



Veille de l'IREDU n°59

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1. Ressources sur le Web

Repéré sur : cafepedagogique.net

[Le chef d'établissement pédagogue ?](#) L'expresso du 15 mars 2016

Qu'est ce qui définit le chef d'établissement aujourd'hui ? D'où vient sa légitimité ? Quel est son rôle ? Comment le métier évolue-t-il ? Tous ces aspects des personnels de direction sont évoqués dans le petit livre que Jean-Yves Langanay consacre au "chef d'établissement pédagogue". Pourtant l'ouvrage est tout sauf un guide administratif. C'est plutôt à un parcours dans la fonction, au gré de la réflexion et de témoignages que nous invite JY Langanay...

[Angleterre : Le gouvernement va annoncer la privatisation de toutes les écoles.](#) L'expresso du 16 mars 2016

Toutes les écoles et tous les établissements secondaires d'Angleterre (le système est différent en Ecosse et au Pays de Galles) devront devenir des "academies", c'est à dire des écoles publiques confiées à une gestion privée, annoncent les médias britanniques. Aujourd'hui environ un quart de tous les établissements sont déjà des academies. Les autres sont gérés par les collectivités territoriales. Les academies sont confiés parfois à des associations locales mais le plus souvent à des groupes privés. Cette privatisation aura deux conséquences lourdes. Elle supprimera la grille officielle des salaires des enseignants car les academies ne sont pas tenues de la respecter. Elle supprimera aussi les programmes nationaux pour la même raison. Les résultats des academies ne sont pourtant pas fameux. Seulement 15% des academies sont classés dans les bonnes écoles par l'Ofsted (un organisme d'évaluation de l'école) contre 44% pour les écoles gérées par les collectivités locales.

[La suppression des notes une solution pour améliorer l'Ecole ?](#) L'expresso du 16 mars 2016

La question revient dans les médias ce matin à propos de l'étude de P Huguet. On livre des pistes intéressantes. Je suis convaincu qu'il faut sortir du système de notation dont on connaît les biais". Pour Pascal Huguet, directeur de recherches au CNRS - Sciences cognitives), qui a livré de premiers résultats d'une enquête menée dans l'académie d'Orléans Tours, il n'y a pas de doute : l'évaluation par compétences doit s'imposer pour faire reculer les inégalités sociales à l'école. Interrogé par le Café pédagogique, il partage les conclusions de ses travaux qui continuent à poser des questions.

[Cnesco : JL Dufays : Comment développer les compétences en lecture littéraire ?](#) L'expresso du 17 mars 2016

Dédié à l'apprentissage continué de la lecture, la conférence Cnesco Ifé a commencé à aborder le sujet des apprentissages dans le secondaire avec une conférence de Jean-Louis Dufays, professeur à l'université catholique de Louvain. Pour lui, il faut enseigner la lecture littéraire pour redonner du sens et du goût à l'enseignement littéraire. Il recommande d'utiliser les lectures des élèves pour mieux travailler le processus de lecture et initier aux niveaux de lecture. Ainsi s'installe un "va et

vient" entre la participation souhaitée de l'élève et un constant souci de distanciation. A l'heure du numérique il s'agit de sauver la culture littéraire...

[Cnesco : Lecture : Bilan : Des difficultés grandissantes](#). L'expresso du 17 mars 2016

Alors que s'est ouvert, le 16 mars, la Conférence de consensus "Lire, apprendre, comprendre" organisée par le Cnesco et l'Ifé, Thierry Rocher (Depp) a fait le point sur ce qu'on sait des capacités en lecture des jeunes Français. Un tableau inquiétant qui révèle des difficultés croissantes, surtout en compréhension, et un creusement des inégalités sociales et géographiques.

[Brevet : Les inégalités et le contrôle continu](#). L'expresso du 17 mars 2016

Si 87% des candidats au brevet série générale ont été reçus en 2015, 22% des jeunes de milieu défavorisé ont échoué à l'examen contre 3% des enfants de milieu très favorisé. C'est un des résultats d'une Note de la Depp (division des études du ministère de l'éducation nationale) sur la réussite au brevet 2015. Mais le document s'intéresse aussi à l'impact du contrôle continu...

[Le numérique complique-t-il ou aide-t-il l'apprentissage de la lecture ?](#) L'expresso du 18 mars 2016

Vous connaissez Docteur Jekyll et Mister Hyde ? C'est le rôle qu'ont endossé deux compères lors de la conférence Cnesco Ifé sur la lecture le 17 mars. D'un côté, Dr Jekyll, alias André Tricot, chargé de montrer comment les supports numériques peuvent aider l'apprentissage de la lecture. De l'autre Mr Hyde, alias Jean-François Rouet, chargé de montrer ce que le numérique a fait à la lecture. Ces deux interventions passionnantes, sur un sujet totalement neuf, ont clos la conférence. Il revient maintenant au jury d'élaborer une synthèse et des recommandations sur l'apprentissage de la lecture continuée. On en reparlera...

