



Veille de l'IREDU n°57

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1. Ressources sur le Web	2
2. Sommaires de revues en éducation.....	38
3. Livres intéressants.....	60

1. Ressources sur le Web

Repéré sur : cafepedagogique.net

[Patrick Rayou : " Essayer de comprendre pour quoi les enfants ne comprennent pas"](#). L'expresso du 15 février 2016

Comment aider les élèves ? C'est la question, entre autres, de la réforme du collège. C'est aussi le sujet de l'important rapport "Qu'est ce qui soutient les élèves ?", que le Café pédagogique a présenté le 12 février, Patrick Rayou, co-auteur de ce rapport, en éclaire certains points. Tout en rendant hommage au travail réalisé dans les structures évoquées dans le rapport, il souligne l'importance d'une formation des enseignants aux théories de l'apprentissage et au travail collectif.

[L'Ecole française moins professionnelle car plus hiérarchique](#). L'expresso du 17 février 2016.

C'est en France que les enseignants ont le moins le sentiment d'être efficace, souligne une nouvelle publication de l'OCDE consacrée au professionnalisme enseignant. L'organisation fait le lien entre le développement de l'autonomie des enseignants, leur participation à la direction des établissements, leur mise en réseau de pairs et leur efficacité professionnelle. Une leçon qui prend à contre pied la culture de l'Education nationale. Elle interroge directement le fonctionnement des établissements en éducation prioritaire.

[Ecoles en réseau : Un bilan positif au Québec](#). L'expresso du 18 février 2016

"Concernant la compréhension de l'écrit, le PIRLS a montré que les résultats des élèves Ecoles en réseau (ÉER) ont augmenté entre 2002 et 2010", note un nouveau rapport publié par le Cefrio. Le dispositif Ecoles en réseau engage 207 écoles et plus de 500 enseignants au Québec.

[La France maltraite son primaire](#). L'expresso du 29 février 2016

" La France dépense moins que la moyenne de l'OCDE pour le parcours d'un élève dans le primaire", annonce sobrement une nouvelle étude de la Depp (division des études du ministère de l'éducation nationale) basée sur les données 2012 fournies par l'OCDE. En fait, l'école française est championne des inégalités aux dépens du premier degré. La répartition de son budget éducation traduit son idéologie dominante : la méritocratie.

[Professionnel : N'oubliez pas l'enseignement général dans les blocs de compétences des diplômes professionnels, dit l'Inspection](#). L'expresso du 29 février 2016

Imaginé pour lutter contre le décrochage et faciliter les parcours et la conception des formations, le découpage des diplômes professionnels en "blocs de compétences" soulève des difficultés, explique un rapport de l'Inspection générale piloté par Jean-Michel Paguet et Pascal-Raphaël Ambroggi. Le rapport pose clairement des conditions à ce saucissonnage des diplômes professionnels.

Repéré sur : Campusfrance.org

[L'essentiel des chiffres clés](#) n°10, janvier 2016

Les chiffres clés de la mobilité internationale font apparaître un ralentissement de la croissance de la mobilité internationale dans le monde.

Repéré sur : Cereq.fr

Samira Mahlaoui (sous la direction de). [L'articulation des démarches quantitative et qualitative pour analyser le travail : mythe ou réalité ?](#) Relief , n° 52 , 2016 , 92 p.

Ce troisième numéro Relief dédié au Séminaire méthodologique d'Analyse du travail (SEMAT) du Céreq, porte sur un sujet qui n'est pas nouveau en soi, mais qui constitue encore aujourd'hui une question vive dans le champ des sciences humaines et sociales en général, et dans les disciplines qui s'intéressent aux questions de formation, d'emploi et de travail. C'est celui de l'articulation entre les approches quantitatives et les approches qualitatives.

Yaël Brinbaum, Sabina Issehnane. [The early careers of the second generations: a double ethnic penalty?](#) Training and Employment , n° 119 , 2016 , 4p.

Young people from North African origin have greater difficulty in finding employment than their counterparts of French origin. And once they do manage to find employment, their jobs tend to be of lower quality. Thus they appear to suffer from a double penalty linked to their origins which, aggravated by the crisis, does not seem to abate over time.



C.Chancelade, P.Janissin, J.-F.Giret, C.Guégnard, P. Benoit, A.Vogt. Analyse des besoins des employeurs français au regard des compétences en langues étrangères. Net.Doc , n° 152 , 2016 , 68 p.

Ce rapport d'enquête constitue l'un des principaux résultats du projet Langues et employabilité (LEMP) mené en 2014-2015 et financé avec le soutien de la Commission européenne. Il a pour objet de présenter et d'analyser les résultats d'enquêtes visant à identifier plus précisément les besoins des employeurs français au regard des compétences en langues étrangères. Sur la base de ce rapport, une campagne de sensibilisation sera mise en oeuvre à l'attention des élèves de l'enseignement secondaire général et professionnel et de leurs parents pour les guider dans leur choix des langues vivantes étudiées.



Repéré sur : Education.gouv.fr

Marguerite Rudolf. [La dépense pour le parcours d'un élève ou d'un étudiant en France et dans l'OCDE en 2012](#). Note d'information - N° 05 - février 2016

En 2012, le coût théorique du parcours d'un élève entre le début de sa scolarité obligatoire et la fin de ses études secondaires en France est dans la moyenne de l'OCDE. Il est inégalement réparti entre le primaire et le secondaire. La France dépense moins que la moyenne de l'OCDE pour le parcours d'un élève dans le primaire, et plus pour un élève pendant la durée des études secondaires. La

dépense pour un parcours dans l'enseignement supérieur est un peu plus élevée en France que dans la moyenne de l'OCDE.

Repéré sur : Enseignementsup-recherche.gouv.fr

Claudette-Vincent Nisslé et Laurent Perrain. [Le financement de la R&T par les collectivités territoriales : 1,3 Md€ en 2014](#). Note flash, n°2, février 2016

En 2014, le budget consacré par les collectivités territoriales à la Recherche et au Transfert de technologie s'élève à 1,3Md€. Ce budget représente, en moyenne, 19 euros par habitant. Si les régions sont les principaux contributeurs (66%), les départements (15%) et les communes et établissements intercommunaux (19%) y consacrent également un budget substantiel. Les opérations immobilières représentent 36 % des financements R&T, la moitié étant inscrit dans les contrats de plan ou projets Etat-Régions.

Repéré sur : Esen.education.fr

Isabelle Maetz. [Parcours et réussite aux diplômes universitaires](#). Secrétariat en charge de l'Enseignement supérieur et de la Recherche, Note Flash n° 1, Février 2016

Cette note présente les principaux indicateurs sur le parcours et la réussite des étudiants à l'université à la session 2014 (taux de réussite, durée d'études pour l'obtention du diplôme, mobilité internationale,...).

Quentin Delpech, Marième Diagne. [MOOC français : l'heure des choix](#). La Note d'analyse n° 40, février 2016

Cette note souligne les efforts accomplis par la France pour rattraper son retard en matière de Massive Open Online Courses (cours en accès libre sur internet) avec la création de la plateforme France Université numérique (FUN). Toutefois, son catalogue est presque exclusivement alimenté par des établissements français et son modèle économique sur fonds publics et à but non lucratif contraste avec les modèles qui se développent à l'étranger. L'étude propose des pistes d'évolution de la plateforme visant une plus forte diversification de son offre en ligne et une plus grande ouverture à de nouveaux usages, en particulier de monétisation et de certification.

Denise Latouche. [L'apprentissage au 31 décembre 2014](#). Note d'information , n° 04, février 2016.

La DEPP a dressé un constat pour la fin de 2014 qui clôt une période de baisse du nombre des entrées en apprentissage : d'après les informations de la DARES, cette voie de formation a attiré davantage de jeunes en 2015 qu'en 2014 (voir Tableau de bord DARES). Au 31 décembre 2014, les centres de formation d'apprentis accueilleraient 405 900 apprentis, soit une baisse de 4,4 % par rapport à l'année précédente. Toutefois, la baisse des entrées en apprentissage est moins marquée en 2014 qu'en 2013. L'apprentissage dans l'enseignement secondaire se concentre sur les CAP alors que c'est sur les BTS dans le supérieur. L'âge moyen des apprentis continue d'augmenter ; il atteignait 19,4 ans fin 2014

Delphine CORLAY, Emilie FAUCHIER-MAGNAN, Béatrice CORMIER, Alain PLAUD, Frédéric THOLLON. [Plan de relance de l'apprentissage : l'accompagnement des apprentis pour une sécurisation des](#)

[parcours](#). Inspection générale de l'éducation nationale (IGEN), Inspections générale de l'administration de l'éducation nationale et de la recherche (IGAENR), Inspection générale des affaires sociales (IGAS), Juin 2015

Ce rapport présente les données disponibles, pointe les données manquantes, et souligne la fragilité des évaluations disponibles au plan local et national concernant l'accompagnement des apprentis. La mission d'inspection recense ensuite l'ensemble des dispositifs et pratiques professionnelles qui lui paraissent déterminants pour la sécurisation des parcours et la lutte contre les ruptures de contrats. Enfin, elle émet des propositions visant à favoriser la capitalisation et l'évaluation de ces dispositifs. Consulter le rapport concernant l'accompagnement des apprentis.

OCDE [« Qui sont les élèves peu performants ? »](#), PISA à la loupe, N° 60, 2016

Cette note montre qu'en moyenne 28 % des élèves se situent en-deçà du niveau seuil de compétences en mathématiques, compréhension de l'écrit ou science dans les pays de l'OCDE. L'obtention de mauvais résultats scolaires à l'âge de 15 ans ne résulte pas de l'action d'un facteur de risque isolé, mais plutôt de la combinaison et de l'accumulation de différents obstacles et désavantages entravant le parcours des élèves tout au long de leur vie. L'OCDE identifie par ailleurs des facteurs favorisant la réussite des élèves (le soutien et le moral des enseignants, le niveau des attentes des enseignants à l'égard des élèves,...).

Elisabeth Bautier, Anne-Marie Benhayoun, Audrey Boulin, Arielle Compeyron, Carole Daverne-Bailly, Emile Dubois, Cynthia Freinet, Dominique Glasman, Michèle Guigue, Laurent Lescouarch, Françoise Lorcerie, Nadia Nakhili, Filippo Pirone, Patrick Rayou. [Qu'est-ce qui soutient les élèves ? Dispositifs et mobilisations dans divers établissements secondaires](#). Centre Alain Savary/Institut français de l'Éducation (IFÉ), Commissariat général à l'égalité des territoires (CGET), Agence nationale pour la cohésion sociale et l'égalité des chances (Acsé), Février 2016

Cette étude fait le point sur la notion de réussite scolaire et cherche à identifier les facteurs favorisant les conditions d'apprentissage des élèves. Pour cela, elle propose une analyse des dispositifs de soutien existants dans le système éducatif ainsi qu'une analyse d'itinéraires d'élèves exposés à des actions spécifiques (projets pédagogiques, internat, reprise d'études...).

Consulter l'étude [Qu'est-ce qui soutient les élèves ?](#)

OCDE. [Professionnalisme des enseignants](#). L'enseignement à la loupe n° 14, Février 2016

Organisation pour la coopération et le développement économique (OCDE), Cette note de quatre pages propose une synthèse du rapport de l'OCDE "Supporting Teacher Professionalism : insights from TALIS 2013", consacré à la notion de professionnalisme des enseignants. Ce rapport montre que, dans tous les systèmes, il existe une forte corrélation entre, d'une part, le développement des connaissances des enseignants et de leurs réseaux de pairs et, d'autre part, leur sentiment d'efficacité personnelle. Cette corrélation positive s'avère plus marquée dans les établissements difficiles. Le rapport préconise de soutenir la formation initiale et continue des enseignants, ainsi que les pratiques collaboratives et la participation aux réseaux de pairs.

Repéré sur : halshs.archives-ouvertes.fr

Marie-Laure Bonnabesse, Yumiko Kinoshita. « [La réussite des enfants parlons-en !](#) » : [Qu'en disent des parents en France et au Japon ?](#). Petite enfance : socialisation et transitions, Nov 2015, Villetaneuse, France.

Résumé : Cette présentation restitue une recherche-action menée par la ville d'Echirolles avec des parents et des professionnels suite à des constats de difficulté de langage des jeunes enfants. L'ensemble des acteurs a fait le choix de réfléchir à ce qui favorisait la réussite des enfants et de rendre visible la parole de parents issus de quartiers défavorisés. L'IFTS d'Echirolles a été chargé d'accompagner cette dynamique de recherche-action sur trois années. Les modalités pédagogiques de cette démarche s'appuient sur le principe de co-construction d'outils qui servent de support (affiches, jeu construit par les parents comme démarche d'enquête, malles ressources). 20 parents ont participé directement à la recherche-action et plus de 300 parents ont été mobilisés par cette démarche. Un contact existant entre l'IFTS et une enseignante-chercheuse japonaise (Yumiko Kinoshita), a permis de tenter une expérimentation du jeu avec des parents japonais d'un jardin d'enfants (Ville d'Ikoma) et d'une[...]

Leïla Frouillou. [Les mécanismes d'une ségrégation universitaire francilienne : carte universitaire et sens du placement étudiant](#). Education. université Paris 1 Panthéon-Sorbonne, 2015. Français.

Résumé : Cette thèse s'attache à expliquer les différenciations de publics étudiants entre les universités publiques de la région Île-de-France. Issues de la division de l'Université de Paris après 1968, ou du plan U2000 (1991) pour les quatre plus récentes, ces seize établissements constituent un paysage universitaire complexe et hiérarchisé. À partir d'un cadre théorique bourdieusien considérant la dimension spatiale des rapports sociaux, la problématique de recherche interroge les mécanismes matériels, institutionnels et représentationnels d'une ségrégation universitaire, définie par analogie avec les travaux sur les niveaux primaire et secondaire du système scolaire français. L'analyse de données caractérisant les étudiants des seize universités (MESR-SISE) est croisée avec une enquête par entretiens auprès d'acteurs universitaires et d'environ quatre-vingt étudiants, dont la moitié a été suivie sur trois ans (entretiens répétés), inscrits en Droit, Administration Économique et Sociale et[...]

Isabelle Faurie. [Transition lycée-université : relations entre indécision vocationnelle, sentiment d'efficacité personnelle et stress perçu](#). Colloque international : Apprendre, Transmettre, Innover à et par l'Université, Jun 2015, Montpellier, France. Colloque international : Apprendre, Transmettre, Innover à et par l'Université.

Dans cette communication, nous nous proposons de mettre en lien la problématique du stress perçu chez les étudiants de première année, avec la question de l'élaboration du projet professionnel et des difficultés à construire un projet. L'étude empirique présentée explore les liens entre indécision vocationnelle et stress perçu. Réalisée sur un échantillon de 731 étudiants de licence 1, elle s'intéresse également au rôle des dynamiques du soi, appréhendées à partir du sentiment d'efficacité personnelle et de l'estime de soi, dans le vécu de la transition lycée-université. Les apports pratiques des résultats seront discutés.

Colette Deaudelin, Louis Brouillette, Monique Brodeur, Sonia Lefebvre, Julien Mercier. [Comment l'université peut-elle soutenir l'apprentissage des enseignants du primaire ? Une analyse de leurs apprentissages en milieu de travail](#). Colloque international : Apprendre, Transmettre, Innover à et par l'Université, Jun 2015, Montpellier, France. Colloque international : Apprendre, Transmettre, Innover à et par l'Université, .

Résumé : Le présent texte fait état d'une recherche visant à décrire l'autorégulation de l'apprentissage chez des enseignants en considérant les caractéristiques de la formation réalisée dans leur milieu de travail. Les résultats indiquent que ces enseignants en formation continue procèdent à une régulation active dans l'action, le plus souvent induite par la formation. Les buts et les stratégies d'apprentissage sont rarement planifiés et les stratégies mises en oeuvre se révèlent variées. Ils considèrent que leurs apprentissages sont le plus souvent réussis et les réactions affectives rapportées sont positives, rendant peu nécessaires des stratégies de modification des démarches d'apprentissage. Bien que les formations analysées présentent toutes des caractéristiques reconnues comme efficaces, elles se distinguent dans leur degré de structuration à l'avantage de celles étant les plus structurées.

Martine Thomas, Jeanne Parmentier, Cécile Narce, Isabelle Demeure, Bénédicte Humbert. [Comment structurer l'innovation à l'échelle d'un établissement ? L'exemple de la collaboration des enseignants à l'Institut Villebon – Georges Charpak](#). Colloque international : Apprendre, Transmettre, Innover à et par l'Université, Jun 2015, Montpellier, France. Colloque international : Apprendre, Transmettre, Innover à et par l'Université, .

Résumé : L'Institut Villebon – Georges Charpak, qui a ouvert ses portes en septembre 2013, a un double objectif : être un laboratoire d'innovation pédagogique et mettre en place un enseignement qui brasse et intègre des étudiants aux profils diversifiés et souvent mal adaptés aux pédagogies traditionnelles. Après presque deux ans d'existence, nous souhaitons partager notre expérience, nos résultats et nos réflexions concernant le montage et l'animation de l'équipe pédagogique.

