures
Wan Chi Leung and Ven-Hwei Lo
- Explaining Self-Harm: Youth Cybertalk and Marginalized Sexualities and Genders
Elizabeth McDermott, Katrina Roen, and Anna Piela

3. Livres intéressants



Valérie Vincent, Marie-France Carnus. **Le rapport au(x) savoir(s) au coeur de l'enseignement : Enjeux, richesse et pluralité.** Bruxelles : De Boeck Supérieur, 2015. 224 p. ISBN-139782804194185. 34 €

Qu'est-ce que le rapport au(x) savoir(s) dans les institutions de formation et d'enseignement et en quoi est-il utile pour un futur enseignant, un enseignant, un chercheur en sciences de l'éducation ? En quoi le rapport au(x) savoir(s) du sujet enseignant diffère-t-il de celui du sujet apprenant, quelles logiques sont propres à chacun d'eux et/ou en quoi se ressemblent-elles ? Plus précisément, quelles sont les dimensions et les logiques du rapport au(x) savoir(s) d'un enseignant qui doit transmettre un certain nombre de savoirs ? Quels sont les impacts de ces dimensions et logiques sur ses pratiques d'enseignement ? Et comment le rapport au(x) savoir(s) de l'apprenant se construit-il dans ce contexte ? Finalement, jusqu'où se « répand-il », via la société, dans les curricula scolaires ? C'est à ces questions que le présent ouvrage propose de répondre, avec une focale principale sur le rapport au(x) savoir(s) de l'enseignant quel que soit son niveau d'enseignement, et une ouverture sur le rapport au(x) savoir(s) de l'apprenant et sur le rapport au(x) savoir(s) diffusé dans certains curricula de savoirs.

Par une pluralité d'approches théoriques, épistémologiques et empiriques, le projet est ici de faire entrer le lecteur non seulement dans l'épaisseur conceptuelle du rapport au(x) savoir(s) d'une diversité de sujets œuvrant dans les institutions de formation et d'enseignement (enseignants et apprenants, tous niveaux confondus), mais également et précisément dans le rapport au(x) savoir(s) de l'enseignant, son épistémologie et son impact sur ses pratiques pédagogiques.



Cour des comptes. **Le coût du lycée.** Paris : La Documentation française, 2015. 136 p. ISBN : 978-2-11-009964-8 - 12 €

En France, le lycée conduit désormais 80% d'une classe d'âge au niveau baccalauréat. Ce défi quantitatif a été relevé. Mais au prix d'un coût élevé. Le coût moyen d'un lycéen français est 38% plus élevé que celui des lycéens des autres pays de l'OCDE, et au plan qualitatif, les performances de la France sont moyennes. Après avoir analysé les composantes du coût du lycée, détaillé par voie, par série, par discipline, la Cour identifie plusieurs leviers susceptibles d'en assurer la maîtrise : l'offre de formation, foisonnante, avec un temps élevé d'instruction par élève réparti sur un faible nombre de semaines ; le réseau d'établissements, dense, qui compte de nombreux lycées de petite taille, dont les coûts d'encadrement pédagogique, administratif et technique sont élevés ; le cadre institutionnel, enfin, dans lequel la gestion des lycées est organisée, et qui doit pouvoir être amélioré. La Cour formule donc deux orientations et dix recommandations qui doivent permettre de mieux maîtriser le coût du lycée et d'en améliorer l'efficacité. Comme pour tous les rapports thématiques de la Cour des comptes, les réponses des organismes concernés sont regroupées en fin de volume.



Observatoire national de la vie étudiante. **Enseignement supérieur et justice sociale : sociologie des expériences étudiante en Europe**. Paris : la documentation française, 2015. 200 p. (Études et recherches) - 23 €

Cette étude se fonde sur une enquête auprès des étudiants de trois pays : la Grande-Bretagne, la Suède et la France. Il décrit la diversité des expériences sociales et des politiques publiques mises en œuvre.