[Bruno Devauchelle : Il y a-t-il une pédagogie du numérique ?](#)

Au cœur de différentes études critiques publiées ces dernières années se trouve l'aphorisme suivant : "le numérique en éducation ne vaut que par la pédagogie qui invite à l'utiliser !" Après avoir souvent entendu dans les propos volontaristes de responsables politiques ou autres promoteurs des équipements numériques que le numérique allait transformer la pédagogie et qu'on verrait probablement une pédagogie numérique émerger, on ne peut que s'interroger. Appelée de ses vœux sous cette formulation, cette approche certes séduisante reste très éloignée de la réalité quotidienne. En sortant ici des rituelles explications comme pas de moyens, pas de formations, pas de ressources, infrastructures sous dimensionnées et des rituels plans qui y font écho, l'analyse révèle qu'il y a un espace d'incompréhension entre différents acteurs. Cette incompréhension repose en partie! sur le fait qu'il y a plus d'imaginaire que de réel constaté autour de la pédagogie, du numérique et plus globalement de l'éducation.

[Inverser la classe : Une étude théorique au Québec](#). L'expresso du 22 mars 2016

Isabelle Nizet et Florian Meyer (Université de Sherbrooke, Québec) publient dans la Revue internationale de pédagogie de l'enseignement supérieur, l'analyse d'un enseignement en classe inversée donné au secondaire auprès de 56 élèves. Ils distinguent "4 orientations pour améliorer le dispositif de classe inversée". Ils soulignent par exemple le besoin des élèves de voir valider leurs connaissances après avoir visionné les capsules, la nécessité de mieux planifier les activités de vérification des connaissances. Leur conclusion c'est que "la gestion de classe semble devenir un nouveau problème" pour lequel ils proposent une solution de fortune.

[Ce que le numérique fait aux enseignants.](#) L'expresso du 23 mars 2016

Face au numérique les enseignants feraient de la résistance. Celle-ci résulterait de l'esprit de routine, voire de la paresse ou du conservatisme enseignant. Voilà ce qu'on entend souvent quand on ne le lit pas en filigrane dans des rapports officiels. Mais le numérique ne fait pas "que" peser sur l'identité professionnelle de enseignants. Il participe du sentiment d'affaissement de l'institution scolaire. C'est une des conclusions émises par Thérèse Pérez-Roux, professeure à l'Université de Montpellier. A l'occasion du Printemps de la recherche en ESPE qui s'est tenu à Paris les 20 et 21 mars, elle a présenté une étude originale, quasi ethnographique. T Pérez-Roux a reconstitué les dynamiques entretenues avec l'arrivée d'un ENT dans un lycée. Elle nous offre une plongée au coeur de l'école...

[Histoire-Géographie : Pourquoi le niveau chute-il au collège ?](#) L'expresso du 23 mars 2016

Le ministère consacre un numéro des Dossiers de la Depp aux résultats de l'étude Cèdre sur l'histoire-géographie à l'école et au collège. L'enquête montre une baisse des résultats alors même que les élèves sont intéressés par cette discipline.

[La réussite en licence selon les filières du lycée.](#) L'expresso du 23 mars 2016

" Si presque la moitié des bacheliers généraux obtiennent leur Licence en 3 ou 4 ans, c'est le cas de 16 % seulement des bacheliers technologiques (1 sur 6) et de 6 % des bacheliers professionnels (1 sur 17)", explique une Note Flash du ministère de l'éducation nationale et de l'enseignement supérieur. "La faiblesse des taux de réussite tient notamment au nombre élevé d'étudiants qui abandonnent leur formation en Licence après une ou deux années d'études : c'est le cas de 32 % des bacheliers généraux, 70 % des bacheliers technologiques et jusqu'à 84 % des bacheliers professionnels".

[Les apports de l'éducation prioritaire.](#) L'expresso du 24 mars 2016

Quels sont les apports de l'éducation prioritaire au système éducatif ? C'est l'effet laboratoire de l'éducation prioritaire que l'OZP met en vedette à travers des fiches synthétiques. Sont évoqués la notion d'excellence, le péciscolaire, l'accompagnement éducatif, la liaison école collège etc.

[Le contre palmarès des lycées.](#) L'expresso du 30 mars 2016

Le classement des lycées. Connaissez-vous le lycée Henri Wallon d'Aubervilliers (93) ? Non ? C'est pourtant un des meilleurs lycées de France. Pour nous il cumule les bonnes places dans le peloton de tête des lycées français : second lycée pour la série S, troisième pour la série L, 13ème pour la série STMG. C'est le seul lycée que l'on retrouve ainsi 3 fois en haut des listes des indicateurs des lycées. Du moins dans la lecture qu'en fait le Café pédagogique. S'il est impossible d'enfermer la réalité du travail effectué dans les établissements dans des statistiques, il est possible d'utiliser les indicateurs de résultats des lycées publiés par le ministère de l'éducation nationale pour dévoiler des traces de ce travail. Encore faut-il vouloir les chercher. Parce qu'il y a plus de mérite à faire réussir les jeunes des quartiers populaire que de sélectionner parmi les! bons élève pour remplir ses terminales, le Café pédagogique exploite les statistiques ministérielles pour mettre en avant les lycées qui font vraiment réussir les jeunes qui ont besoin de l'éducation nationale.

[Qu'est ce qui fait la valeur d'un lycée ?](#) L'expresso du 30 mars 2016

Qu'est ce qui rend un lycée plus efficace qu'un autre ? Sous la direction de Brigitte Bajou, Fabienne Paulin-Moulard et Thierry Bossard, l'Inspection générale étudie la validité des indicateurs mis au

point par la Depp. Mais le rapport est surtout l'occasion d'une étude plus générale sur les valeurs du lycée où entrent l'architecture, les relations entre les adultes, les travaux donnés par les enseignants et un peu , quand même, les moyens.