Repéré sur : ife.ens-lyon.fr

Suzanne Berger. [Reforms in the French Industrial Ecosystem](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), Ministère de l'économie, de l'industrie et du numérique (France), janvier 2016

Ce rapport rend compte des résultats de l'enquête menée par Laurence Berger du département de sciences politiques du MIT et commandité par le gouvernement français à propos des dispositifs de soutien à l'innovation en France. Une de ses recommandations serait de concentrer les réformes sur la création d'une interface plus large et plus dynamique entre la recherche et la formation universitaire, et les entreprises qui nécessitera de nouveaux efforts et des financements importants de la part des universités.

Eurydice. [Entrepreneurship Education at School in Europe](#). 02/2016

Developing and promoting entrepreneurship education has been one of the key policy objectives of the EU institutions and Member States for many years. Indeed, in the context of high youth unemployment, economic crises and rapid changes related to our complex knowledge-based economy and society, transversal skills such as entrepreneurship are essential not only to shape the

mindsets of young people, but also to provide the skills, knowledge and attitudes that are central to developing an entrepreneurial culture in Europe. However, although some countries have already been committed to fostering entrepreneurship education for more than a decade, others are just starting.

Following the 2012 Eurydice report on entrepreneurship education, this new analysis captures the latest developments in Europe. It provides updated and more detailed information on strategies, curricula and learning outcomes, and also covers new themes such as funding schemes and teacher education.

The report focuses on primary education, lower and general upper secondary education as well as school-based initial vocational education and training. It contains information for 2014/15 from 33 countries participating in the Eurydice network. In addition, national information sheets provide an overview of entrepreneurship education in each country.

Stephanie Oberheidt, Laura Eid, Daniela Ulicna (ICF); Hanne Shapiro (DTI); Karin Luomi-Messerer (3s). [Building knowledge on international cooperation in VET](#). European Commission, 02/2015

The study provides an overview of the state-of-play of international cooperation in VET across EU/EFTA countries, with both developed and emerging economies.

It explains how international organisations focus their work on VET, and analyses the success factors and challenges when engaging in VET internationalisation. Finally the study also presents a set of recommendations for future actions at European and national levels, which provide a good basis for a broader discussion with EU VET stakeholders on how best to pursue efforts to modernise our VET systems through internationalisation strategies.

[European guidelines for validating non-formal and informal learning](#). European Centre for the Development of Vocational Training, 12/2015

The European guidelines for validating non-formal and informal learning are written for individuals and institutions responsible for the initiation, development, implementation and operation of validation arrangements.

The ambition of the guidelines is to clarify the conditions for implementation, highlighting the critical choices to be made by stakeholders at different stages of the process.

The 2012 Council recommendation on validation encourages Member States to put in place national arrangements for validation by 2018. These arrangements will enable individuals to increase the visibility and value of their knowledge, skills and competences acquired outside formal education and training: at work, at home or in voluntary activities.

This second edition of the European guidelines is the result of a two-year process involving a wide range of stakeholders active in validation at European, national and/or sectoral levels.

OCDE. [PISA : Les élèves en difficulté : pourquoi décrochent-ils et comment les aider à réussir ?](#) Paris : OCDE, 2016.

FERNANDEZ Gilles. Le développement professionnel des enseignants par le travail collectif. : Une approche du projet de formation au numérique responsable en collège. Thèse en sciences de l'éducation, soutenue en 2015 sous la dir. de Jean-Louis BOUTTE & Jean RAVESTEIN (Université d'Aix Marseille)

« Depuis quelques années, les usages numériques se sont significativement développés au sein des pratiques sociales. Leur maîtrise s'inscrit comme un objectif de formation dans le parcours des collégiens français. Cette recherche propose un support de réflexion sur l'engagement des enseignants de collège dans le projet de formation au numérique responsable ainsi que sur la dimension collective qui en découle et participe à leur développement professionnel. La double analyse proposée permet de disposer d'éléments déclaratifs significatifs en ce qui concerne les actions menées, les caractéristiques disciplinaires et les diversités de fonctionnement en établissement. Ces éléments sont complétés par une observation des collectifs d'enseignants dans le cadre d'échange de pratiques. Notre travail tente de mettre en évidence l'apport du travail collectif dans le développement professionnel des enseignants, constate la diversité de ressources en établissement et fait ressortir la nécessité de pilotage de ces types de projets par des cadres formés et sensibilisés au sujet »

CHARTIER Marthe-Aline. [Études des phénomènes de transposition didactique de la statistique dans le champ universitaire et ses environnements : une contribution à la pédagogie universitaire](#). Thèse en sciences de l'éducation soutenue en 2015 sous la dir. de Bernard SARRAZY (Université de Bordeaux)

« La spécificité de la statistique, en tant que science d'analyse et de décision, suscite l'intérêt de l'ensemble des domaines scientifiques et sociétaux. Elle endevient ainsi une discipline protéiforme s'appuyant sur des dimensions partagées, mais aussi sur des formulations spécifiques. Dans les deux situations étudiées, doctorat et expertise, le chercheur doit développer des capacités à expliciter les étapes d'une démarche statistique et à communiquer de manière compréhensible à des fins de diffusion et d'appropriation. L'analyse des thèses met en lumière des régularités d'usage de concepts et de mots, mais aussi, de nombreuses spécificités disciplinaires. L'analyse de la situation d'expertise, quant à elle, souligne le travail didactique mis en oeuvre par le chercheur afin de rendre possible le transfert de connaissance à destination des politiques décisionnaires. Les différents éléments et analyses ayant constitué cette thèse ont pour objet de participer à la réflexion sur l'enseignement de la statistique à l'université et sur les stratégies pédagogiques à développer. Notre analyse met en évidence l'importance de former les étudiants à la diffusion et la traduction de résultats d'études statistiques. Tout ceci conduit à la question de la transformation des enseignements de la statistique à l'université afin de développer les temps et des méthodes d'apprentissage de diffusion, à visée d'explicitation, des savoirs statistiques et des résultats auprès de publics variés. »

Marie Gausse. [Développer l'esprit critique par l'argumentation : de l'élève au citoyen](#).

Dossier de veille de l'IFÉ, n° 108, février 2016

On assiste depuis quelques années à un intérêt grandissant pour les pratiques argumentatives dans l'école. L'argumentation trouve une place renouvelée dans les programmes de la scolarité obligatoire dans de nombreux pays, tant comme objet d'apprentissage que comme élément d'une démarche critique propice au développement d'une posture citoyenne. En France, le domaine 3 du socle commun de connaissances, de compétences et de culture place les démarches argumentatives au cœur de la formation de la personne et du citoyen pour la transmission de valeurs fondamentales et de principes inscrits dans la constitution. Acquérir la capacité de juger par soi-même, développer un

sentiment d'appartenance à la société, participer activement à l'amélioration de la vie commune sont des objectifs que l'École a pour mission d'enseigner. Avec l'avènement de l'enseignement moral et civique en 2015, c'est aussi l'éducation à la citoyenneté et sa mise en œuvre qui viennent renforcer l'idée d'un enseignement de la pensée réflexive et de l'esprit critique via les principes contenus dans les débats argumentés et discussions à visée philosophique ou toute autre méthode qui met en valeur une pratique démocratique. Si l'argumentation est aujourd'hui sollicitée comme méthode d'apprentissage en classe, elle est également objet d'étude en tant que style littéraire, style rhétorique, pratique langagière, dans l'analyse du discours, comme moyen de communication et comme phénomène linguistique. Dans ce Dossier de veille consacré aux pratiques argumentatives, nous nous intéresserons au développement de la pensée critique, à l'impact de l'enseignement des procédés argumentatifs sur la forme scolaire, à leur influence sur la formation des élèves comme futurs citoyens mais aussi sur leurs capacités à devenir des individus capables de réfléchir par eux-mêmes.

Repéré sur : injep.fr

Axelle Charpentier, Laëtitia Drean, Norbert Rugambage. [Les leviers pour favoriser l'accès et le recours aux soins des jeunes en insertion](#). Jeunesses : études et synthèses, n°31, février 2016. 4 p.
Comment favoriser l'accès et le recours aux soins des jeunes précaires, confrontés à des difficultés de santé qui freinent leur insertion sociale et professionnelle?

Repéré sur : Insee.fr

Nathalie Blanpain. [Les inégalités sociales face à la mort - Tables de mortalité par catégorie sociale et par diplôme](#). INSEE Résultats, N° 177 Société - février 2016
L'échantillon démographique permanent permet de suivre la mortalité d'un échantillon d'individus au fil du temps en fonction de leurs caractéristiques sociodémographiques au recensement.

Repéré sur : ladocumentationfrancaise.fr

ROSER Erick. [Les parcours scientifiques et techniques dans l'enseignement secondaire du collège à l'enseignement supérieur](#). Paris : Inspection générale de l'éducation nationale, janvier 2016. 96 p.
Les orientations post baccalauréat vers les formations scientifiques et techniques ont sensiblement évolué aux cours des vingt dernières avec une attractivité accrue des cursus professionnalisants et de la première année commune aux études de santé. L'augmentation très sensible du nombre de bacheliers scientifiques et techniques n'a pas profité aux cursus scientifiques. Ce rapport montre que tout au long de la scolarité secondaire un déséquilibre social dans l'accès aux parcours scientifiques et techniques s'installe de façon préoccupante avec de grandes disparités territoriales.

OCDE. [Comment s'organise le temps d'apprentissage dans l'enseignement primaire et secondaire ?](#)

Les indicateurs de l'éducation à la loupe, n°38, Feb 2016. 4 p.

Comment s'organise le temps d'apprentissage dans l'enseignement primaire et secondaire ? Les vacances scolaires varient sensiblement entre les pays de l'OCDE, tant en termes de nombre que de durée, avec un nombre de jours d'instruction dans l'enseignement primaire et secondaire allant de 162 jours par an en France à plus de 200 jours en Israël et au Japon. Le nombre d'heures d'instruction par jour d'école augmente avec l'élévation du niveau d'enseignement. En moyenne, dans les pays de l'OCDE, les élèves sont ainsi censés recevoir 4.3 heures d'instruction par jour dans l'enseignement primaire, contre 5.2 heures dans le deuxième cycle du secondaire. En moyenne, dans les pays de l'OCDE, la moitié environ du temps d'instruction obligatoire dans l'enseignement primaire est consacrée à trois matières : la lecture, l'expression écrite et la littérature ; les mathématiques ; et les sciences – soit 2.2 heures par jour d'école. Dans le premier cycle du secondaire, ces matières ne représentent plus que 1.8 heure par jour. L'organisation du temps d'apprentissage varie sensiblement entre les pays de l'OCDE, en classe comme ailleurs, mais on observe depuis peu une tendance à l'augmentation du temps d'instruction consacré en classe aux matières fondamentales telles que les mathématiques, et à la réduction du temps consacré aux devoirs en dehors de la classe.

Richard Dutu. [Raising Public Spending Efficiency in Switzerland](#). OECD Economics Department Working Papers, n° 1280. 36 p.

Despite having low government spending, Switzerland scores highly in various public policy outcomes, including health, education and transportation. But, as the population grows and ages, efficiency of public spending will have to rise to maintain low tax rates. Given its high returns, the provision of early childhood education and care should be boosted, especially for children from disadvantaged socio-economic backgrounds, including those from immigrant families. Cantons should avoid oversupplying baccalaureates, thereby lowering university dropout rates. Policies will also need to adapt to structural changes in the labour market, by boosting the supply and attractiveness of fields of study that are facing high demand on the labour market, and by further clarifying study streams across tertiary education. Health-care efficiency could be raised by further developing managed-care networks. Enforcing systematic data collection for the quality of care would also help patients and providers make better informed choices. Generic drugs' prices are too high due to a poorly designed price-fixing mechanism. Transportation suffers from congestion that could be reduced by implementing peak-load pricing on roads and trains. But efficiency in public spending is also about allocating public funds optimally. Switzerland's rapidly rising social security entitlements and its fiscal equalisation system constrain public spending and risk crowding out important expenditures. Fast-rising social security entitlements could be addressed via indexing the retirement age to life expectancy. Fiscal equalisation weakens tax-raising incentives for some cantons; this could be addressed by allowing them to keep a larger part of their increased revenues. Efficiency in allocating public expenditure could also be raised by increasing the share of public spending allocated by tender and harmonising procurement regulations across all levels of government. This Working Paper relates to the 2015 OECD Economic Review of Switzerland (<http://www.oecd.org/eco/surveys/economic-survey-switzerland.htm>)

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PASEC. [PASEC2014 - Performances des systèmes éducatifs en Afrique subsaharienne francophone : Compétences et facteurs de réussite au primaire](#). Dakar : PASEC ; CONFEMEN, Décembre 2015

Dix pays ont participé à l'évaluation internationale PASEC2014 : le Bénin, le Burkina Faso, le Burundi, le Cameroun, la Côte d'Ivoire, le Congo, le Niger, le Sénégal, le Tchad et le Togo. Cette évaluation a permis la mesure du niveau de compétences des élèves en début et en fin de scolarité primaire, en langue d'enseignement et en mathématiques. Elle a également analysé les facteurs associés aux performances des systèmes éducatifs des pays évalués, en collectant des données contextuelles auprès des élèves, des enseignants et des directeurs, par le biais de questionnaires. Ce rapport présente les résultats de l'évaluation internationale PASEC2014.

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[Big Fishes in Small Ponds: Ability Rank and Human Capital Investment](#)

Elsner, Benjamin ; Ipsphording, Ingo

We study the impact of a student's ordinal rank in a high-school cohort on educational attainment several years later. To identify a causal effect, we compare multiple cohorts within the same school, exploiting exogenous variation in cohort composition. We find that a student's ordinal rank in high-school significantly affects educational outcomes later in life. If two students with the same ability have a different rank in their respective cohort, the student with the higher rank is significantly more likely to finish high-school, to attend college, and to complete a 4-year college degree. These results suggest that students under-invest in their human capital if they have a low rank within their cohort even though they have a high ability compared to most students of the same age. Exploring potential channels, we find that students with a higher rank have higher expectations about their future career, and feel that they are being treated more fairly by their teachers.

[Corruption and education: Does public financing of higher education matter?](#)

Warning, Susanne ; Dürrenberger, Nicole

This article examines the relationship between corruption and years of schooling, considering the role of enrollment in private and public higher education institutions. Based on human capital theory, we predict different years of schooling, depending on corruption and the role of private higher education. Using data from 170 countries, we confirm and find that corruption is negatively related to expected years of schooling. Second, we illustrate that the relationship depends on the fraction of students enrolled in private higher education. More specifically, we find that the negative effect of corruption on years of schooling is significant only in countries with small percentages of enrollment in private higher education institutions. Third, we show that the effect of private higher education on expected years of schooling depends on corruption levels: At low levels of corruption, private higher education decreases expected years of schooling; at high levels of corruption, private higher education increases expected years of schooling. A better understanding of the interrelation between corruption and higher education financing contributes to the coordination of educational policies to improve expected years of schooling and human capital in a country.

[The Effect of a Compressed High School Curriculum on University Grades: DiD-Evidence From a German Policy Shift](#)

Dörsam, Michael ; Lauber, Verena

A recent education reform in Germany reduced the duration of high school by one year, but left the curriculum unchanged. We use a unique data set on university students to investigate the effects of this reform on academic achievement at the tertiary level. By applying a difference-in-differences identification strategy, we isolate the causal effect of the reform from cohort and state effects. We find that the first cohort of treated students performed slightly worse in their first semesters, while we find no effects for the second cohort of treated students. The negative effects on the students of the first cohort are mainly driven by male as well as lower-ability students. Overall, our results suggest that the reform has improved the efficiency of the German high school system.

[The Impact of Education on Personality - Evidence from a German High School Reform](#)

Anger, Silke ; Dahmann, Sarah

Western labor markets face major challenges caused by demographic changes. They increasingly experience a shortage of skilled workers and face the problem of an increasing disparity between a reduced group of active workers contributing to the pension scheme and a rising share of an older population receiving pension benefits. Starting in 2001, Germany therefore introduced an educational reform enabling high school graduates earlier labor market entry. By shortening the length of upper secondary school leaving the overall curriculum unchanged, the reform did not only make German graduates more competitive on the international labor market and reduce costs in the German education system, but also increased the labor force by one birth cohort, relieving the shortage of skilled workers and disburdening the pension scheme. However, the reform may have led to unintended consequences on individuals' human capital. This paper investigates this reform's short-term effects on students' personality exploiting the variation in high school duration over time and across states as a quasi-natural experiment. Using rich data from the German Socio-Economic Panel (SOEP) study on adolescents' Big Five personality traits and on their locus of control, our estimates show that shortening high school caused students on average to be less emotionally stable. Moreover, the personality of male students and students from disrupted families changed more strongly following the reform: they became more agreeable and more extroverted, respectively. We conclude that the educational system plays a role in shaping adolescents' personality, which in turn impacts labor market success and further later life outcomes.

[Heterogeneous peer effects in education](#)

Eleonora Patacchini (Cornell University) ; Edoardo Rainone (Banca d'Italia) ; Yves Zenou (Stockholm University)

We investigate whether, how, and why individual education attainment depends on the educational attainment of schoolmates. Specifically, using longitudinal data on students and their friends during the school years in a nationally representative set of US schools, we consider the impact of different types of peers on education outcomes. We find that there are strong and persistent peer effects in education, but peers tend to be influential in the long run only when their friendships last more than one year. This evidence is consistent with a network model where convergence of preferences and the emergence of social norms among peers require long-term interactions.

[Virtual Schooling and Student Learning: Evidence from the Florida Virtual School](#)

Schwerdt, Guido ; Chingos, Matthew M.

Online education options have proliferated in recent years, with significant growth occurring at state-sponsored virtual schools. However, there is no prior credible evidence on the quality of virtual courses compared to in-person courses in U.S. secondary education. We compare the performance of students who took core courses in algebra and English at their traditional public high school to the performance of students who took the same courses through the Florida Virtual School, the largest state virtual school in the U.S. We find that FLVS students are positively selected in terms of prior achievement and demographics, but perform about the same or somewhat better on state tests once their pre-high-school characteristics are taken into account. We find little evidence of treatment effect heterogeneity across a variety of student subgroups, and no consistent evidence of negative impacts for any subgroups. Differences in spending between the sectors suggest the possibility of a productivity advantage for FLVS.

[Higher Education Expansion and Labor Market Outcomes for Young College Graduates](#)

Ou, Dongshu (Chinese University of Hong Kong) ; Zhao, Zhong (Renmin University of China)

We examine the causal impact of China's higher education expansion on labor market outcomes for young college graduates using China's 2005 1% Population Sample Survey. Exploiting variation in the expansion of university spots across provinces and high school cohorts and applying a difference-in-differences model, we find that the expansion of higher education in China decreases unemployment rates, especially among males and high school graduates. However, the policy also decreases women's labor force participation and individual earnings in highly-skilled white-collar jobs. We further discuss potential channels affecting the observed outcomes. Our results illustrate the strong demand for a skilled labor force in China and the broad economic benefits of higher education.

[An Unfulfilled Promise? Higher Education Quality and Professional Underemployment in Peru](#)

Yamada, Gustavo (Universidad del Pacifico) ; Lavado, Pablo (Universidad del Pacifico) ; Martínez, Joan J. (Universidad del Pacifico)

Despite the high growth of the Peruvian economy during the last decade, college graduates are facing increasing difficulties to find occupations that match their higher educational background, skills and educational investments. This scenario is embodied in the "professional underemployment" condition by which 4 out of 10 college graduates, by 2012, are overeducated, occupying non-professional and sub-paid positions. We propose that the deterioration in higher education quality has been a trigger for the increase in underemployment of university graduates, as an alternative to the literature that analyzes its causes related to labor demand. The main objective is to explore and quantify the extent to which higher education quality contributes to professional underemployment in Peru. Using data from the National Household Survey for the period 2004-2012 and the National University Census for the years 1996 and 2010, we propose a discrete choice model that measures the impact of college quality on the individual condition of underemployment in the long run. The source of variability for identifying this effect is the institutional and legal process of deregulation of universities initiated in the nineties. Our results indicate that the probability of being underemployed among graduates who attended "lower quality" universities increased from 0.19 to 0.30 beginning the college market deregulation. These estimation consider a twofold effect of deregulation, over the quality of university to which university applicants are prone to attend and in the probability of acquiring university education among individuals with lower academic skills.

[Surrounded by Women: How Changes in the Gender Composition Affect Student Performance and Careers in Academia](#)

Zölitz, Ulf

This paper shows how the classroom gender composition and teacher gender affect achievement in university education. Identification is based on random assignment of staff and students to teaching sections. A higher fraction of females in the classroom increases academic performance of females, but only when instructors are female as well. Consistent with the idea of gender role models female staff raises female students course performance. Both female and male students perform better when the best student in class has the same gender. Strikingly exposure to a higher share of female instructors increases female s probability to enroll in a PhD program.

[Intergenerational Educational Mobility in Turkey](#)

Tansel, Aysit (Middle East Technical University)

This paper aims to provide information on intergenerational educational mobility in Turkey over the last century (at least over the last 65 years). This is the first study explicitly on providing the association between parents' and children's education in Turkey over time unlike the previous studies of one point in time. Given the absence of longitudinal data, we make use of a unique data set on educational outcomes based on children recall of parental education. The data used is the result of Adult Education Survey of 2007. Several findings emerge from the analysis. First of all, children's and parents' educational outcomes are correlated. The intergenerational educational coefficient of the mothers is somewhat larger than that of the fathers. The intergenerational educational coefficients of both the mothers and the fathers decrease over the cohorts implying that intergenerational educational mobility increased significantly for the younger generations! of children in Turkey. The chances of attaining a university degree for the children increases as fathers' completed schooling level increases. Men's chances of attaining high school or university education are substantially higher than that of women's. The association between parent and child education is stronger when parent educational background is poor. The results imply that the policy makes should focus on children with poor parental educational background and on women.

[How does education improve cognitive skills? Instructional Time versus Timing of Instruction](#)

Dahmann, Sarah

This paper investigates two mechanisms through which education may affect cognitive skills in adolescence: the role of instructional quantity and the timing of instruction with respect to age. To identify causal effects, I exploit a school reform carried out at the state level in Germany as a quasi-natural experiment: between 2001 and 2007, academic-track high school (Gymnasium) was reduced by one year in most of Germany's federal states, leaving the overall curriculum unchanged. To investigate the impact of this educational change on students' cognitive abilities, I conduct two separate analyses: first, I exploit the variation in the curriculum taught to same-aged students at academic-track high school over time and across states to identify the effect of the increase in instructional time on students' crystallized and fluid intelligence scores. Using rich data on seventeen year-old adolescents from the German Socio-Economic Panel (SOEP) study, the estimates show that fluid intelligence remained unaffected, while crystallized intelligence improved for male students. Second, I compare students' competences in their final year of high school using data from the German National Educational Panel Study (NEPS). Preliminary results suggest that students affected by the reform catch up with their non-affected counterparts in terms of their competences by the

time of graduation. However, they do not provide any evidence for the timing of instruction to matter in cognitive skill formation. Overall, secondary education therefore seems to impact students' cognitive skills in adolescence especially through instructional time and not so much through age-distinct timing of instruction

[Do Boys Benefit from Male Teachers in Elementary School? Evidence from Administrative Panel Data](#)

Puhani, Patrick

With girls having overtaken boys in many education indicators, the feminization of elementary school teaching is causing debates across the globe about disadvantages for male students. Using administrative panel data on the universe of students, teachers and schools for a German state, I exploit within school and within teacher variation to determine teacher characteristics effects on students tracking outcomes. Germany tracks students at age 10 into more or less academic school types. I find hardly any effects of teacher's gender, age, pay level, qualifications, or working hours on boys or girls school track recommendations or school choice. Even when following students into middle school, no effects of teacher gender on school type change or grade repetition can be detected.

[New Evidence on the Effects of the Shortened School Duration in the German States - An Evaluation of Post-School Education Decisions](#)

Meyer, Tobias ; Thomsen, Stephan

Most German states have reformed university preparatory schooling by reducing duration from 13 to 12 years with unchanged graduation requirements. The reform was implemented in the states during the last decade in several consecutive years. In this paper, we use nationwide data on high school graduates to evaluate the reform effects on post-school education decisions. The results show that the reform has reduced (or at least delayed) university enrollment of females, but increased the probability of starting vocational education. A similar trend is found for male students, but only in the first year after school graduation. In addition, students are slightly more likely to do voluntary service or spend a year abroad after high school graduation.

[Inequalities in Educational Outcomes: How Important is the Family?](#)

Bredtmann, Julia ; Smith, Nina

In this paper, we investigate sibling correlations in educational outcomes, which serve as a broad measure of the importance of family and community background. Making use of rich longitudinal survey and register data for Denmark, our main aim is to identify the parental background characteristics that are able to explain the resemblance in educational outcomes among siblings. We find sibling correlations in educational outcomes in the range of 15 to 33 percent, suggesting that up to a third of the variation in educational achievement can be explained by family and community background. Our results further reveal that parents socio-economic background (i.e., their education, occupation, and income) can explain up to 44 percent of the sibling correlation. However, non-economic factors such as family structure, the incidence of social problems, and parents educational preferences also play an important role for sibling similarities in educational outcomes.

[Local Signals and the Returns to Foreign Education](#)

Tani, Massimiliano (University of New South Wales)

This paper exploits a quasi-experiment to shed light on whether the wage penalty experienced by migrants reflects poor schooling quality in the country of education or employers' discrimination in the host country. The quasi-experiment is the possibility for migrants to undertake an official assessment of their foreign qualifications, and remove the uncertainty surrounding the educational curriculum completed abroad. Data about the assessment can be used together with indicators of where education was completed to test empirically which determinant most affects the returns to foreign education. Since the assessment is a choice it is instrumented with a measure of relative distance between awareness of degrees awarded in the country of education and the host country. The analysis is based on the Longitudinal Survey of Immigrants to Australia. The results suggest that undertaking the assessment raises the returns of foreign education, offsetting the penalty for being educated abroad. The assessment's effect weakens over time, as employers observe migrants' productivity. The effect of where schooling is completed also trends upwards over time. These findings are consistent with the hypothesis of statistical discrimination due to the imperfect information about migrants' educational credentials. Adding a local signal appears to be effective in easing immigrants' economic assimilation and improve the international transferability of their human capital.

[The Role of Information in the Application for Merit-Based Scholarships: Evidence from a Randomized Field Experiment](#)

Herber, Stefanie

If information asymmetries prevent talented students of non-academic backgrounds from applying for merit-based aid, the full potential of qualified youth will not be unfolded and social selectivity is likely to corroborate. This paper analyzes whether information asymmetries exist and decrease students' likelihood to apply for merit-based scholarships. In a randomized field experiment, I exposed more than 5,000 German students either to general information on federally funded scholarships or additionally to tailored information on details of the application process, conveyed by a similar role model. The role model treatment did significantly increase non-academic and male students' application probabilities for federally funded merit-based scholarships. Providing only general information on the scholarship system triggered participants' own information search for alternative funding sources and increased application rates for other, not federally funded scholarships.

[Long-Lasting Effects of Socialist Education](#)

Fuchs-Schündeln, Nicola (Goethe University Frankfurt) ; Masella, Paolo (University of Sussex)

Political regimes influence contents of education and criteria used to select and evaluate students. We study the impact of a socialist education on the likelihood of obtaining a college degree and on several labor market outcomes by exploiting the reorganization of the school system in East Germany after reunification. Our identification strategy utilizes cutoff birth dates for school enrollment that lead to variation in the length of exposure to the socialist education system within the same birth cohort. An additional year of socialist education decreases the probability of obtaining a college degree and affects longer-term male labor market outcomes.

[The Effect of Supplemental Instruction on Academic Performance: An Encouragement Design Experiment](#)

Paloyo, Alfredo R. (University of Wollongong) ; Rogan, Sally (University of Wollongong) ; Siminski, Peter (University of Wollongong)

While randomized controlled trials (RCTs) are the "gold standard" for impact evaluation, they face numerous practical barriers to implementation. In some circumstances, a randomized-encouragement design (RED) is a viable alternative, but applications are surprisingly rare. We discuss the strengths and challenges of RED and apply it to evaluate a mature Supplemental Instruction (SI) or PASS (Peer Assisted Study Session) program at an Australian university. A randomly selected subgroup of students from first-year courses ($N = 6954$) was offered large incentives (worth AUD 55,000) to attend PASS, which increased attendance by an estimated 0.47 hours each. This first-stage (inducement) effect did not vary with the size of the incentive and was larger (0.89) for students from disadvantaged backgrounds. Instrumental variable estimates suggest that one hour of PASS improved grades by 0.065 standard deviations, which is consistent with the non-experimental literature. However, this estimate is not statistically significant, reflecting limited statistical power. The estimated effect is largest for students in their first semester at university.

[The Effect of Teenage Employment on Character Skills and Occupational Choice Strategies](#)

Fuchs, Benjamin

A growing body of research suggests that, even after controlling for cognitive abilities, personality predicts economic success in later life. The learning environment at school focuses on knowledge and cognitive skills. The transmission of character skills, however, is not at the center of attention. Leisure activities as informal learning activities outside of school may affect the formation of personality. E.g. working while attending school is seen as a stepping stone toward independence and adulthood and can foster important character skills by providing opportunities to promote responsibility and further character skills. However, the channel of the positive influence has not been identified empirically. I suggest that employment during adolescence affects character skills that are known to have a positive effect on labor market outcomes and educational achievements. Employing a flexible strategy involving propensity score matching combined with regression adjustment, I find beneficial effects on character skills. Working while attending secondary school leads to a higher internal locus of control. In addition to promoting character skills, teenage employment improves knowledge on which skills and talents school students have and also the importance of parents' advices with respect to their future career. These results are robust to several model specifications and varying samples and robust to including family-fixed effects.

[ICT and Education: Evidence from Student Home Addresses](#)

Weinhardt, Felix ; Faber, Benjamin ; Sanchis-Guarner, Rosa

Governments around the world are making it a priority to upgrade information and communication technologies (ICT) with the aim to increase available internet connection speeds. This paper proposes a new empirical methodology to estimate the causal effect of these policies, and applies it to the question of how upgrades in ICT affect educational attainment. We draw on a new and unique collection of UK microdata that allows us for the first time to link administrative test score records for the population of English primary and secondary school students to the available ICT at their home addresses. To base estimations on exogenous variation in ICT, we notice that capacity constraints at telephone exchange stations lead to invisible and essentially randomly placed boundaries of station-level catchment areas that give rise to substantial and discontinuous jumps in the available ICT across space. Using this design across more than 20 thousand boundary segments!

in England, we find that even very large changes in available internet connection speeds have a precisely estimated zero effect on educational attainment, and that the estimates are causally identified: house prices, student socioeconomic characteristics and local amenities are flat across the boundaries. Guided by a simple theoretical framework we then bring to bear additional microdata on student time use and internet use to quantify the microeconomic channels underlying the zero reduced form effect. We find that faster connection speeds lead to a significant increase in student consumption of online content, but do not affect the amount of time spent online or the amount of time spent studying. We conclude that the elasticity of student demand for online content with respect to its per unit time cost is negative but bounded at -1, and that increased consumption of online content has no effect on learning productivity per unit of time spent studying.

[Fully Integrating Upper-Secondary Vocational and Academic Courses: A Flexible New Way?](#)

Polidano, Cain (Melbourne Institute of Applied Economic and Social Research) ; Tabasso, Domenico (University of Geneva)

The tracking of students in upper-secondary school is often criticised for narrowing the career prospects of student in the vocational education and training (VET) track, which in many countries leads to the stigmatisation of VET courses. To tackle this problem, Australia blurred the lines between the two tracks by introducing VET courses that count to both a national VET qualification and university entry. In this study, we estimate the impacts of taking these courses on academic achievement and university entry using administrative data, propensity score matching and a decomposition method developed especially. We find that among those who intend to go to university, taking a VET course is associated with 5 percent lower academic achievement, due mainly to relatively weak achievement in VET, and an 8 percentage point lower chance of receiving a university offer. These findings tell a cautionary tale on the merits of integrating VET and academic courses.!

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

Wößmann, Ludger ; Fack, Oliver ; Mang, Constantin

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

[Job Mobility and Sorting: Theory and Evidence](#)

Stijepic, Damir

I derive a measure of job mobility that reflects individuals ability to sort into the preferred jobs. Relying on the Survey of Income and Program Participation, I find that educational attainment tends to have a strong positive effect on internal (i.e., within firms) and external (i.e., between firms) job mobility. General experience and occupation-specific human capital have only a limited effect on both internal and external mobility. The impact of being versatile on an individual s external job

mobility is substantial and similar in magnitude as the effect of a college degree on a high school dropout's external mobility.

[Citations in Economics: Measurement, Uses and Impacts](#)

Hamermesh, Daniel S. (Royal Holloway; University of Texas at Austin)

I describe and compare sources of data on citations in economics and the statistics that can be constructed from them. Constructing data sets of the post-publication citation histories of articles published in the "Top 5" journals in the 1970s and the 2000s, I examine distributions and life cycles of citations, compare citation histories of articles in different sub-specialties in economics and present evidence on the history and heterogeneity of those journals' impacts and the marginal citation productivity of additional coauthors. I use a new data set of the lifetime citation histories of over 1000 economists from 30 universities to rank economics departments by various measures and to demonstrate the importance of intra- and interdepartmental heterogeneity in productivity. Throughout, the discussion summarizes earlier work. I survey research on the impacts of citations on salaries and non-monetary rewards and discuss how citations reflect judgments about research quality in economics.