Repéré sur : campusfrance.org

[La mobilité sortante des étudiants de France : un marqueur social, des attentes, des contraintes et des opportunités](#). Les notes de campus France, n°48, février 2016

La mobilité internationale mondiale se développe et l'expérience à l'étranger devient un enjeu majeur de la formation des étudiants de France. Aucune recherche d'envergure ne permettait de mesurer avec exactitude la réalité. Pour la première fois et dans le cadre de son Observatoire de la mobilité étudiante, Campus France et BVA ont interrogé 26 000 étudiants de France, représentatifs et issus de 330 établissements d'enseignement supérieur. Cette étude permet de faire un point précis sur la mobilité internationale de ces étudiants, leurs motivations, destinations, préparations au voyage, mais également les obstacles qui finissent par dissuader ou empêcher le départ.

Repéré sur : cedefop.europa.eu

[Governance and financing of apprenticeships](#). CEDEFOP, march 2016

This report analyses VET governance structures and financing arrangements in Spain, Italy, Latvia, Portugal and Sweden in view of developing and expanding apprenticeship.

The study identifies 'favourable' or 'ideal' (from a theoretical point of view) governance structures and financing arrangements (normative model) that would support sustainable implementation of high-quality apprenticeship.

Against the backdrop of this model, current structures in these countries are assessed and areas that need action identified. Possible options as to how apprenticeship or similar schemes could be further developed in each country are presented.

Designed as action research in which relevant national stakeholders – government representatives, employers, employees and training providers – were actively involved in carrying out the assessment and discussing future policy options, the study aims to contribute to policy learning and encourage the national and international dialogue on apprenticeship.

Repéré sur : Cereq.fr

Jean-Marie Dubois, Isabelle Marion-Vernoux, Edmond Noack. [Le dispositif d'enquête Defis, un nouveau regard sur la formation en entreprise](#). Bref , n° 344 , 2016 , 4 p.

Le premier volet du dispositif d'enquêtes sur les formations et itinéraires des salariés (Defis), réalisé en 2015, permet de mieux cerner le recours à la formation par les entreprises. L'observation de nouvelles dimensions, comme l'importance des formations réglementaires et le recours à une expertise externe pour construire la politique de formation, renforce des résultats connus de longue date sur les écarts entre petites et grandes entreprises.

Fred Séchaud (coordination). [Négocier, réguler, accompagner. La relation formation-emploi au prisme des branches professionnelles](#). 4e Biennale formation-emploi du Céreq. Relief , n° 53 , 2016 , 102 p.

La relation entre les branches et la formation continue est une histoire ancienne. Sans être aussi longue, l'histoire des études du Céreq sur les branches est également riche et ancienne. Cette 4ème Biennale est l'occasion de présenter les travaux récents menés dans des cadres assez variés liés aux activités du Centre, mais aussi d'avoir un regard plus réflexif sur leurs apports, leurs limites et leurs perspectives.

Repéré sur : Crifpe.com

Emory, D. (2015). [Schools and the Construction of Identity and Individuality: a comparative study between Malawi and Canada](#). Mémoire de maîtrise inédit, McGill University, Montréal, Québec.

This thesis began by considering the prominence of individuality as a central tenant of Western identity, and the belief that sub-Saharan African nations place more focus on community. Intent on exploring and comparing both of these points of view, this thesis explores the concepts of identity, individuality, and community as they pertain to schools in two different cultural contexts: Malawi and Canada. Utilizing a combination of secondary research, autoethnographic exploration, and open ended, dialogue based interviews, the perspectives of the researcher and three Malawian teachers are considered with regards to the role of schools and to the construction of identity. These teachers all worked in a rural Malawian secondary school, and their perspectives on the topics of identity construction, western influence on Malawian identity, the prominence of community and individuality with regards to student identity, and the role that schools should take in supporting the identity construction process are all explored. These perspectives are contextualized with a detailed exploration of their cultural context. As the researcher plays an active role in the interviews, and shares his own perspectives towards the topics as they pertained to his experiences growing up and teaching in Canada, his background is also carefully explored in this thesis. This thesis is small in scope, and makes no claim to be representative even of all of Malawi. It aims simply to explore topics as they pertain to the lives and experiences of three teachers in a different cultural context, and consider those perspectives in relation to stereotypes and the preconceptions that the researcher may have had or have come across, as well as his personal and professional experiences as a teacher.

Godin, G. (2015). [Liens entre certaines caractéristiques linguistiques, culturelles et psychologiques du personnel enseignant en contexte francophone minoritaire au Canada et ses pratiques pédagogiques](#). Thèse de doctorat inédite, Université de Moncton, Moncton, Nouveau-Brunswick.

"Nous avons voulu vérifier ce qui en était des ressources « internes » du personnel enseignant en contexte francophone minoritaire quant au mandat de construction identitaire des élèves qui lui est confié. Pour ce faire, nous avons vérifié les liens entre certaines caractéristiques linguistiques, culturelles et psychologiques du personnel enseignant et ses pratiques pédagogiques visant le développement identitaire et communautaire francophone des élèves." (Gilberte Godin, 2015, p. v)

Koubeissy, R. (2015). [Une étude multicas des pratiques de soutien des enseignants du primaire auprès d'élèves immigrants](#). Thèse de doctorat inédite, Université de Montréal, Montréal, Québec.

Cette recherche a pour but d'étudier les pratiques enseignantes de soutien auprès des élèves immigrants récemment arrivés au Québec, ne maîtrisant pas le français et intégrés dans des classes ordinaires au primaire. Pour ce faire, nous avons mené une recherche de type qualitatif avec deux enseignantes et leurs trois élèves immigrantes. Afin de documenter les pratiques de soutien en contexte réel de la classe, comprendre les raisons des enseignantes à l'égard du soutien et le point de vue des élèves, nous avons procédé à des observations de classe et à des entrevues individuelles générales et spécifiques avec les participantes, en plus de consulter certaines productions écrites des élèves immigrantes participantes. La présentation des données prend la forme d'une étude multicas décrivant les pratiques de soutien mises en place par chacune des deux enseignantes à partir de 22 séquences de soutien qui ont été décrites en tenant compte du contexte de chaque classe, puis analysées à la lumière de deux cadres théoriques complémentaires, le cadre d'analyse du travail enseignant et l'approche sociohistorico-culturelle. Les résultats de cette recherche mettent en exergue le sens de la pratique enseignante de soutien qui se coconstruit dans les interactions entre l'enseignante et l'élève, selon leurs apports mutuels, et selon les facteurs de la classe. L'analyse des raisons des enseignantes à l'égard du soutien montre que devant les difficultés des élèves immigrantes anticipées, constatées ou signalées, les enseignantes prennent des décisions pour prendre ces difficultés en considération, les traiter et mettre en place des pratiques de soutien. Les décisions des enseignantes découlent d'un processus de négociation interne entre la prise en compte des difficultés, notamment imprévues, et le maintien de leurs tâches prescrites, tout en considérant les facteurs contextuels de la classe. Le processus de négociation se poursuit et se déplace ensuite entre l'enseignante et l'élève, lesquelles construisent le sens de soutien à travers leurs interactions. Les concepts empruntés de l'approche sociohistorico-culturelle nous permettent de comprendre la relation dialectique entre l'élève et l'enseignante lors des interactions. Les deux s'ajustent l'une par rapport à l'autre dans le but d'arriver à un consensus sur le sens de la difficulté. De ce fait, la pratique enseignante de soutien est construite suite aux négociations entre l'élève et l'enseignante, mais aussi suite à la négociation interne de l'enseignante, et ce, dépendamment des facteurs du contexte. Notre recherche a contribué à apporter cette clarification sur la manière d'appréhender les pratiques enseignantes de soutien en contexte de classe ordinaire.

Maître, M. (2015). [Influence de la formation des enseignants du secondaire haïtien sur leur sentiment d'efficacité personnelle liée à l'enseignement](#). Mémoire de maîtrise inédit, Université Laval, Québec, Québec. [Formation]

Le sentiment d'efficacité personnelle des individus conditionnant leur performance (Bandura, 2007), cette étude vise à déterminer dans quelle mesure la formation des enseignants du secondaire haïtien influe sur leur sentiment d'efficacité personnelle. Cent quarante-trois enseignants (n=143) des secteurs public et privé d'Haïti ont été interrogés à l'aide d'une échelle de sentiment d'efficacité personnelle liée à l'enseignement; échelle ad hoc validée par deux prétests. Les résultats des tests t, de l'ANOVA et d'une corrélation effectués montrent que les enseignants ayant au moins une licence ont un sentiment d'efficacité personnelle plus élevé que ceux de niveau d'études moins élevé. Cependant, aucune différence n'est relevée entre les enseignants formés à l'École Normale Supérieurs et les autres. Les résultats montrent également que le nombre d'années d'expérience des enseignants influe sur leur sentiment d'efficacité personnelle et que celui-ci est positivement lié au rendement des élèves. Ces résultats sont finalement commentés et des suggestions sont faites.

CMEC (2015). [Le recueil de pratiques prometteuses favorisant l'adéquation entre les systèmes d'éducation et de formation et les besoins du marché du travail](#). Toronto, Ontario : Conseil des ministres de l'Éducation (Canada).

Un recueil de pratiques prometteuses fut envisagé par les ministres provinciaux et territoriaux responsables de l'éducation et du marché du travail du Canada lors du Colloque Compétences pour l'avenir, qui s'est tenu en juillet 2014 à l'initiative des premiers ministres du Conseil de la fédération. Le recueil est une occasion de partager des pratiques prometteuses entre les provinces et les territoires ainsi qu'avec les nombreux intervenants qui guident et soutiennent nos programmes d'éducation, de formation et d'emploi.

New Media Consortium (NMC), & EDUCAUSE Learning Initiative (ELI) (2016). [NMC Horizon Report: 2016 Higher Education Edition](#). Austin, Texas : The New Media Consortium (NMC).

What is on the five-year horizon for higher education institutions? Which trends and technology developments will drive educational change? What are the challenges that we consider as solvable or difficult to overcome, and how can we strategize effective solutions? These questions and similar inquiries regarding technology adoption and educational change steered the collaborative research and discussions of a body of 58 experts to produce the NMC Horizon Report: 2016 Higher Education Edition. This NMC Horizon Report series charts the five-year horizon for the impact of emerging technologies in colleges and universities across the globe. With more than 14 years of research and publications, it can be regarded as the world's longest-running exploration of emerging technology trends and uptake in education.