[Gender and Racial Differences in Peer Effects of Limited English Students: A Story of Language or Ethnicity?](#)

Diette, Timothy M. (Washington and Lee University) ; Uwaifo Oyelere, Ruth

There is a perception among native born parents in the U.S. that the increasing number of immigrant students in schools creates negative peer effects on their children. In North Carolina there has been a significant increase in immigrants especially those with limited English language skills and recent data suggest that North Carolina has the 8th largest ELL student population with over 60 percent of immigrants coming from Latin America and the Caribbean. While past research suggests negative though negligible peer effects of Limited English (LE) students on achievement of other students, potential peer effects of student from Latin America in general has not been considered. In this paper we attempt to identify both LE student and Latin American (LA) student peer effects separately utilizing fixed effects methods that allow us to deal with the potential selectivity across time and schools. On average we find no evidence of negative peer effects of LE students on females and white students but note small negative effects on average on males and black students. We also find that, holding constant other factors, an increase in the share of LA students share does not create negative peer effects on native students' achievement. Rather, it is the limited English language skills of some of these students that leads to small, negative peer effects on natives.

[Native-Immigrant Gaps in Educational and School-to-Work Transitions in the Second Generation: The Role of Gender and Ethnicity](#)

Baert, Stijn (Ghent University) ; Heiland, Frank (Baruch College, City University of New York) ; Korenman, Sanders (Baruch College, City University of New York)

We study how native-immigrant (second generation) differences in educational trajectories and school-to-work transitions vary by gender. Using longitudinal Belgian data and adjusting for family background and educational sorting, we find that both male and female second-generation immigrants, especially Turks and Moroccans, lag natives in finishing secondary education and beginning tertiary education when schooling delay is taken into account, though the female gap is larger. The same is true for residual gaps in the transition to work: native males are 30% more likely than comparable Turkish males to be employed three months after leaving school, while the

corresponding female gap is 60%. In addition, we study demographic behaviors (fertility, marriage and cohabitation) related to hypotheses that attribute educational and economic gaps to cultural differences between immigrants and natives.

[Top Incomes and Human Well-being Around the World](#)

Burkhauser, Richard V. (Cornell University) ; De Neve, Jan-Emmanuel (University of Oxford) ; Powdthavee, Nattavudh (London School of Economics)

The share of income held by the top 1 percent in many countries around the world has been rising persistently over the last 30 years. But we continue to know little about how the rising top income shares affect human well-being. This study combines the latest data to examine the relationship between top income share and different dimensions of subjective well-being. We find top income shares to be significantly correlated with lower life evaluation and higher levels of negative emotional well-being, but not positive emotional well-being. The results are robust to household income, individual's socio-economic status, and macroeconomic environment controls.

[Is Shale Development Drilling Holes in the Human Capital Pipeline?](#)

Rickman, Dan S. (Oklahoma State University) ; Wang, Hongbo (Oklahoma State University) ; Winters, John V. (Oklahoma State University)

Using the Synthetic Control Method (SCM) and a novel method for measuring changes in educational attainment we examine the link between educational attainment and shale oil and gas extraction for the states of Montana, North Dakota, and West Virginia. The three states examined are economically-small, relatively more rural, and have high levels of shale oil and gas reserves. They also are varied in that West Virginia is intensive in shale gas extraction, while the other two are intensive in shale oil extraction. We find significant reductions in high school and college attainment among all three states' initial residents because of the shale booms.

[Does Public Education Expansion Lead to Trickle-Down Growth?](#)

Böhm, Sebastian ; Grossmann, Volker ; Steger, Thomas

The paper revisits the debate on trickle-down growth in view of the widely discussed evolution of the earnings and income distribution that followed a massive expansion of higher education. We propose a dynamic general equilibrium model to dynamically evaluate whether economic growth triggered by an increase in public education expenditure on behalf of those with high learning ability eventually trickles down to low-ability workers and serves them better than redistributive transfers. Our results suggest that, in the shorter run, low-skilled workers lose. They are better off from promoting equally sized redistributive transfers. In the longer run, however, low-skilled workers eventually benefit more from the education policy. Interestingly, although the expansion of education leads to sustained increases in the skill premium, income inequality follows an inverted U-shaped evolution.

[It's not all about parents' education, it also matters what they do. Parents' employment and children's school success in Germany](#)

Hoffmann, Malte ; Dr. Boll, Christina

In this paper, we use GSOEP data to explore whether parents employment has an extra effect on the school achievement of their children, beyond the well-established effects of education, income and demography. First, we test whether the source of income or parents unemployment determine children's school achievements. Second, we analyze the effect of job prestige and factors of societal

engagement on children's performance. Our results indicate no clear income associations but the existence of an employment channel as well as a social channel from mothers to their kids. A negative role model for girls is found for maternal housework. Moreover, the father's job prestige is substantial.

[Can Parental Migration Reduce Petty Corruption in Education?](#)

Höckel, Lisa Sofie (RWI) ; Santos Silva, Manuel (University of Göttingen) ; Stöhr, Tobias (Kiel Institute for the World Economy)

Educational outcomes of children are highly dependent on household and school-level inputs. In poor countries remittances from migrants can provide additional funds for the education of the left behind. At the same time the absence of migrant parents can affect families' time allocation towards education. Previous work on education inputs often implicitly assumed that preferences for different kinds of education inputs remain unchanged when household members migrate. Using survey data and matched administrative school-level public expenditures from the World Bank's Open Budget Initiative (BOOST) from Moldova, one of the countries with the highest emigration rates in the world, and an instrumental variable approach we find that the strongest migration-related response in private education expenditure are substantially lower informal payments to public school teachers. This fact is at odds with a positive income effect due to migration. In addition we find that migration slightly increases caregivers' time spent on their children's education. We argue that our results are likely to be driven by changing preferences towards educational inputs induced by migration.

[Patterns of Labour Market Entry of High-Skilled Workers in Germany](#)

Reinhold, Mario ; Thomsen, Stephan

Recent evidence for the US labour market indicates that despite supply of higher skilled job market entrants rose, there was a (permanent) decline in demand for those qualifications in the aftermath of the Tech Bust in 2000. Since Germany experienced also an increase in high-skilled labour supply, and both economies depend on similar factors, we analyse the corresponding situation of the demand-supply relation. Based on data of the German SocioEconomic Panel Study (GSOEP) for the years 1984 to 2012, we present long-run wage and occupational trends of the increasing number of labour market entrants with higher education. The results indicate that job entrants with a university (postgraduate) degree have faced steadily high occupational shares in the cognitive sector accompanied with high and increasing wages. Job market entrants from college or universities of applied sciences, however, experienced a decline in employment shares in the cognitive sector associated with declining wages. The provided evidence shows that occupational success of university graduates is heterogeneous with distinct and different patterns for the high and highest educated.

[Actual and perceived financial sophistication and wealth accumulation: The role of education and gender](#)

Bannier, Christina E. ; Neubert, Milena

This study examines the role of actual and perceived financial sophistication (i.e., financial literacy and confidence) for individuals' wealth accumulation. Using survey data from the German SAVE initiative, we find strong gender- and education-related differences in the distribution of the two variables and their effects on wealth: As financial literacy rises in formal education, whereas confidence increases in education for men but decreases for women, we observe that women become strongly underconfident with higher education, while men remain overconfident. Regarding

wealth accumulation, we show that financial literacy has a positive effect that is stronger for women than for men and that is increasing (decreasing) in education for women (men). Confidence, however, supports only highly-educated men's wealth. When considering different channels for wealth accumulation, we observe that financial literacy is more important for current financial market participation, whereas confidence is more strongly associated with future-oriented financial planning. Overall, we demonstrate that highly-educated men's wealth levels benefit from their overconfidence via all financial decisions considered, but highly-educated women's financial planning suffers from their underconfidence. This may impair their wealth levels in old age.

[The Effects of Sickness Absence in School on Educational Achievements, Mortality and Income](#)

Kamhöfer, Daniel A. ; Cattan, Sarah ; Karlsson, Martin ; Nilsson, Therese

This study investigates the effect of missed instruction time in school on short-term educational performance as well as long-term retirement income and mortality. Using self-gathered Swedish register data, we are able to distinguish total days of absence within a school year and missed instructional time due to sickness. Using various fixed effects strategies and an instrumental variables approach we find that individual absence leads on average to a decrease of 4.4% of standard deviation in educational performance per school year. Our results suggest that the negative effect of sickness is mainly driven by missed instructional time. The sign of the long-run consequences of absence are in line with economic theory but the effect size is rather small.

[The Wage Returns to Education over the Life-Cycle: Heterogeneity and the Role of Experience](#)

Buscha, Franz (University of Westminster) ; Dickson, Matt (University of Bath)

This paper re-examines the wage returns to the 1972 Raising of the School Leaving Age (RoSLA) in England and Wales using a high-quality administrative panel dataset covering the relevant cohorts for almost 40 years of their labour market careers. With best practice regression discontinuity methods we find at best a zero return to the additional education for men. However, we contend that regression discontinuity methods in this context will give unreliable estimates of the return. Using the panel data to correct for this we find a local average treatment effect of 7% over the lifetime for this additional year of education.

[A new method for the correction of test scores manipulation](#)

Santiago Pereda Fernández (Banca d'Italia)

I propose a method to correct for test scores manipulation and apply it to a natural experiment in the Italian education system consisting in the random assignment of external monitors to classrooms. The empirical strategy is based on a likelihood approach, using nonlinear panel data methods to obtain clean estimates of cheating controlling for unobserved heterogeneity. The likelihood of each classroom's scores is later used to correct them for cheating. Cheating is not associated with an increase in the correlation of the answers after we control for mean test scores. The method produces estimates of manipulation more frequent in the South and Islands and among female students and immigrants in Italian tests. A simulation shows how the manipulation reduces the accuracy of an exam in reflecting students' knowledge, and the correction proposed in this paper makes up for about a half of this loss.

[The Effect of Degree Attainment on Arrests: Evidence from a Randomized Social Experiment](#)

Amin, Vikesh (Central Michigan University) ; Flores, Carlos A. (California Polytechnic State University) ; Flores-Lagunes, Alfonso (Syracuse University) ; Parisian, Daniel J. (Mississippi State University)

We examine the effect of educational attainment on criminal behavior using random assignment into Job Corps (JC) – the United States' largest education and vocational training program for disadvantaged youth – as a source of exogenous variability in educational attainment. We allow such random assignment to violate the exclusion restriction when used as an instrument by employing nonparametric bounds. The attainment of a degree is estimated to reduce arrest rates by at most 11.8 percentage points (about 32.6%). We also find suggestive evidence that the effects may be larger for males relative to females, and larger for black males relative to white males. Remarkably, our 95 percent confidence intervals on the causal effect of education on arrests are very similar to the corresponding confidence intervals on the same effect from studies exploiting changes in compulsory schooling laws as an instrumental variable in the estimation of the effect of education on arrest rates (e.g., Lochner and Moretti, 2004).

[Weather shocks and education in Mongolia](#)

Kraehnert, Kati ; Groppo, Valeria

This paper analyzes the impact of extreme weather shocks on education outcomes in Mongolia. Our focus is on particularly harsh winters that caused mass livestock mortality (called dzud in Mongolian) between 1999 and 2002 and in 2009/2010. The timing of events allows us to analyze both short- and long-term effects of weather shocks on education. Our analysis disentangles the effects by age of exposure. Moreover, we provide new evidence on which households socio-economic characteristics and coping strategies are associated with worse or milder impacts of the shock. The data basis is an unusually detailed household survey that comprises rich information on households shock experience and retrospective information on households pre-shock socio-economic status. Various measures of shock intensity are derived from data on snow depth and livestock mortality. We mainly employ a difference-in-differences econometric approach, which allows to draw causal inference ! by exploiting exogenous variation in shock exposure across space and age cohorts. Results show that weather shocks negatively affect education both in the short- and in the long-term. Individuals from herding households with poorer socio-economic backgrounds appear to be particularly affected. Individuals exposed during pre-schooling age bear persistent negative human capital effects.

[Parental Influences on Health and Longevity: Lessons from a Large Sample of Adoptees](#)

Lindahl, Mikael (University of Gothenburg) ; Lundberg, Evelina (Uppsala University) ; Palme, Mårten (Stockholm University) ; Simeonova, Emilia (Johns Hopkins University)

To what extent is the length of our lives determined by pre-birth factors? And to what extent is it affected by parental resources during our upbringing that can be influenced by public policy? We study the formation of adult health and mortality using data on about 21,000 adoptees born between 1940 and 1967. The data include detailed information on both biological and adopting parents. We find that the health of the biological parents affects the health of their adopted children. Thus, we confirm that genes and conditions in utero are important intergenerational transmission channels for long-term health. However, we also find strong evidence that the educational attainment of the adopting mother has a significant impact on the health of her adoptive children, suggesting that family environment and resources in the post-birth years have long-term consequences for children's health.

[The \(Un\)Level Playing Field: How Color-Blind Educational Tracking Leads to Unequal Access](#)

Trieb, Thomas ; Morgan, John ; Tumlinson, Justin

Educational tracking seeks to group students by unobserved ability using measures of observable acquired skills. In a model where individuals have differential skills prior to beginning formal education due to differences in early childhood development (e.g. linguistic, cultural, or nutritional disadvantages), we show that color-blind tracking systematically underplaces minorities. As a result, minorities have, in expectation, higher abilities than non-minorities assigned to the same track regardless of track. A counterintuitive empirical implication of the model is that, conditional on tracking score and track, minorities will outperform non-minorities in subsequent testing following tracking. Affirmative action policies seeking to equalize posttracking outcomes share similar flaws to color-blind standards in that the average ability of minorities assigned to the upper track remains higher than for non-minorities.

[Parental Influences on Health and Longevity: Lessons from a Large Sample of Adoptees](#)

Lindahl, Mikael (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Lundberg, Evelina (Uppsala University) ; Palme, Mårten (Stockholm University) ; Simeonova, Emilia (Johns Hopkins University)

To what extent is the length of our lives determined by pre-birth factors? And to what extent is it affected by parental resources during our upbringing that can be influenced by public policy? We study the formation of adult health and mortality using data on about 21,000 adoptees born between 1940 and 1967. The data include detailed information on both biological and adopting parents. We find that the health of the biological parents affects the health of their adopted children. Thus, we confirm that genes and conditions in utero are important intergenerational transmission channels for long-term health. However, we also find strong evidence that the educational attainment of the adopting mother has a significant impact on the health of her adoptive children, suggesting that family environment and resources in the post-birth years have long-term consequences for children's health.

[Public education and R&D-based economic growth](#)

Werner, Katharina ; Prettnner, Klaus

We analyze the short- and long-run effects of public education on economic growth and welfare. In so doing, we extend an R&D-based economic growth model by including a governmental sector that levies labor income taxes and uses the proceeds to finance teachers. An increase in the tax rate reduces consumption possibilities (and thereby individual utility), and the number of workers available for final goods production and research. At the same time, however, it increases the educational resources available per pupil. Consequently, economic growth slows down immediately after an increase in educational investments but it speeds up during the transition toward the long-run balanced growth path. Altogether, this implies a dynamic tradeoff in the sense that current cohorts lose due to educational reform, whereas future cohorts gain. We show that there exists an interior welfare-maximizing level of the provision of public education for each time horizon and that it is higher than the levels we typically observe in industrialized countries. Since the transitional effects of an education reform on growth and welfare can be negative, our framework has the potential to explain resistance against long-run welfare improving education reforms.

[Something in the Air? Pollution, Allergens and Children's Cognitive Functioning](#)

Marcotte, Dave E. (American University)

Poor air quality has been shown to harm the health and development of children. Research on these relationships has focused almost exclusively on the effects of human-made pollutants, and has not fully distinguished between contemporaneous and long-run effects. This paper contributes on both of these fronts. Merging data on plant pollen, human-made pollutants and ECLS-K data on academic skills, I study the relationship between poor air quality in the first years of life on school-readiness, and the effects of ambient air quality on achievement of young children. I find evidence that exposure in early childhood affects school readiness at the start of kindergarten, and that the effects of air quality on the growth of cognitive skills in math and reading continue into elementary school.

[Television, Cognitive Ability, and High School Completion](#)

Hernæs, Øystein (Ragnar Frisch Centre for Economic Research) ; Markussen, Simen (Ragnar Frisch Centre for Economic Research) ; Røed, Knut (Ragnar Frisch Centre for Economic Research)

We exploit supply-driven heterogeneity in the expansion of cable television across Norwegian municipalities to identify developmental effects of commercial television exposure during childhood. We find that higher exposure to commercial television reduces cognitive ability and high school graduation rates for young men. The effects are largest for exposure during pre-school and elementary school age. We find no effect on high school completion for women, suggesting availability of non-educational media content as a factor in the widening educational gender gap. Based on time-use data, we show that a possible explanation is that television-watching crowds out reading more for boys than girls.