The NMC Horizon Report > 2016 Higher Education Edition is a collaborative effort between the NMC and the EDUCAUSE Learning Initiative (ELI). This 13th edition describes annual findings from the NMC Horizon Project, an ongoing research project designed to identify and describe emerging technologies likely to have an impact on learning, teaching, and creative inquiry in education. Six key trends, six significant challenges, and six important developments in educational technology are placed directly in the context of their likely impact on the core missions of universities and colleges, and detailed in succinct, non-technical, and unbiased presentations. Each has been tied to essential questions of relevance, policy, leadership, and practice. The three key sections of this report constitute a reference and straightforward technology-planning guide for educators, higher education leaders, administrators, policymakers, and technologists. This research will help to inform the choices that institutions are making about technology to improve, support, or extend teaching, learning, and creative inquiry in higher education across the globe. All of the topics were selected by an expert panel that represented a range of backgrounds and perspectives. View the work that produced the report on the official project wiki.

Poitras, J. (2015). Enseignement [en ligne: comment les professeurs peuvent-ils y trouver leur compte ?](#). Montréal, Québec : HEC Montréal, Jean Poitras.

Nous explorerons le phénomène de l'enseignement en ligne en trois temps. Dans un premier temps, nous en évaluerons l'amplitude pour déterminer s'il s'agit d'un phénomène marginal ou d'une innovation de rupture. Dans un deuxième temps, nous analyserons les impacts de ce nouveau médium sur le métier de professeur en nous penchant sur les risques et les avantages qu'ils représentent pour les enseignants. Puis, nous explorerons un modèle où les professeurs et les administrations universitaires peuvent trouver leur compte. En effet, l'enseignement en ligne peut être considéré comme un produit dérivé de l'enseignement traditionnel. (Jean Poitras, 2015, p.3)

Baxan, V. (2015). [Uncovering Roots of Diversity Conceptions in Teacher Candidates in a Concurrent Teacher Education Program: A Case Study of Teaching and Learning about Diversity](#).. Thèse de doctorat inédite, University of Toronto, Toronto, Ontario. [Formation]

With the increasing diversity of students in Canadian schools (Egbo, 2011; Gerin-Lajoie, 2008; Solomon, Portelli, Daniel & Campbell, 2005), teachers are expected to have an understanding, knowledge and skills related to diversity to be effective teachers of students with often multiple and intersecting diversities. Teacher education is ever more concerned with developing programs where future teachers can develop critical understandings and knowledge of the nature of diversity and the ability to readjust and respond to the diversity dynamics in schools (Childs, Broad, Gallagher-MacKay, Sher, Escayg & McGrath, 2010; Gambhir, Broad, Evans & Gaskell, 2008; Gagne, 2009). This case study investigated aspects of teaching and learning about diversity in a concurrent teacher education program with a focus on the sources and influences on diversity conceptions of teacher candidates. Findings revealed multiple tensions within the teacher education program, as well as within and among teacher candidates as they learned about diversity. At the programmatic level, there was tension caused by the differences in the way the teacher education curriculum was planned, delivered and experienced. At the level of the learner, individual characteristics appeared to influence developing conceptions of diversity to the point where these overshadowed the careful design features intended to support the development of socially just and inclusive educators. Two main lenses were used to analyse findings and highlight these tensions: the conceptual change lens (Posner et al., 1982; Hewson & Lemberger, 2000; Larkin, 2010, 2012) and the liberal theory (Moosa-Mitha, 2005; McLaren, 1995; Fleras, 2002). The findings suggest that in addition to the model of teacher knowledge (Shulman, 1987) and conceptual change approach (Posner et al., 1982; Larkin 2010), other concepts and theories are important to understand teacher candidates' evolving conceptions of diversity as members of a society where liberal multicultural notions of diversity are promoted through public discourses and policies. These include what Fuller (1969) calls the stages of concerns of beginning teachers; King and Kitchener's (2004) reflective judgment model of development of epistemic assumptions in early adulthood or what Dewey (1904) calls "mental movement" of a student.

Bouchard, C. (2015). [L'éducation idéale et le système-modèle](#). Thèse de doctorat inédite, Université Laval, Québec, Québec.

Les réformes du système d'éducation constituent le principal moyen d'action pour l'améliorer et l'adapter. Même si elles permettent des adaptations ponctuelles aux changements, les réformes ne correspondent pas toujours aux attentes des acteurs du milieu, de la population, des autres systèmes. Cette thèse aborde justement les paradoxes ou les problématiques qui caractérisent les systèmes d'éducation à notre époque. Elle examine l'évolution de la conception de l'éducation et les idées véhiculées dans les discours des acteurs ou des groupes d'acteurs. L'agrégation des idées ou des éléments de référence symboliques, notamment la structure de ces éléments, ont des effets sur la détermination du système d'éducation. Considérant que la société est composée de systèmes qui opèrent selon un mode de différenciation fonctionnelle, et que le système d'éducation est confronté à cette dynamique, sa capacité à se déterminer dans cette conjoncture est au cœur du propos de la thèse. Comment les systèmes d'éducation font face aux enjeux politiques, économiques et sociaux ?

Dans les sociétés complexes qui constituent notre environnement, quelles conceptions de l'éducation coexistent ? Notre idéal humaniste est-il toujours considéré comme une finalité de l'éducation ?

Institut Montaigne (2016). [Le numérique pour réussir dès l'école primaire](#). Paris (France) : Institut Montaigne.

Depuis 2000, les résultats des enquêtes de l'OCDE sont sans appel : la France ne parvient ni à corriger les travers d'un système scolaire de plus en plus inégalitaire, ni à enrayer la dégradation de ses performances. Près de 20 % d'une classe d'âge ne maîtrise pas les savoirs fondamentaux... pourtant, la recherche montre que presque tous les enfants peuvent réussir lorsque des méthodes d'enseignement appropriées sont déployées très tôt. Alors que nous échouons à porter remède aux défaillances qui minent notre système scolaire, les avancées de la révolution numérique se diffusent largement et profondément. Et si ces évolutions portaient en elles une partie de la solution ?

Maroy, C., Brassard, A., Mathou, C., Vaillancourt, S. & Voisin, A. (2016). [La mise en œuvre de la politique de gestion axée sur les résultats dans les commissions scolaires au Québec : médiations et mécanismes d'institutionnalisation d'une nouvelle gestion de la pédagogie](#). Montréal, Québec : Université de Montréal.

Dans le premier chapitre, nous présentons notre cadre théorique et les choix méthodologiques qui ont orienté cette recherche. Ensuite, nous subdivisons le rapport en deux parties. Dans la première (chapitres 2 à 5), nous présentons notre étude de cas multiples dans quatre CS. Après une introduction générale qui vise à dresser un portrait statistique transversal des CS étudiées, nous présentons les résultats de l'analyse qualitative de chaque CS dans les quatre chapitres suivants. Chacun présente la même structure d'exposé: nous décrivons d'abord les principales caractéristiques institutionnelles des CS, à savoir l'image affichée sur le plan de la culture organisationnelle, la structure organisationnelle et les caractéristiques environnementales, avant d'aborder les processus de mise en œuvre de la GAR. Dans la seconde partie (chapitres 6 à 8), nous développons la thèse centrale de ce rapport: la GAR fait l'objet d'un travail de médiation par les CS au sens où ces dernières, à la faveur de la GAR, tendent à renouveler les formes de leur gestion scolaire, à étendre l'objet aux pratiques pédagogiques des enseignants et à en renouveler les outils. Une nouvelle gestion de la pédagogie tend ainsi à se mettre en place. En première analyse, nous entendons par cette notion le fait que les gestionnaires scolaires (au niveau des CS et des directions d'école) s'efforcent d'évaluer de façon plus systématique le travail pédagogique des enseignants à partir de ses résultats et cherchent à intervenir, directement ou indirectement, sur son déroulement pour le rendre plus efficace au niveau des apprentissages des élèves.

Nous présentons ces convergences parmi les CS étudiées au chapitre 6. Au chapitre 7, nous mettons l'accent sur des différences, secondaires, entre nos études de cas, et nous montrerons que la gestion de la pédagogie se développe avec une intensité et des logiques différenciées selon les CS.

Enfin, au chapitre 8, nous proposons une analyse des mécanismes qui favorisent l'institutionnalisation de cette gestion de la pédagogie dans les quatre CS analysées.

Repéré sur : Education.gouv.fr

Fanny Thomas. [Résultats définitifs de la session 2015 du baccalauréat : 77 % d'une génération obtient le baccalauréat.](#) Note d'information - N° 07 - mars 2016

Avec 703 900 candidats et 618 800 bacheliers, le taux de réussite au baccalauréat 2015 atteint globalement 87,9 %, un chiffre stable par rapport à l'année précédente. L'effectif de candidats baisse de près de 50 000 dans la voie technologique depuis 2004, dont 4 500 depuis 2014. Sur la même période, celui de la voie professionnelle augmente de 96 000 candidats et celui de la voie générale de 29 000, dont 10 000 l'an dernier. Dans le même temps, la proportion de bacheliers dans une génération a gagné plus de 16 points et atteint 77,2 % en 2015.

Juliette Robin . [Examens professionnels - session 2015 : dans la quasi-totalité des spécialités, les filles réussissent mieux que les garçons.](#) Note d'information - DEPP - N° 08 - mars 2016

À la session 2015, 538 400 diplômes de l'enseignement professionnel ont été délivrés par les ministères en charge de l'éducation nationale et de l'agriculture. Le taux de réussite global atteint 81,6 %, en recul de 0,7 point par rapport à la session précédente. Quel que soit l'examen présenté, les garçons sont majoritaires. Cependant, l'orientation par spécialité est très différente selon le sexe : elle est très importante dans le secteur des services pour les filles et dans celui de la production pour les garçons. Par ailleurs, dans la quasi-totalité des spécialités, les filles réussissent mieux que les garçons.

Repéré sur : Esen.education.fr

[Radicalisations et violences qui en résultent : état des lieux, propositions, actions.](#) ATHENA, alliance nationale des sciences humaines et sociales, 3 mars 2016

Alain Fuchs, président de l'alliance ATHENA et président du centre national de la recherche scientifique (CNRS), a remis à Madame la Ministre de l'éducation nationale, de l'enseignement supérieur et de la recherche et à Monsieur le Secrétaire d'État chargé de l'enseignement supérieur et de la recherche un rapport concernant les recherches menées sur la radicalisation. Les propositions faites doivent permettre de prolonger l'action ministérielle sur l'animation et la structuration de la recherche autour de ce thème ainsi que de favoriser le transfert des travaux vers les décideurs publics.