[Does exposure to economics bring new majors to the field? Evidence from a natural experiment](#)

Steinmayr, Andreas ; Fricke, Hans ; Grogger, Jeff

This study investigates how exposure to an academic field influences students major choices. In particular, we analyze whether students who are inclined to study business change their intentions after being exposed to economics or law. We exploit a natural experiment at a Swiss university. All first year students face the same curriculum before they chose a major. An important part of the curriculum is a first year paper in business, economics, or law. Due to oversubscription of business, the university assigns the field of the paper in a standardized way unrelated to student characteristics. We find that assignment to economics raises the probability of majoring in economics by 2.7 percentage points, which amounts to 18 percent of the share of students who major in economics. The effect is entirely driven by male students.

[Measuring the Quality of Education Policies and Their Implementation for Better Learning: Adapting World Bank's SABER Tools on School Autonomy and Accountability to Senegal](#)

Yuki, Takako ; Igei, Kengo ; Demas, Angela

This paper examines the quality of policy intent and policy implementation in education policies related to school-based management (SBM) in rural Senegal. For this purpose, we adapted the World Bank diagnostic tool for the SBM system known as SABER-SAA (System Approach for Better Education Result for the policy domain of School Autonomy and Accountability), to conduct a survey of various actors in the education system of Senegal. In terms of policy intent, the results of the assessment show that Senegal is making progress on strengthening the participatory roles of school councils in school operations, and on the management of operational budgets at the municipal level. However, the field survey data show that there are differences between policy intent and

implementation, and differences among stakeholders in the degree of policy implementation. In terms of the participation of school councils in school activities, we found that when school councils were active in the implementation of procedural policies, such as holding general assemblies, the amount of financial contributions to the school were larger, and there were more council inspired activities. Furthermore, the variables indicating a more active role for school councils also had a positive and statistically significant association with pass rates in the primary graduation exam. The degree of functionality of the school council was also assisted by supporting measures, such as training and monitoring visits. Other factors positively associated with increased pass rates include: a shared vision by school directors and school councils on commune responsibility towards a school, and the use of comparisons of school performance with the performance of other schools as a motivator for making improvements in the subject school. These findings suggest that strengthening the implementation of policy in the area of participatory school councils, as well as improving linkages with sub-national administrations, is important for better learning outcomes. We also recommend that better use of student assessment information by schools should be promoted in the context of rural Senegal.

[New variables for vocational secondary schooling: Patterns around the world from 1950-2010](#)

Cathles, Alison (UNU-MERIT, Maastricht University)

Projections in Europe and the United States suggest job vacancies will soon be concentrated in positions that require vocational training. This has spurred policy discussions about how vocational education can optimally complement or substitute for general education and highlighted the need to understand more precisely how the mix of skills in a workforce impacts economic growth. Macroeconomic growth literature has traditionally incorporated measures for human capital based on the length of time spent in educational institutions. The need to measure the skills acquired through different kinds of education has been appreciated. Specifically, the insights that might be obtained by comparing the macroeconomic growth of countries with different amounts of vocational education has been apparent, but the long-time series of internationally comparable data required has not been readily available. This paper fills this need by presenting consistent data on Vocational Secondary Schooling at five-year intervals from 1950-2010 for 129 countries. These data are constructed on the basis of existing UNESCO enrolment data and measures of secondary schooling from Barro and Lee. This paper describes both the methods used to construct the internationally comparable vocational secondary education variables and regional trends over the past 60 years. Separating education by type, vocational and general, is a first step toward better linking the educational purpose, at least in terms of workplace skill development, with economic results. The data are fully presented in the Annexes in tables (available here), so that they can be used by others to empirically investigate questions related to vocational education and economic growth.

[Démocratisation de l'éducation et inégalités scolaires au Maroc](#)

Liouaeddine, Mariem

This article aims to highlight first, the concept of educational democratization. Then it assesses the type of educational democratization achieved in Morocco through the analysis of the evolution of the specific enrollment rate. This indicator shows that the democratization of education is quantitative, qualitative and almost equalized in primary school, uniform in the secondary level and segregated in the high school level

[Updated Expectations and College Application Portfolios](#)

Bond, Timothy N. ; Bulman, George ; Li, Xiaoxiao ; Smith, Jonathan

Economists have a limited understanding of how sensitive human capital investment is to information about aptitude or likelihood of success. We shed light on this by estimating if students update their college choices in response to large positive and negative information shocks generated by the release of SAT scores. Using new data on when students select colleges to receive their scores, we find that positive shocks cause students to choose more selective colleges that charge higher tuition and have higher graduation rates. Updating is significant for students from high and low income households and for minority and non-minority students.

[Annotating Sales to Price Panel: An Economic Theory of Volume to Value Relation with Technology Assisted Education in Afghanistan](#)

Azimi, Mohammad Naim

Computer Assisted Education skills have opened a new era in the system of education around the globe and one of the building blocks in its adaptation in Afghanistan is the economic aspect of its acquisition and utilization which has weakened the process. In this paper, we test the significance of value to volume of the laptops being sold to and utilized by the students and lecturers at school and university levels throughout the period 2002 to 2014 paneling in five laptop retailing companies in Afghanistan. Using Pooled OLS Regression and Fixed Effect Models to test the impact of the panel data, the result shows a significant impact of the sales value on the sale volume of the laptops during the stated period of time. It is also found that the drop in price had increased the sale volume in the stated entities, while cash discount did not reflect a significant value to affect the sales volume overtime.

[Procesos de internacionalización en la educación superior de Costa Rica](#)

Mora-Alfaro, Jorge

One of the most important dimensions in the development of contemporary higher education is internationalization. The growing economic, political and cultural integration of today's society, favors the intensification of the activities of internationalization by settlements and the various tertiary education systems, as well as the elaboration of public policies to promote global linkages and aggregation of this dimension as a key element in the management of educational institutions in this sector. Among the most notable actions of internationalization are the mobility of students and teachers; the multiplication of networks and institutional and academic associations, in various areas of knowledge. There so, the application of mechanisms of mutual recognition of accredited degrees and programs; the promotion of shared titles or double degree programs; the inclusion in the curriculum of the international dimensions, as well as the proliferation of cross-border programs. All of them are expressions of internationalization in contemporary higher education. The purpose pursued with the study is to carry out an approach to knowledge about the level reached by the processes of internationalization in Costa Rican higher education. The investigation on the main actions promoted in this field, the forms of institutional arrangements adopted for its development, existing institutional policies and the impact of initiatives in institutional life and shape how internationalization is conceptualized, are some of the ways followed to get this purpose.

[Every Little Bit Counts: The Impact of High-speed Internet on the Transition to College](#)

Dettling, Lisa J. (Board of Governors of the Federal Reserve System (U.S.)) ; Goodman, Sarena (Board of Governors of the Federal Reserve System (U.S.)) ; Smith, Jonathan (College Board)

This paper investigates the effects of high-speed Internet on students' college application decisions. We link the diffusion of zip code-level residential broadband Internet to millions of PSAT and SAT takers' college testing and application outcomes and find that students with access to high-speed Internet in their junior year of high school perform better on the SAT and apply to a higher number and more expansive set of colleges. Effects appear to be concentrated among higher-SES students, indicating that while, on average, high-speed Internet improved students' postsecondary outcomes, it may have increased pre-existing inequities by primarily benefiting those with more resources.

[Top Incomes and Human Well-Being Around the World](#)

Richard V. Burkhauser ; Jan-Emmanuel De Neve ; Nattavudh Powdthavee

The share of income held by the top 1 percent in many countries around the world has been rising persistently over the last 30 years. But we continue to know little about how the rising top income shares affect human well-being. This study combines the latest data to examine the relationship between top income share and different dimensions of subjective well-being. We find top income shares to be significantly correlated with lower life evaluation and higher levels of negative emotional well-being, but not positive emotional well-being. The results are robust to household income, individual's socio-economic status, and macroeconomic environment controls.

[Life-Cycle Educational Choices: Evidence for Two German Cohorts](#)

Biewen, Martin (University of Tuebingen) ; Tapalaga, Madalina (University of Tübingen)

We study life-cycle educational transitions in an education system characterized by early tracking and institutionalized branches of academic and vocational training but with the possibility to revise earlier decisions at later stages. Our model covers all major transitions ranging from preschool education through primary and secondary schooling to different forms of tertiary education and vocational training. We consider the role of previous decisions and background characteristics at each decision node and also study 'indirect' routes through the system. Our results suggest that the option to revise earlier decisions is even more socially selective than the earlier track choices that are revised later. We also model unobserved heterogeneity and document the sorting of individuals along unobserved characteristics across the stages of the system.

[Educational attainment of young adults in India: Measures, trends and determinants](#)

Runu Bhakta (Indira Gandhi Institute of Development Research)

Given the fact that education of young adults plays crucial role from both economic and social point of view, the objective of the study is to analyse the pattern of improvements in their education and to identify the factors that explain the rate of increase in educational indicators per year. Educational achievement is captured through literacy rate, percentage of population completed higher education and the average years of schooling. The study finds that significant disparities still prevail across gender, regions and rural-urban areas although the gap is reducing over time. Per capita public expenditure in different levels of education has increased monotonously but there prevails consistent spatial variation in the allocation pattern. The estimated models of the annual increase in those education indicators reveal the fact that social status still plays a crucial role in the society in determining actual progress in educational outcomes. The share of expenditure in higher education is an important factor for achieving greater percentage of population completed higher education. But expenditure on adult education does not have significant impact on literacy rate. Share of GSDP in industry and services, and percentage of registered manufacturing are identified as demand pull

factors that encourage more education. Besides, percentage of rural households with irrigation facility is important to have better progress in education sector possibly via its impact on improving rural livelihood.

[Opening up opportunities: education reforms in Poland](#)

Maciej Jakubowski

Poland is one of the few European countries that achieved strong improvement of student performance over the last decade. According to the OECD PISA results Poland moved from below to above the OECD average and now is close to top-performing countries. The score improvements are a consequence of Polish education system reform introduced in 1999. The most important change of the 1999 reform was an extension of comprehensive education by one year. The evidence suggests the change immediately benefited student, while the remaining elements of the reform are probably responsible for the gradual improvement. The differences between secondary schools were largely limited. Introduction of nation-wide comparable exams, conducted at the end of every stage of education, played a crucial role in assuring quality in education system. Poland also increased support for the preschool education and further expanded the general curriculum in vocational schools. The result! of all r eforms was the expansion of obligatory comprehensive education from 8 years to at least 10 years now.

[Teacher Professionalism](#)

OECD

A new OECD report, Supporting Teacher Professionalism, based on the Teaching and Learning International Survey (TALIS), conceptualises teacher professionalism as being comprised of: knowledge base, defined as necessary knowledge for teaching; autonomy, defined as teachers' decision-making over aspects related to their work; and peer networks, defined as opportunities for information exchange and support needed to maintain high standards of teaching. Education systems differ in terms of the emphasis placed on each of the teacher professionalism domains. Across all systems there is a particularly positive relationship between knowledge and peer network domains and teacher satisfaction, self-efficacy and perceptions of the value of the teaching profession in the society. Practices supporting teacher professionalism are less common in schools with higher proportions of socio-economically disadvantaged students. However, investing in teacher professionalism ! can be pa rticularly beneficial in these schools as the positive relationship between knowledge, peer networks and teacher satisfaction is amplified in challenging schools.

[The Effect of Birth Order on Schooling in India](#)

Santosh Kumar (Department of Economics and International Business, Sam Houston State University) Using large nationally representative data, I estimate the effect of birth order on educational outcomes of children in India. To establish causality, endogeneity of family size is addressed by approaching an instrumental variable method. Employing a district fixed effects model and proportion of boys in the family as the instrument for number of children, I show that later-born children attain higher education compared to earlier-born children. Results are robust to inclusion of child, parents, and household characteristics.

[ICT and education: evidence from student home addresses](#)

Benjamin Faber ; Rosa Sanchis-Guarner ; Felix Weinhardt

Governments are making it a priority to upgrade information and communication technologies (ICT) with the aim to increase available internet connection speeds. This paper presents a new empirical strategy to estimate the causal effects of these policies, and applies it to the questions of whether and how ICT upgrades affect educational attainment. We draw on a rich collection of microdata that allows us to link administrative test score records for the population of English primary and secondary school students to the available ICT at their home addresses. To base estimations on exogenous variation in ICT, we notice that the boundaries of usually invisible telephone exchange station catchment areas give rise to substantial and essentially randomly placed jumps in the available ICT across neighboring residences. Using this design across more than 20,000 boundaries in England, we find that even very large changes in available broadband connection speeds have a precisely estimated zero effect on educational attainment. Guided by a simple model we then bring to bear additional microdata on student time and internet use to quantify the potentially opposing mechanisms underlying the zero reduced form effect. While jumps in the available ICT appear to increase student consumption of online content, we find no significant effects on student time spent studying online or offline, or on their learning productivity.

[College Admissions with Entrance Exams: Centralized versus Decentralized](#)

Isa E. Hafalir ; Rustamdjan Hakimov ; Dorothea Kübler ; Morimitsu Kurino

We study a college admissions problem in which colleges accept students by ranking students' efforts in entrance exams. Students' ability levels affect the cost of their efforts. We solve and compare the equilibria of "centralized college admissions" (CCA) where students apply to all colleges and "decentralized college admissions" (DCA) where students only apply to one college. We show that lower ability students prefer DCA whereas higher ability students prefer CCA. Many predictions of the theory are supported by a lab experiment designed to test the theory, yet we find a number of differences that render DCA less attractive than CCA compared to the equilibrium benchmark.

[Equality of Opportunity in Education: A Case Study of Chile and Norway](#)

Garces-Voisnat, Juan-Pedro

One of the most important determinants of the distribution of income and life opportunities is education. Increasing levels of formal schooling have contributed to raise standards of living and eradicate extreme poverty worldwide in recent decades. However, inequality in the distribution of income –which is the single most important indicator of relative access to material well-being– remains stubbornly high in most regions of the world. In this paper, I focus on two countries, Chile and Norway, which have very different educational systems, and follow the same analytical methodology of Schütz et al (2008) to detect differences in equality of opportunity between the two countries. In a slight variation, the family-background effect here is represented by a larger number of variables –including household income–, in order to pinpoint the specific characteristics that it comprises in each country. Surprisingly, I find that the family-background effect is stronger in Norway than in Chile, which would denote a potential higher inequality. However the higher achievement inequality in Chile is determined by other factors, which need urgent reform.

[Marriage Age Affects Educational Gender Inequality: International Evidence](#)

Alexander Stimpfle ; David Stadelmann

This paper examines the effect of female age at marriage on female education and educational gender inequality. We provide empirical evidence that early female marriage age significantly

decreases female education with panel data from 1980 to 2010. Socio-cultural customs serve as an exogenous identification for female age at marriage. We also show that effects of spousal age gaps between men and women significantly affect female education relative to male education. Each additional year between husband and wife reduces the female secondary schooling completion rate by 14 percentage points, the time women spend at university by 6 weeks, and overall affects female education significantly more negatively than male education. We also document that marriage age and conventional measures of gender discrimination do not act as substitutes.

[Does socioeconomic background affect pay growth among early entrants to high-status jobs?](#)

Jake Anders

Young people from less advantaged backgrounds are less likely to enter a “professional” job on leaving university (Macmillan et al., 2013). However, this does not tell us about the performance of those who do. This paper considers the relative salary growth of graduates that secure a high-status job by both parental occupational status and school type, using data from a recent survey of English graduates. Using non-parametric techniques and regression modelling, I estimate the relationship between these measures of socio-economic status and pay progression in a “professional” job. I find no evidence of a pay growth differential by parents' occupational status but do find faster pay growth among those that attended a private school, even once I control for a range of background characteristics. Conversely, I find that individuals from state school backgrounds are just as likely to remain in high-status jobs at this early stage of their careers.

[Student employment: Advantage or handicap for academic achievement?](#)

Sprietsma, Maresa

We estimate the effects of student employment on academic performance. Performance is measured by grades achieved one and a half years after entering university. We use the amount of financial aid students receive after application as a source of exogenous variation in the probability of being employed to correct for potential endogeneity bias. We find no evidence that student employment is detrimental to academic performance, even for a larger number of hours worked per week. There is significant selection of students into different types of student employment.

[The Effects of the Tax Deduction for Postsecondary Tuition: Implications for Structuring Tax-Based Aid](#)

Caroline M. Hoxby ; George B. Bulman

The federal tax deduction for tuition potentially increases investments in postsecondary education at minimal administrative cost. We assess whether it actually does this using regression discontinuity methods on the income cutoffs that govern eligibility for the deduction. Although many eligible households take nearly the maximum deduction allowed, we find no evidence that it affects attending college (at all), attending full- versus part-time, attending four- versus two-year college, the resources experienced in college, the amount paid for college, or student loans. Our analysis suggests that the deduction's inefficacy may be due to issues of salience, timing, and the method of receipt. We argue that the deduction might increase college-going if it were modified in simple ways that would not increase costs but would make it more likely to relax liquidity constraints and be perceived as a price change (which they is) as opposed to an income change. We outline how such modifications could be tested. This study has independent applied econometrics interest because households who would be just above a cut-off manage their incomes so that they fall slightly below

it. This income management generates bias due to reverse causality, and we explore how to choose "doughnut-holes" that avoid bias without undue loss of statistical power.