DEPP. [Filles et garçons sur le chemin de l'égalité](#), Mars 2016

L'édition 2016 de cette série de données statistiques renseigne sur la réussite comparée des filles et des garçons, depuis l'école jusqu'à l'entrée dans la vie active. Elle met en évidence des différences selon les sexes en matière de parcours et de réussite des jeunes, de choix d'orientation et de poursuite d'études. Celles-ci ont une incidence sur l'insertion dans l'emploi et, au-delà de l'école, sur la vie sociale et professionnelle des hommes et des femmes.

Caroline Lannone. [Réussite des élèves au diplôme national du brevet \(DNB\) à la session 2015.](#) Note d'information n°6, Mars 2016

En 2015, 86 % des candidats obtiennent le DNB, soit 1 point de plus qu'à la session précédente. Les notes obtenues tout au long de l'année sont cohérentes avec les notes obtenues à l'examen. Ainsi, à partir de 11/20 de moyenne au contrôle continu, 99 % des candidats réussissent le brevet. Par contre, les épreuves finales du brevet constituent un enjeu pour les 18 % d'élèves qui ont entre 8 et 11/20 au contrôle continu.

Commissariat général à l'égalité des territoires (CGET). [Programmes de réussite éducative \(PRE\) : études d'évaluation](#), mars 2016

Le programme de réussite éducative (PRE) a concerné plus de 100 000 enfants de 2 à 16 ans en 2014-2015. Afin d'établir un bilan de ce dispositif mis en œuvre depuis 10 ans dans le cadre de la politique de la ville, ce programme a fait l'objet de 2 études :

- [Une étude quantitative réalisée par l'Institut des politiques publiques \(IPP\)](#) qui conclut que : "il n'existe pas (...) d'indice permettant de démontrer que les PRE ont, en moyenne, fait progresser, sur le plan cognitif et non-cognitif, les enfants bénéficiaires davantage que des enfants non-bénéficiaires aux difficultés de départ très comparables" ;
- [Une étude qualitative réalisée par le bureau d'études Trajectoires](#) qui repose sur des entretiens réalisés majoritairement avec des acteurs des PRE. Celle-ci souligne les effets positifs des PRE dans plusieurs domaines (santé, rapport à l'école des élèves, et pour certains d'entre eux une progression dans les apprentissages,...). Ce rapport préconise de renforcer l'alliance éducative entre le référent de l'enfant et l'enseignant et de mieux cibler les publics bénéficiaires de ce dispositif.

Daniel Agacinski, Félix Brun, Céline Isart, Marie James, Serge Pouts-Lajus. [L'école sous algorithmes](#). Terra Nova, Mars 2016

Dans un contexte où l'importance du numérique dans la vie de l'école et des enjeux de politique éducative qui y sont associés est grandissante, cette note du think tank Terra Nova estime que les responsables politiques, les acteurs de l'éducation, comme les citoyens, sont en situation de perte de maîtrise face à des outils dont ils ne détiennent pas les clés.

Elle invite les acteurs publics à chercher les moyens de reprendre la main sur les choix stratégiques à faire en matière de numérique éducatif, à la fois au niveau pédagogique (moteurs de recherche, ressources en ligne, applications d'adaptive learning) et administratif (logiciels d'affectation type Affelnet ou APB, logiciels d'emploi du temps, espaces numériques de travail).

Repéré sur : halshs.archives-ouvertes.fr

Viviane François. [La démarche scientifique pour restaurer l'estime de soi : une expérimentation adaptée en CLIS](#). Sciences de l'Homme et Société. 2015.

Résumé : L'objectif de ce mémoire est de vérifier si un enseignement basé sur la démarche scientifique peut restaurer une estime de soi bénéfique aux apprentissages chez les élèves de CLIS. Un protocole expérimental a été mis en place auprès d'un groupe de six élèves impliquant six séances et cinq domaines dont l'orthographe et la littérature. Sa particularité est de permettre à l'élève de réaliser, quelque soit la discipline en jeu, trois actions spécifiques de la démarche scientifique : émettre une hypothèse, la tester et conclure. L'objectif est de mesurer l'impact de cette stratégie pédagogique sur le degré de l'estime de soi, les besoins en matière d'estime de soi et

les efforts à entreprendre au niveau de l'attention et des fonctions exécutives à partir des réponses des élèves et des observations de l'enseignant avant et après l'expérimentation. Cette étude a mis en évidence chez tous les élèves une augmentation du degré de l'estime de soi, une diminution de leur besoin au niveau de[...]

Fauve Dopre. [Mieux comprendre les compétences pour mieux réussir](#). Education. 2015. Résumé : L'évaluation par compétences aide l'élève dans son apprentissage. Cependant, elle peut parfois être trop complexe et pas assez explicite pour que les élèves se l'approprient. Ce mémoire propose une expérimentation qui a pour but de rendre la compétence évaluée lors d'un exposé oral plus explicite. Les élèves ont identifié les capacités, les connaissances et les attitudes associées à la compétence puis ils les ont caractérisés. Leur travail s'est finalisé par la construction d'une grille d'évaluation. À la suite de l'expérience, les élèves perçoivent mieux les attentes du professeur concernant leur travail et ils les intègrent mieux à leur production.