[Does Salient Financial Information Affect Academic Performance and Borrowing Behavior among College Students?](#)

Schmeiser, Maximilian D. (Board of Governors of the Federal Reserve System (U.S.)) ; Stoddard, Christiana (Montana State University) ; Urban, Carly (Montana State University)

While rising student loan debt can plague college students future finances, few federal programs have been instituted to educate college students on the mechanics of student loan borrowing. This paper exploits a natural experiment in which some students received "Know Your Debt" letters with incentivized offers for one-on-one financial counseling. Montana State University students who reached a specific debt threshold received these letters; University of Montana students did not. We use a difference-in-difference-in-differences strategy to compare students above and below the thresholds across campuses and before and after the intervention to determine how the letters affect student behavior. Employing a rich administrative dataset on individual-level academic records and financial aid packages, we find that students receiving the letters borrow an average of \$1,360, less in the subsequent semester--a reduction of one-third. This does not adversely affect their academic performance. In fact, those who receive the intervention take more credits and have higher GPAs in the subsequent semester.

[Who are the low-performing students?](#)

OECD

No country or economy participating in PISA 2012 can claim that all of its 15-year-old students have achieved basic proficiency skills in mathematics, reading and science. Some 28% of students score below the baseline level of proficiency in at least one of those subjects, on average across OECD countries. Poor performance at age 15 is not the result of any single risk factor, but rather of a combination and accumulation of various barriers and disadvantages that affect students throughout their lives. Students attending schools where teachers are more supportive, have better morale and have higher expectations for students are less likely to be low performers in mathematics, even after accounting for the socio-economic status of students and schools.

[Behind the Fertility-Education Nexus: What Triggered the French Development Process?](#)

Claude Diebolt ; Audrey-Rose Menard ; Faustine Perrin

The education-fertility relationship is a central element of the models explaining the transition to sustained economic growth. In this paper, we use a three-stages least squares estimator to disentangle the causality direction of this relationship. Controlling for a wide array of socio-economic, cultural, and geographical determinants, our cliometric contribution on French counties during the nineteenth century corroborates the existence of a single negative causal link from fertility to education. We put forward the hypothesis that in France a decrease in fertility is strongly associated to greater schooling.

[Student Selection, Attrition, and Replacement in KIPP Middle Schools \(Journal Article\)](#)

Ira Nichols-Barrer ; Philip Gleason ; Brian Gill ; Christina Clark Tuttle

Skeptics of the KIPP (Knowledge Is Power Program) charter school network argue that these schools rely on selective admission, attrition, and replacement of students to produce positive achievement results.

[Human Capital Quality and Aggregate Income Differences: Development Accounting for U.S. States](#)

Eric A. Hanushek ; Jens Ruhose ; Ludger Woessmann

Although many U.S. state policies presume that human capital is important for state economic development, there is little research linking better education to state incomes. In a complement to international studies of income differences, we investigate the extent to which quality-adjusted measures of human capital can explain within-country income differences. We develop detailed measures of state human capital based on school attainment from census micro data and on cognitive skills from state- and country-of-origin achievement tests. Partitioning current state workforces into state locals, interstate migrants, and immigrants, we adjust achievement scores for selective migration. We use the new human capital measures in development accounting analyses calibrated with standard production parameters. We find that differences in human capital account for 20-35 percent of the current variation in per-capita GDP among states, with roughly even contributions by school attainment and cognitive skills. Similar results emerge from growth accounting analyses.

[General Education, Vocational Education, and Labor-Market Outcomes over the Life-Cycle](#)

Eric A. Hanushek ; Guido Schwerdt ; Ludger Woessmann ; Lei Zhang

Policy proposals promoting vocational education focus on the school-to-work transition. But with technological change, gains in youth employment may be offset by less adaptability and diminished employment later in life. To test for this trade-off, we employ a difference-in-differences approach that compares employment rates across different ages for people with general and vocational education. Using micro data for 11 countries from IALS, we find strong and robust support for such a trade-off, especially in countries emphasizing apprenticeship programs. German Microcensus data and Austrian administrative data confirm the results for within-occupational-group analysis and for exogenous variation from plant closures, respectively.

[Financing of the municipal organizations of the general education of different type in the conditions of economic instability](#)

Goncharova, Lyudmila Ivanovna (Russian Presidential Academy of National Economy and Public Administration)

Need of development of new model of financing for three types of the municipal organizations of the general education locates in article: state, budgetary, autonomous. On the basis of the analysis of distinctions in a legal status (status) and an economic situation of the organizations of the general education, features of the mechanism of the budgetary and off-budget financing are revealed. It is proved that the modern funding mechanism is directly connected with quality of the educational services rendered by the organizations of the general education.

[Social Impact Bonds: Implementation, evaluation and monitoring](#)

Forough Nazari Chamaki (Department of Banking and Finance, Eastern Mediterranean University, North Cyprus) ; Glenn P. Jenkins (Queen's University, Canada and Eastern Mediterranean University, North Cyprus)

Traditional approaches to public policy increasingly fail to resolve social challenges, particularly in the field of criminal justice. High rates of juvenile recidivism, for example, are often linked to inequality in education and persistent, long-term unemployment—factors which, while complex, are nonetheless conducive to preventative strategies. Social impact bonds (SIBs) are ‘pay-for-success’ programs that attract private-sector, upfront funding for social interventions. If the program achieves agreed targets, taxpayer funds repay the investor. If the program fails to meet agreed targets, investors take the loss. This innovative form social finance through public-private partnership (PPP) has helped spur efficiencies and improvements in the provision and outcomes of criminal justice services. However, the success of a SIB depends on careful implementation, evaluation and monitoring.

[Internationalization strategies of business schools - how flat is the world?](#)

Bertrand Guillotin (Grenoble Ecole de Management - Grenoble École de Management (GEM)) ; Vincent Mangematin (MTS - Management Technologique et Stratégique - Grenoble École de Management (GEM))

Business school strategy has become more complex than ever, especially regarding internationalization. Using different paths, experiencing failure and success, business schools have internationalized, attracting many of the international students who contributed \$27 billion to the US economy in 2014. Some business schools are global, training global managers, others are more focused on national markets. How do business schools strategize about internationalization? Can we use existing models to explain this process? Are internationalization and globalization similar? Using a comparative analysis of six case studies in the US and Europe, we found that the engine of internationalization influences its paths and outcomes. We contribute to the body of IB research by discussing how business schools strategize their internationalization toward uniformity or diversity under isomorphic pressures from accreditation bodies (AACSB, 2011) and rankings. The so-called Uppsala model should be 1 Acknowledgements: the authors would like to thank two anonymous and rigorous TIBR reviewers for their detailed and useful feedback, as well as Prof. Richard M. Burton, professor emeritus of organization and strategy (Duke University), for his pertinent comments and continuous support. Also, we acknowledge that some of the findings in this paper were presented at peer-reviewed colloquia (EGOS 2013 and EGOS 2014). 2 Institute for International Education, Open Doors Data, <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Economic-Impact-of-International-Students> 2 extended to deal with three tensions: internationalization vs. globalization, enacted dimensions of audiences, and respective risks of different internationalization pathways.

[Is there a natural resource curse on education spending?](#)

Cockx, Lara ; Francken, Nathalie

This paper contributes to a new line of research in the resource curse literature that addresses the link between resource wealth and fiscal policy by empirically investigating the relationship between natural resource dependence and public education spending. Using a large panel dataset of world countries covering the period from 1995 to 2009, we find robust evidence of a public education spending resource curse. The adverse effect of natural resource dependence on public education expenditures relative to GDP remains significant after controlling for additional covariates such as income, aid, and the age structure of the population. Our results further confirm the existence of indirect effects of resource dependence through a deterioration of government accountability and the crowding-out of more skilled-labour intensive sectors in the economy. Furthermore, our findings indicate that the resource curse effect on the government prioritization of education mainly stems

from point-source natural resources. Our results have important implications for managing natural resource wealth in developing countries, as they could achieve particularly high returns by investing resource revenues in public goods such as education. While this paper underlines the importance of institutions and government accountability, our results also raise questions on the role of the extractives industry. The oil, gas and mining industry should consider increasing funding for education through Corporate Social Responsibility initiatives in this sector or through other innovative channels of development finance.

[To Be Born Is Not Enough: The Key Role of Innovative Startups](#)

Colombelli, Alessandra (Politecnico di Torino) ; Krafft, Jackie (GREDEG-CNRS) ; Vivarelli, Marco (Università Cattolica del Sacro Cuore)

This paper investigates the reasons why entry per se is not necessarily good and the evidence showing that innovative startups survive longer than their non-innovative counterparts. In this framework, our own empirical analysis shows that greater survival is achieved when startups engage successfully in both product innovation and process innovation, with a key role of the latter. Moreover, this study goes beyond a purely microeconomic perspective and discusses the key role of the environment within which innovative entries occur. What is shown and discussed in this contribution strongly supports the proposal that the creation and survival of innovative start-ups should become one qualifying point of the economic policy agenda.

[Lifelong learning in Spain: a challenge for the future](#)

Florentino Felgueroso

In this second report of New Skills at Work we take stock of the participation of adults in lifelong learning in Spain. The report is divided in three parts. The first part of the report provides a descriptive analysis of the evidence on cognitive skills of the adult working population in Spain. The analysis confirms a well-known finding: despite major improvements in the educational attainments of the working population in the last few decades, the average level of cognitive skills remains low by international standards. In particular, Spain stands out as one of the EU countries with the largest share of adults who lack basic skills and competences. This is relevant for several reasons. The labour market position of this group has been deteriorating since the late 1970s, although this trend was temporarily interrupted during the period of the housing boom, and the digitalization of the economy is bound to place further pressure on this group in the near ! future. The report identifies three dimensions to the problem that deserve careful attention from Spanish policy makers: 1) Low average educational attainments; 2) Unsustainably high dropout rates from secondary education and 3) Comparatively low levels of cognitive skills at all educational levels. On all three scores Spain should strive for convergence to the levels prevailing in the leading countries in Europe.

[Evaluating Professor Value-added: Evidence from Professor and Student Matching in Physics](#)

Yuta Kikuchi (GISS, Yokohama National University) ; Ryo Nakajima (Faculty of Economics, Keio University)

This paper estimates a professor's value added to a postgraduate student's research achievement growth using unique panel data on matched advisor-advisee pairs in a world-leading physics graduate program. To address an identification problem related to the endogenous selection of advisors and advisees, we use professor turnover and estimate a semi-parametric lower bound of the variance in advisor quality affecting advisee research performance. We find that a one-standard-

deviation increase in professor quality results in a 0.54 standard deviation increase in a doctoral student's research achievement growth, increasing the number of first-authored papers that are published in top journals by 0.64 at the doctoral level.

[Immigration and Innovation: Chinese Graduate Students in U.S. Universities](#)

Patrick Gaule ; Mario Piacentini

Immigration is rapidly changing the composition of the R&D workforce in the United States. We study here Chinese chemists and chemical engineers who migrate to the United States for their graduate studies. We analyze productivity at the individual researcher level, thus bypassing the identification issues that earlier studies had to confront when analyzing the relationship between immigration and innovation at the university or firm level. Using new data and measurement techniques, we find robust evidence that Chinese students make disproportionate contributions to the scientific output of their advisors and departments. We attribute this result to a selection effect as it is relatively more difficult for Chinese students to gain admission to U.S. PhD programs. Our results strengthen the case for liberal student migration policies.

[Malaria and Education: Evidence from Mali](#)

Josselin Thuilliez (Centre d'Economie de la Sorbonne - Paris School of Economics) ; Hippolyte d'Albis (Paris School of Economics - Centre d'Economie de la Sorbonne) ; Hamidou Niangaly (Malaria Research and Training Center - University of Bamako) ; Ogobara Doumbo (Malaria Research and Training Center - University of Bamako)

This article examines the influence of malaria on human capital accumulation in the village of Diankabou in Mali. To account for malaria endogeneity and its interaction with unobservable risk factors, we exploit natural variations in malaria immunity across individuals of several sympatric ethnic groups – the Fulani and the non-Fulani – who differ in their susceptibility to malaria. The Fulani are known to be less susceptible to malaria infections, despite living with a similar malaria transmission intensity to those seen among other ethnic groups. We also use natural variation of malaria intensity in the area (during and after the malaria transmission season) and utilize this seasonal change as a treatment. We find that malaria has an impact on cognitive and educational outcomes in this village. We discuss the implications of this result for human capital investments and fertility decisions with the help of a quantity-quality model

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Élisabeth LAMURE, Michel FORISSIER et plusieurs de leurs collègues. [Proposition de loi visant à développer l'apprentissage comme voie de réussite](#). Texte n° 394 (2015-2016 déposé au Sénat le 10 février 2016)

2. Sommaires de revues en éducation

Revues francophones :

[Recherches en Éducation, N°25 , Mars 2016](#)

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Coordonné par Stéphane Bonnéry, Jacques Crinon et Germain Simons

- Edito - Les élèves face aux outils pédagogiques : quels risques d'inégalités ?
Stephane Bonnéry, Jacques Crinon & Germain Simons
- Usages différenciés de documents pédagogiques en sciences : études de quelques raisons
Éliane Pautal
- Le composite dans les albums de littérature de jeunesse et ses effets différenciateurs : un exemple en cycle 2
Patricia Richard-Principalli & Marie-Françoise Fradet
- Circulation, déambulation et textes hétérogènes
Catherine Delarue-Breton & Jacques Crinon
- La fiche à l'école maternelle : un objet littéraire paradoxal
Ariane Richard-Bossez
- L'autonomie de l'élève et ses supports pédagogiques
Héloïse Durler
- Le Carnet d'expériences et d'observations au cycle 2 : un outil d'apprentissage scientifique pour l'élève ?
Catherine Boyer, Cora Cohen-Azria & Abdelkarim Zaïd
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Stéphane Vaquero
- Lire un dossier de documents à visée informative et y circuler : un « objet enseignable » au début du secondaire ?
Séverine De Croix & Jessica Penneman
- Risques d'inégalités des apprentissages liés à certaines caractéristiques des manuels contemporains de langues modernes en Belgique francophone

Germain Simons, Daniel Delbrassine & Florence Van Hoof

- L'éducation au patrimoine à l'école primaire : une éducation citoyenne ?
Sylviane Blanc-Maximin
- La législation en faveur de l'enseignement des Langues et Cultures Nationales au Cameroun :
mesure d'audience dans l'Adamaoua et implications glottopolitiques
Gilbert Daouaga Samari
- Mots scolaires et modèle éducatif
Alain Garcia
- Devenir chercheur ou enseignant chercheur : le goût pour la recherche des doctorants
à l'épreuve du marché du travail
Claire Bonnard, Julien Calmand & Jean-François Giret
- Liberté, éducation et pouvoir. Lecture non-directive à partir des travaux de Daniel Hameline
Émilie Osmont

[Revue d'économie politique, Vol. 126 - 2016/1](#)

- Financement du supérieur : les étudiants ou le contribuable ?
Guillaume Allègre

[Revue internationale du Travail, Volume 154, Issue 4, December 2015](#)

Special Issue: GENRE, TRAVAIL ET SALAIRE

- Disparités salariales au Pérou: les raisons de la pénalisation particulière des femmes
autochtones
Alexandre KOLEV and Pablo SUÁREZ ROBLES
- Les femmes, les hommes et l'emploi en période d'austérité: l'Irlande, l'Italie et le Portugal
dans une perspective comparée
Tindara ADDABBO, Amélia BASTOS, Sara FALCÃO CASACA, Nata DUVVURY and Áine NÍ LÉIME
- Abondance de main-d'œuvre non qualifiée et ségrégation professionnelle entre hommes et
femmes en Jamaïque
Heather E. RICKETTS and David V. BERNARD
- Le recul de l'activité féminine au Kerala: des éléments empiriques à l'appui de la thèse du
découragement?
Shalina Susan MATHEW
- Déterminants des priorités des hommes et des femmes quant aux grands aspects de la vie: le
cas d'Israël

Moshe SHARABI

- Déterminants de l'écart entre chômages masculin et féminin en Italie et au Royaume-Uni: une analyse comparative
Maurizio BAUSSOLA, Chiara MUSSIDA, Jamie JENKINS and Matthew PENFOLD
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Usamah F. ALFARHAN
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Ildefonso MÉNDEZ

[Revue internationale de pédagogie de l'enseignement supérieur \(RIPES\), 31-3 | 2015](#)

- Vers une meilleure compréhension de la persévérance et de la réussite académique : analyse critique de ces concepts adaptée au contexte belge francophone
Nathalie Roland, Mikaël De Clercq, Serge Dupont, Philippe Parmentier et Mariane Frenay
- Cours interactif et performance académique d'étudiants de première année universitaire en économie
Alain de Crombrughe et Marc Romainville
- La formation d'enseignants universitaires nouvellement recrutés : quelles retombées ?
Basile Bailly, Joëlle Demougeot-Lebel et Christelle Lison
- L'aide du numérique aux activités d'auto-évaluation
Stéphanie Mailles-Viard Metz
- Evaluation des instituts universitaires de technologie et de leurs départements : retour sur 15 années d'expérience
Michel Le Nir
- Former aux compétences interculturelles en école d'ingénieur
Marc Weisser



Revue anglophones :

[American Journal of Distance Education, Volume 30, Issue 1, January-March 2016](#)

Special Issue: Empowering Learning Communities with Social Media

- Empowering Learning Communities With Social Media
Kay Kyeong-Ju Seo

- Examining Patterns of Participation and Meaning Making in Student Blogs: A Case Study in Higher Education
Priya Sharma & Philip Tietjen
- Examining the Use of Facebook and Twitter as an Additional Social Space in a MOOC
Min Liu, Emily McKelroy, Jina Kang, Jason Harron & Sa Liu 1
- Designing a Virtual-Reality-Based, Gamelike Math Learning Environment
Xinhao Xu & Fengfeng Ke
- An Insight Into Student Perceptions of Cyberbullying
Kay Kyeong-Ju Seo, Joan Tunningley, Zachary Warner & Jonathan Buening
- “Beyond the Four Walls of My Building”: A Case Study of #Edchat as a Community of Practice
Virginia G. Britt & Trena Paulus

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- Individual social capital and the implementation of entrepreneurial intentions: The case of Russia
Alexander Tatarko and Peter Schmidt

[Asia-Pacific Journal of Teacher Education, Volume 44, Issue 2, April 2016](#)

- The impact of teacher education on teacher attitudes
Joce Nuttall
- Preservice teachers’ learning with Yuin Country: becoming respectful teachers in Aboriginal education
Anthony McKnight
- An exploratory study examining the influence of the number of reading methods courses on pre-service and in-service teacher perceptions of ability to teach reading
Sarah Clark
- The impact of training on pre-service teacher attitudes, concerns, and efficacy towards inclusion
Umesh Sharma & Anthony Nuttall
- Creating frames of practice for teacher education
Peter Burridge, Neil Hooley & Greg Neal
- Understanding student engagement with research: a study of pre-service teachers’ research perceptions, research experience, and motivation
Daniel Guilbert, Rod Lane & Penny Van Bergen

- Rethinking the hermit kingdom: US social studies teachers' cross-cultural professional development in South Korea
Yoonjung Choi & Eui-Kyung Shin

[Community College Journal of Research and Practice, Volume 40, Issue 5, May 2016](#)

- The effect of articulation agreements on community college transfers and bachelor's degree attainment
Jonathan M. B. Stern
- Community college student-parents: priorities for persistence
Sally Peterson
- Community colleges maintain modest response rates to prospective student inquiry
David Shadinger, Kristin M. Sherry, Hollie L. Smith & Emilie C. Clark
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B. Matthew Smart & D. Patrick Saxon
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Nabeel M. Albashiry, Joke M. Voogt & Jules M. Pieters
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Jeffrey W. Goltz
- The reliability and validity of the cultural congruity and university environment scales with Chicana/o community college students
Alberta M. Gloria, Jeanett Castellanos & Nancy Herrera
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Renea Akin & Toby J. Park
- Noncognitive predictors of help-seeking among Southeast Asian men in community colleges
Soua Xiong & J. Luke Wood
- Anticipating concerns of the adult learner: accelerated path to a degree and intrusive advising
John Sutton

[Economics of Education Review, volume 50, February 2016](#)

- English language premium: Evidence from a policy experiment in India
Tanika Chakraborty, Shilpi Kapur Bakshi
- Local unemployment and the timing of post-secondary schooling
Hans Henrik Sievertsen
- The link between East Asian ‘mastery’ teaching methods and English children’s mathematics skills
John Jerrim, Anna Vignoles
- The effects of changes in kindergarten entry age policies on educational achievement
Jason Fletcher, Taehoon Kim
- Knowledge decay between semesters
Angela Dills, Rey Hernández-Julián, Kurt W. Rotthoff
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Stephen Taylor, Marisa von Fintel
- Adjusting content to individual student needs: Further evidence from an in-service teacher training program
Adrien Bouguen
- Can incentives for parents and students change educational inputs? Experimental evidence from summer school
Paco Martorell, Trey Miller, Lucrecia Santibañez, Catherine H. Augustine

[Educational Administration Quarterly, April 2016; Vol. 52, No. 2](#)

- An Examination of the Benefits, Limitations, and Challenges of Conducting Randomized Experiments With Principals
Eric M. Camburn, Ellen Goldring, James Sebastian, Henry May, and Jason Huff
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Christopher Day, Qing Gu, and Pam Sammons
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Katharine O. Strunk, Julie A. Marsh, Susan C. Bush-Mecenas, and Matthew R. Duque
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Karen Seashore Louis, Joseph Murphy, and Mark Smylie

- El legado problemático del caso Brown v. Board of Education
Gerardo R. López and Rebeca Burciaga

[Educational Assessment, Volume 21, Issue 1, January-March 2016](#)

- Predictive Validity of Curriculum-Based Measures for English Learners at Varying English Proficiency Levels
Jennifer Sun Kim, Michael L. Vanderwood & Catherine Y. Lee
- Construct Validity of Self-Reported Metacognitive Learning Strategies
Jean-Louis Berger & Stuart A. Karabenick
- Advances in the Science of Assessment
Valerie J. Shute, Jacqueline P. Leighton, Eunice E. Jang & Man-Wai Chu
- The Validity of Value-added Estimates from Low-Stakes Testing Contexts: The Impact of Change in Test-Taking Motivation and Test Consequences
Sara J. Finney, Donna L. Sundre, Matthew S. Swain & Laura M. Williams

[Educational Media International, Volume 52, Issue 4, December 2015](#)

- Designing effective MOOCs
Gráinne Conole
- The use of augmented reality games in education: a review of the literature
George Koutromanos, Alivisos Sofos & Lucy Avraamidou
- Analysis of MOOCs practices from the perspective of learner experiences and quality culture
Ebba Ossiannilsson, Fahriye Altinay & Zehra Altinay
- Competence and usage of Web 2.0 technologies by higher education faculty
Kamal Ahmed Soomro, Sajid Yousuf Zai & Iftikhar Hussain Jafri
- Tabletop support for collaborative design: an initial evaluation of IdeaSpace
Andri Ioannou, Fernando Loizides, Christina Vasiliou, Panayiotis Zaphiris & Antigoni Parmaxi
- Collaborative learning with Web 2.0 tools: analysing Malaysian students' perceptions and peer interaction
Fui Theng Leow & Mai Neo
- Flow and the pedagogical affordances of computer games: a case study
Photini Theodoulou, Lucy Avraamidou & Charalambos Vrasidas

- Telling stories digitally: an experiment with preschool children
Aslıhan Kocaman-Karoglu

[European Journal of Education, Volume 51, Issue 1, March 2016](#)

Special Issue: Integrating Higher Education and University–Business Cooperation: synergies, potential and challenges

- An Integrative View on Higher Education and University-Business Cooperation in the Light of Academic Entrepreneurship
Samo Pavlin, Tobias Kesting and Thomas Baaken
- Enhancing The Development Of Competencies: the role of UBC
Carmen Delia Dávila Quintana, José-Ginés Mora, Pedro J. Pérez and Luis E. Vila
- Considering University-Business Cooperation Modes from the Perspective of Enterprises
Samo Pavlin
- The Relevance of Problem-based Learning for Policy Development in University-Business Cooperation
Sue Rossano, Arno Meerman, Tobias Kesting and Thomas Baaken
- PhD Students in the Entrepreneurial University - Perceived Support for Academic Entrepreneurship
Dzamilia Bienkowska, Magnus Klofsten and Einar Rasmussen
- Entrepreneurial Skills and Education-Job Matching of Higher Education Graduates
Aleksander Kucel, Péter Róbert, Màrian Buil and Núria Masferrer
- Building Technology Transfer Capacity in Turkish Universities: a critical analysis
Marina Ranga, Serdal Temel, Ilker Murat Ar, Rustem Baris Yesilay and Fazilet Vardar Sukan
- What Determines Enterprises' Perceptions of Future Development in Higher Education – Strange Bedfellows?
Tomaž Deželan, Jason Laker and Samo Pavlin
- Political Instability, Austerity and Wishful Thinking: Analysing Stakeholders' Perceptions of Higher Education's Funding Reforms in Portugal
Pedro Teixeira and Tatyana Koryakina

[Educational Researcher, January/February, 2016; Vol. 45, No. 1](#)

- The Ties That Bind: How Social Capital Is Forged and Forfeited in Teacher Communities
E. N. Bridwell-Mitchell and North Cooc

- Science Achievement Gaps Begin Very Early, Persist, and Are Largely Explained by Modifiable Factors
Paul L. Morgan, George Farkas, Marianne M. Hillemeier, and Steve Maczuga
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Ying Lu and Sharon L. Weinberg
- Research–Practice Partnerships in Education: Outcomes, Dynamics, and Open Questions
Cynthia E. Coburn and William R. Penuel

[Educational Review, Volume 68, Issue 2, May 2016](#)

- Accelerated Reader as a literacy catch-up intervention during primary to secondary school transition phase
Nadia Siddiqui, Stephen Gorard & Beng Huat See
- Social factors that predict fear of academic success
Jonathan S. Gore, Jessica Thomas, Stevy Jones, Lauren Mahoney, Kristina Dukes & Jodi Treadway
- Finnish reform of the funding and provision of special education: the views of principals and municipal education administrators
Jonna Pulkkinen & Markku Jahnuainen
- Childhood participation experiences in the memory
M. Gómez, T. Morata & J. Trilla
- Bullying experiences of students with social, emotional and behavioural difficulties (SEBD)
Eva Brown Hajdukova, Garry Hornby & Penni Cushman
- Reading aloud in high schools: students and teachers across the curriculum
Lionel Warner, Caroline Crolla, Andy Goodwyn, Eileen Hyder & Brian Richards
- Parental ‘intrapreneurship’ in action: theoretical elaboration through the Israeli case study
Miri Yemini, Rony Ramot & Netta Sagie

[Improving Schools, March 2016; Vol. 19, No. 1](#)

- Students’ perceptions of school climate as determinants of wellbeing, resilience and identity
Jill M Aldridge, Barry J Fraser, Farida Fozdar, Kate Ala’i, Jaya Earnest, and Ernest Afari
- The softer side of learning: Measuring students’ non-cognitive skills
Anna J Egalite, Jonathan N Mills, and Jay P Greene

- Practice among novice change agents in schools
Ulf Blossing
- Teachers' views of the impact of school evaluation and external inspection processes
Elizabeth Hopkins, Helen Hendry, Frank Garrod, Siobhan McClare, Daniel Pettit, Luke Smith, Hannah Burrell, and Jennifer Temple
- The idea and reality of an innovative school: From inventive design to established practice in a new school building
Anna Kristín Sigurðardóttir and Torfi Hjartarson
- Perspectives on 'Choice and Challenge' in primary schools
Sara Bragg

[International Journal of Educational Development, Volume 47, March 2016](#)

- Merit matters: Student perceptions of faculty quality and reward
Amra Sabic-El-Rayess
- Measuring the relative pay of school teachers in Latin America 1997–2007
Alejandra Mizala, Hugo Ñopo
- Why do some school-based management reforms survive while others are reversed? The cases of Honduras and Guatemala
Alejandro J. Ganimian
- Public–private partnerships in education: An analysis with special reference to Indian school education system
Jayanti Kumari
- Towards a conceptual framework for developing capabilities of 'new' types of students participating in higher education in Sub-Saharan Africa
Peace Buhwamatsiko Tumuheki, Jacques Zeelen, George Ladaah Openjuru
- The indigenous achievement gap in Mexico: The role of teacher policy under intercultural bilingual education
Lucrecia Santibañez
- Supply and demand restrictions to education in conflict-affected countries: New research and future agendas
Patricia Justino
- Class-time utilization in business schools in Tunisia
Omar Ben-Ayed, Hedia Lahmar, Raoudha Kammoun

[International Journal of Inclusive Education, Volume 20, Issue 3, March 2016 Special Issue: Creating Inclusive Knowledges: Exploring the Transformative Potential of Arts and Cultural Practice](#)

- Creating inclusive knowledges: exploring the transformative potential of arts and cultural practice
Christopher Sonn & Alison Baker
- Exploring links between empowerment and community-based arts and cultural practices: perspectives from Barcelona practitioners
Ruben David Fernández Carrasco, Moisés Carmona Monferrer & Andrés Di Masso Tarditi
- Using cotton, needles and threads to break the women's silence: embroideries as a decolonising framework
Puleng Segalo
- Community arts as public pedagogy: disruptions into public memory through Aboriginal counter-storytelling
Amy Quayle, Christopher Sonn & Pilar Kasat
- A raison d'être for making a reggae opera as a pedagogical tool for psychic emancipation in (post)colonial Jamaica
Deanne M. Bell
- Building social inclusion through critical arts-based pedagogies in university classroom communities
Sharon Verner Chappell & Drew Chappell
- The process and product: crafting community portraits with young people in flexible learning settings
Alison M. Baker
- Participation in community arts: lessons from the inner-city
Ornette D. Clennon, Carolyn Kagan, Rebecca Lawthom & Rachel Swindells

[International Journal of Industrial Organization, Volume 45, March 2016](#)

- Net neutrality and innovation at the core and at the edge Original Research Article
Carlo Reggiani, Tommaso Valletti
- Price cap regulation in a two-sided market: Intended and unintended consequences
Zhu Wang
- Position auctions with dynamic resizing
Patrick Hummel

- Investment under regime uncertainty: Impact of competition and preemption
Katsumasa Nishide, Kyoko Yagi
- Reputation and prices on the e-market: Evidence from a major French platform
Grégory Jolivet, Bruno Jullien, Fabien Postel-Vinay

[Journal of Career Development, April 2016; Vol. 43, No. 2](#)

- Minority Stress Across the Career-Lifespan Trajectory
Franco Dispenza, Colton Brown, and Taylor E. Chastain
- Perceived High-Performance Work Systems and Subjective Well-Being: Work-to-Family Balance and Well-Being at Work as Mediators
Vânia Sofia Carvalho and Maria José Chambel
- Career Commitment as a Mediator between Organization-Related Variables and Motivation for Training and Turnover Intentions
Hayeon Kim, Dae-seok Kang, Sang-won Lee, and Gary McLean
- Career Decision-Making Difficulties and Help-Seeking Among Israeli Young Adults
Dana Vertsberger and Itamar Gati
- Factors Associated With Work Volition Among Aging Workers in Hong Kong
Francis Cheung, Anise M. S. Wu, and Dannii Y. Yeung
- African American Career Aspirations: Examining the Relative Influence of Internalized Racism
Danice L. Brown and Daniel Segrist

[Journal of Economic Behavior & Organization, Volume 123, March 2016](#)

- Team building and hidden costs of control
Gerhard Riener, Simon Wiederhold
- Peer discipline and incentives within groups
David K. Levine, Salvatore Modica
- Partner selection into policy relevant field experiments
Michèle Belot, Jonathan James
- Optimal price-setting in pay for performance schemes in health care
Søren Rud Kristensen, Luigi Siciliani, Matt Sutton
- Network cognition
Roberta Dessí, Edoardo Gallo, Sanjeev Goyal

- General and specific information in deterring traffic violations: Evidence from a randomized experiment
Fangwen Lu, Jinan Zhang, Jeffrey M. Perloff
- The demand for free goods: An experimental investigation
Shlomi Boshi, Moshik Lavie, Avi Weiss
- A two-agent model of sequential search and choice
Eeva Muring
- Disclosure of personal information under risk of privacy shocks
Francesco Feri, Caterina Giannetti, Nicola Jentzsch
- Past returns and the perceived Sharpe ratio
Guy Kaplanski, Haim Levy, Chris Veld, Yulia Veld-Merkoulova
- Educational diversity and knowledge transfers via inter-firm labor mobility
Marianna Marino, Pierpaolo Parrotta, Dario Pozzoli
- Asymmetric cost pass-through? Empirical evidence on the role of market power, search and menu costs
Jens-Peter Loy, Christoph R. Weiss, Thomas Glauben

[Journal of Education for Teaching, Volume 42, Issue 2, April 2016](#)

- Assessment of emotional intelligence in a sample of prospective Secondary Education Teachers
Margarita Gutiérrez-Moret, Raquel Ibáñez-Martinez, Remedios Aguilar-Moya & Antonio Vidal-Infer
- Pre-service teachers' cultural and teaching experiences abroad
Armağan Ateşkan
- The preparation of pre-service student teachers' competence to work in schools
Sylvia Y. F. Tang, May M. H. Cheng & Angel K. Y. Wong
- Impact of religion on Turkish prospective early childhood teachers' judgments of fact
Hüseyin Kotaman
- Reasons for aggressive classroom management and directions for change through teachers' professional development programmes
Shlomo Romi, Merav Salkovsky & Ramon (Rom) Lewis

- Teaching in offshore programmes: an assessment of university faculty's self-efficacy, cultural competence and preparedness
Pi-Yun Chen
- Government-based training agencies and the professional development of Indonesian teachers of English for Young Learners: perspectives from complexity theory
Mochamad Subhan Zein
- Renaming teaching practice through teacher reflection using critical incidents on a virtual training course
Antoni Badia & Lorena Becerril
- Securitisation and/or Westernisation: dominant discourses of Australian values and the implications for teacher education
Andrew Peterson & Brendan Bentley
- Teacher education research and education policy-makers: an Australian perspective
Simone White

[Journal of Further and Higher Education, Volume 40, Issue 3, May 2016](#)

- Cooperative writing response groups: revising global aspects of second-language writing in a constrained educational environment
Melina Porto
- Critical realist review: exploring the real, beyond the empirical
Alison Edgley, Theodore Stickley, Stephen Timmons & Andy Meal
- Easing the transition from school to HE: scaffolding the development of self-regulated learning through a dialogic approach to feedback
Chris Beaumont, Claire Moscrop & Susan Canning
- From lifelong learning to youth employment: back to the future for higher education in Scotland's colleges
Janet Lowe & Vernon Gayle
- Teaching practices that re-engage early school leavers in further education: an Australian study
Sara Murray & Jane Mitchell
- 'I'm just not that comfortable with technology': student perceptions of and preferences for Web 2.0 technologies in reflective journals
Timothy S. O'Connell & Janet E. Dymont
- Technology's role in learning at a commuter campus: The student perspective

Janet A. Buckenmeyer, Casimir Barczyk, Emily Hixon, Heather Zamojski & Annette Tomory

- Overcoming the barriers of distance: using mobile technology to facilitate moderation and best practice in initial teacher training
Simon Leggatt

[Journal of Planning Education and Research, March 2016; Vol. 36, No. 1](#)

- Streetscape Features Related to Pedestrian Activity
Reid Ewing, Amir Hajrasouliha, Kathryn M. Neckerman, Marnie Purciel-Hill, and William Greene
- Affordable by Design? Inclusionary Housing Insights from Southern California
Ajay Garde
- The Importance of Neighborhood Context in Arts-Led Development: Community Anchor or Creative Class Magnet?
James Murdoch III, Carl Grodach, and Nicole Foster
- Art-Making or Place-Making? The Relationship between Open-Air Performance Venues and Neighborhood Change
Joanna Woronkowitz
- Learning and Knowledge Generation in Local Decision Making in the South: The Case of Urban Infrastructure Provision in Arequipa, Peru
Jessica Pineda-Zumaran
- The Oregon Way: Planning a Sustainable Economy in the American West
Robert F. Young
- Is It Good to Be Green? Assessing the Ecological Results of County Green Infrastructure Planning
Amy J. Lynch
- Two-Way Street Conversion: Evidence of Increased Livability in Louisville
William Riggs and John Gilderbloom

[Learning and Instruction, Volume 42, April 2016](#)

- Recognizing socially shared regulation by using the temporal sequences of online chat and logs in CSCL
Sanna Järvelä, Jonna Malmberg, Marika Koivuniemi
- The development of achievement emotions and coping/emotion regulation from primary to secondary school

Marc Vierhaus, Arnold Lohaus, Elke Wild

- Dimensional comparisons in students' perceptions of the learning environment
Katrin Arens, Jens Möller
- Self-regulated learning processes vary as a function of epistemic beliefs and contexts: Mixed method evidence from eye tracking and concurrent and retrospective reports
Gregory Trevors, Reza Feyzi-Behnagh, Roger Azevedo, François Bouchet
- Stigma and stratification limiting the math course progression of adolescents labeled with a learning disability
Dara Shifrer
- Improving problem solving with subgoal labels in expository text and worked examples
Lauren E. Margulieux, Richard Catrambone
- Solving arithmetic problems in first and second language: Does the language context matter?
Amandine Van Rinsveld, Christine Schiltz, Martin Brunner, Karin Landerl, Sonja Ugen
- Instructional methods and languages in class: A comparison of two teaching approaches and two teaching languages in the field of intercultural learning
Vera Busse, Ulrike-Marie Krause
- How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence
Erik A. Ruzek, Christopher A. Hafen, Joseph P. Allen, Anne Gregory, Amori Yee Mikami, Robert C. Pianta
- Mind wandering, control failures, and social media distractions in online learning
R. Benjamin Hollis, Christopher A. Was
- Relationship between single digit addition strategies and working memory reflects general reasoning sophistication
Jacob M. Paul, Robert A. Reeve
- Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap
E.R. Peterson, C. Rubie-Davies, D. Osborne, C. Sibley
- Individual differences in the process of relational reasoning
Emily M. Grossnickle, Denis Dumas, Patricia A. Alexander, Peter Baggetta

[Labour Economics, Volume 38 , January 2016](#)

- Wealth effects on job preferences
Luke Haywood

- The effects of pension changes on age of first benefit receipt: Regression discontinuity evidence from repatriated ethnic Germans
Patrick A. Puhani, Falko Tabbert
- Social effects in employer learning: An analysis of siblings
Neel Rao
- College major, internship experience, and employment opportunities: Estimates from a résumé audit
John M. Nunley, Adam Pugh, Nicholas Romero, R. Alan Seals
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Sebastian Galiani, Paul Gertler, Rosangela Bando
- Recovering the counterfactual wage distribution with selective return migration
Costanza Biavaschi
- Optimal unemployment insurance: Consumption versus expenditure
Rodolfo G. Campos, Iliana Reggio
- Divorce: What does learning have to do with it?
Ioana Marinescu
- Retirement, pension eligibility and home production
Emanuele Ciani

[Mind, Brain, and Education, Volume 10, Issue 1, March 2016](#)

- Mind, Brain, and Education: A Transdisciplinary Field
Rockey Knox
- Conceptualization and Operationalization of Executive Function
Peter Baggetta and Patricia A. Alexander
- Individual Differences in Emotional Reactivity and Academic Achievement: A Psychophysiological Study
Sara Scrimin, Gianmarco Altoè, Ughetta Moscardino, Massimiliano Pastore and Lucia Mason
- Early Cerebral Constraints on Reading Skills in School-Age Children: An MRI Study
G. Borst, A. Cachia, C. Tissier, E. Ahr, G. Simon and O. Houdé
- Science Supports Education: The Behavioral Research Base for Psychology's Top 20 Principles for Enhancing Teaching and Learning

Joan M. Lucariello, Bonnie K. Nastasi, Eric M. Anderman, Carol Dwyer, Heather Ormiston and Russell Skiba

[Oxford Review of Education, Volume 42, Issue 1, February 2016](#)

- Scotland's Curriculum for Excellence: a defence of autonomy and personhood
Nicki Hedge & Alison MacKenzie
- Explaining social class inequalities in educational achievement in the UK: quantifying the contribution of social class differences in school 'effectiveness'
Graham Hobbs
- Classroom literacy practices in low- and middle-income countries: an interpretative synthesis of ethnographic studies
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- Why are fewer women than men from top UK universities still not securing Graduate Level Jobs?
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- Academic promotion in Malaysian public universities: a critical look at issues and challenges
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Dennis Fung & Angie Su
- Children of the market: performativity, neoliberal responsibilisation and the construction of student identities
Amanda Keddie
- Reply to Anders Schinkel on 'Education and ultimate meaning'
John White

[Studies in Higher Education, Volume 41, Issue 4, April 2016](#)

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Xiaoni Ren & Darren Caudle
- A critical exploration of changing definitions of public good in relation to higher education | Open Access
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Graham Badley

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ThuyUyen H. Nguyen, Ian Charity & Andrew Robson
- Learning through observing peers in practice
Josh Tenenberg
- Management of cultural differences under various forms of China–UK higher education strategic alliances
Xiaoqing Li, Joanne Roberts, Yanni Yan & Hui Tan

[Research Policy, Volume 45, Issue 4 , Pages 747-928, May 2016](#)

- STI and DUI innovation modes: Scientific-technological and context-specific nuances
Mario Davide Parrilli, Henar Alcalde Heras
- Impacts of personality traits on consumer innovation success
Ruth Maria Stock, Eric von Hippel, Nils Lennart Gillert
- Does country-level R&D efficiency benefit from the collaboration network structure?
JianCheng Guan, KaiRui Zuo, KaiHua Chen, Richard C.M. Yam
- The productivity of science & engineering PhD students hired from supervisors' networks
Stefano Baruffaldi, Fabiana Visentin, Annamaria Conti

- The effectiveness of R&D subsidies: A meta-regression analysis of the evaluation literature
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Dolores Añón Higón
- Urban innovation, regional externalities of foreign direct investment and industrial agglomeration: Evidence from Chinese cities
Lutao Ning, Fan Wang, Jian Li
- Related and unrelated variety as regional drivers of enterprise productivity and innovation: A multilevel study
Jarle Aarstad, Olav A. Kvitastein, Stig-Erik Jakobsen
- Regional co-evolution of firm population, innovation and public research? Evidence from the West German laser industry
Ann-Kathrin Blankenberg, Guido Buenstorf
- Radical or incremental: Where does R&D policy hit?
Mathias Beck, Cindy Lopes-Bento, Andrea Schenker-Wicki
- Improving the public value of science: A typology to inform discussion, design and implementation of research
Elizabeth C. McNie, Adam Parris, Daniel Sarewitz
- The enactment of socio-technical transition pathways: A reformulated typology and a comparative multi-level analysis of the German and UK low-carbon electricity transitions (1990–2014)
Frank W. Geels, Florian Kern, Gerhard Fuchs, Nele Hinderer, Gregor Kungl, Josephine Mylan, Mario Neukirch, Sandra Wassermann
- The impact of the timing of patents on innovation performance
Bongsun Kim, Eonsoo Kim, Douglas J. Miller, Joseph T. Mahoney

[Teachers and Teaching, Volume 22, Issue 3, April 2016](#)

- What's in a name: dimensions of social learning in teacher groups
E. Vrieling, A. van den Beemt & M. de Laat
- Teachers talking about teaching and school: collaboration and reflective practice via Critical Friends Groups
Lisa P. Kuh
- Teaching as creating space for participation – establishing a learning community in diverse classrooms

Nina Helgevold

- The impact of disciplinary background and teaching experience on the use of evaluative language in teacher feedback
Guangwei Hu & Lilin Choo
- Tensions between knowledge transmission and student-focused teaching approaches to assessment purposes: helping students improve through transmission
Junjun Chen & Gavin T.L. Brown
- Music education for the improvement of coexistence in and beyond the classroom: a study based on the consultation of experts
Alberto Cabedo-Mas & Maravillas Díaz-Gómez
- Pre-service teacher self-efficacy in digital technology
Narelle Lemon & Susanne Garvis

[Teaching in Higher Education, Volume 21, Issue 3, April 2016](#)

- Has this begun to change the way they think? Moving undergraduate learners' level of reflection from where it is to where it needs to be
John B. Power
- Staff–student collaboration: student learning from working together to enhance educational practice in higher education
Claire Dickerson, Joy Jarvis & Lewis Stockwell
- Developing career management competencies among undergraduates and the role of work-integrated learning
Denise Jackson & Nicholas Wilton
- Integrating written communication skills: working towards a whole of course approach
Anne Harris
- Learning through personal connections: cogenerative dialogues in synchronous virtual spaces
Stephanie Bondi, Tareq Daher, Amy Holland, Adam R. Smith & Stacy Dam
- Bridging identity 'chasms': occupational therapy academics' reflections on the journey towards scholarship
Tracy Fortune, Priscilla Ennals, Anoo Bhojti, Cheryl Neilson, Susan Darzins & Christopher Bruce
- Examining Chinese postgraduate students' academic adjustment in the UK higher education sector: a process-based stage model
Rose Quan, Xinming He & Diane Sloan

- Hidden voices: L2 students' compensatory writing strategies
Nancy Stockall & Corinna Villar Cole

[Youth & Society, March 2016; Vol. 48, No. 2](#)

- The Dynamics and Correlates of Religious Service Attendance in Adolescence
Jessica Halliday Hardie, Lisa D. Pearce, and Melinda Lundquist Denton
- The Role of Sexual Orientation in School-Based Victimization: A Meta-Analysis
Russell B. Toomey and Stephen T. Russell
- Is There an Oppositional Culture Among Immigrant Adolescents in the Netherlands?
Frank van Tubergen and Milou van Gaans
- The Influence of Sensation-Seeking and Parental and Peer Influences in Early Adolescence on Risk Involvement Through Middle Adolescence: A Structural Equation Modeling Analysis
Bo Wang, Lynette Deveaux, Sonja Lunn, Veronica Dinaj-Koci, Xiaoming Li, and Bonita Stanton
- Effects of Self-Control, Social Control, and Social Learning on Sexting Behavior Among South Korean Youths
Chang-Hun Lee, Stacy Moak, and Jeffery T. Walker
- Stealing and Being Stolen From : Perpetration of Property Offenses and Property Victimization Among Homeless Youth—A Systematic Review
Jessica A. Heerde and Sheryl A. Hemphill

[World Bank Economic Review, Volume 30, Issue 1, January 2016](#)

- Learning Dynamics and Support for Economic Reforms: Why Good News Can Be Bad
J. G. van Wijnbergen Sweder and Willems Tim
- A Helping Hand or the Long Arm of the Law? Experimental Evidence on What Governments Can Do to Formalize Firms
Henrique de Andrade Gustavo, Bruhn Miriam and McKenzie David
- Economic Shocks and Subjective Well-Being: Evidence from a Quasi-Experiment
Gerner Hariri Jacob, Bjørnskov Christian and K. Justesen Mogens
- Does Access to Foreign Markets Shape Internal Migration? Evidence from Brazil
Hering Laura and Paillacar Rodrigo
- The Decision to Invest in Child Quality Over Quantity: Household Size and Household Investment in Education in Vietnam
H. Dang Hai-Anh and F. Halsey Rogers

- The Impact of Vocational Schooling on Human Capital Development in Developing Countries: Evidence from China
Loyalka Prashant, Huang Xiaoting, Zhang Linxiu, Wei Jianguo, Yi Hongmei, Song Yingquan, Shi Yaojiang and Chu James
- Financial Inclusion, Productivity Shocks, and Consumption Volatility in Emerging Economies
Bhattacharya Rudrani and Patnaik Ila

3. Livres intéressants



Jean-Pierre Famose, Éric Margnes. **Apprendre à apprendre : La compétence clé pour s'affirmer et réussir à l'école**. Bruxelles : De Boeck, 2016. 320 p. (Pédagogies en développement). 34 €

Cet ouvrage propose une approche scientifique et des propositions concrètes autour de la problématique « comment mieux apprendre à apprendre » qui concerne aussi bien les apprenants, leurs parents que les enseignants de toutes disciplines scolaires.



Laurent Cosnefroy, Jean-Marie De Ketele, Bernard Hugonnier, Philippe Parmentier. **Quelle excellence pour l'enseignement supérieur ?** Bruxelles : De Boeck, 2016. 240 p. (Pédagogies en développement).

Complémentaire à une "excellence élitiste", il est nécessaire de développer une "excellence sociale et sociétale". L'avenir des institutions d'enseignement supérieur en dépend.



Olivier Maulini et Laetitia Progin, coord. **Des établissements scolaires autonomes ? Entre inventivité des acteurs et éclatement du système.** Paris : ESF, 2016. 23 €

Faut-il rendre les établissements scolaires autonomes? Le débat est vif et les positions passionnées : décentraliser serait-il le remède idéal ou, au contraire, la porte ouverte au chacun pour soi et à la compétition généralisée. Dans ce contexte, enseignants, autorités scolaires, parents d'élèves ou politiques militent tour à tour pour, à la fois, davantage de libertés et de règles, de confiance et de contrôle, de participation et de directives, de délégation et d'autorité... Cet ouvrage traite de la question de l'autonomie des établissements en confrontant les histoires, systèmes d'organisation et réformes de quatre pays francophones : la France, la Suisse romande, la Belgique et le Québec. Il passe au crible, sans a priori, les effets des décisions et débusque des paradoxes rarement mis en évidence. C'est ainsi qu'il montre que la montée de l'autonomisation est le corollaire de la standardisation des objectifs et du renforcement des contrôles. Le grand mérite de cet ouvrage est d'ouvrir des perspectives qui échappent aux oppositions stériles. Il démontre la nécessité de construire «un accord commun, sur la durée, associant la politique gouvernementale, la participation active des professionnels et l'engagement des citoyens».