Aude André. [Entretenir la motivation des élèves lors des phases d'apprentissage](#). Education. 2015. Résumé : Ce mémoire, rédigé dans le cadre de ma formation aux métiers d'enseignant(e), cherche à répondre à la question : comment motiver les élèves de seconde lors des phases d'apprentissage en classe de Sciences de la Vie et de la Terre ? Les possibilités étant multiples, je me suis ici focalisée sur trois aspects :

- L'influence de la prise en compte des préférences de mes élèves et la mise en oeuvre d'une séance intégrant un support pédagogique et une organisation de travail qu'ils apprécient.
- L'influence de consignes de travail claires.
- L'influence du droit à l'erreur, avec la possibilité pour mes élèves d'améliorer leur note, grâce à la correction détaillée d'une de leurs évaluations. Il en est ressorti que les deux premiers aspects influencent positivement la motivation à court terme des élèves. Le troisième, quant à lui, ne modifie pas de façon apparente leur motivation.

Léa Drebus. [Motiver les élèves à fournir un travail personnel régulier, par le biais des devoirs maisons](#). Education. 2015.

La question de la motivation est au centre des débats sur la pédagogie actuelle. Donner à l'élève envie de s'investir tout en respectant la progression exigée par le Bulletin Officiel nécessite la mise en place de stratégies adaptées au public. L'étude présentée ici vise à stimuler la motivation de l'élève face au travail personnel, dans un contexte où la rigueur n'est pas spontanée chez bon nombre d'élèves. L'instauration d'un système de devoirs maisons facultatifs cherche à développer chez les élèves le goût de l'effort par le biais d'un exercice qui ne peut leur être que bénéfique ; il récompense la démarche de ceux qui essayeront de fournir un travail sérieux. Réalisée dans quatre classes de 4ème, l'étude se concentre sur le nombre de devoirs rendus, le profil des élèves qui rend les devoirs, et l'impact de sujets distribués au début ou à la fin du chapitre sur la moyenne générale en SVT de l'élève, afin de cibler le type d'exercices qui sera le plus profitable au groupe classe.[...]

Cédric Ait-Ali. [Les contributions des dispositifs hors classe aux apprentissages : le cas des élèves de 4ème et 3ème de l'enseignement agricole](#). Education. Université Toulouse II Jean Jaurès, 2014. Français.

Résumé : Cette thèse cible les dispositifs hors classe dans l'établissement et, plus précisément, leur contribution aux apprentissages des élèves, qu'ils soient scolaires ou psychosociaux. Elle vise à

rendre compte de l'organisation hors classe des établissements et à connaître les appropriations spatiales et temporelles des jeunes dans les temps non scolaires et dans les moments informels. Le cadre théorique s'appuie sur le concept de dispositif pour explorer l'apprentissage, dans sa dimension "processus" et dans sa dimension "produit". La modélisation proposée permet de catégoriser et de caractériser les dispositifs hors classe et les dispositifs scolaires dans leur distance au formel. Le travail empirique a été conduit dans le contexte spécifique de l'enseignement agricole, et sur le public particulier des élèves de 4e et 3e, ayant modifié leurs trajectoires éducatives. Une méthode mixte, quantitative et qualitative, a été mobilisée. Elle permet de recueillir à la fois la parole des acteurs[...]

Clément Bosquet, Pierre-Philippe Combes. [Do large departments make academics more productive? Sorting and agglomeration economies in research.](#) 2016.
Résumé : We study how departments' characteristics impact academics' quantity and quality of publications in economics. Individual time-varying characteristics and individual fixed-effects are controlled for. Departments' characteristics have an explanatory power at least equal to a fourth of that of individual characteristics and possibly as high as theirs. An academic's quantity and quality of publications in a field increase with the presence of other academics specialised in that field and with the share of the field's output in the department. By contrast, department's size, proximity to other large departments, homogeneity in terms of publication performance, presence of colleagues with connections abroad, and composition in terms of positions and age matter at least for some publication measures but only when individual fixed effects are not controlled for. This suggests a role for individual positive sorting where these characteristics only attract more able academics. A residual[...]

Roxane Terzian Roux. Évaluer [par compétences pour faire progresser chaque élève en 5e.](#) Education. 2015.

Résumé : La loi Fillon de 2005 sur le socle commun demande à tous les professeurs de mettre en œuvre une évaluation basée sur des compétences transversales à toutes les matières. Bien qu'il vise la réussite de tous les élèves, ce socle commun est difficile à mettre en œuvre car les compétences restent une notion floue et chronophage. Dans ce mémoire, je propose une réflexion sur les besoins et attentes des élèves face aux compétences et sur des moyens personnels et concrets pour les combler : un code pour chaque capacité, connaissance, aptitude, une grille que les élèves remplissent au fur et à mesure des évaluations formative et sommative, et des exercices de remédiation accompagnés de fiches méthode. Les élèves participant à cette étude sont des 5èmes (2 classes) mais les questionnaires et la grille sont utilisés également pour des 6èmes et des 3èmes (2 classes de chaque niveau). Les différentes données recueillies prouvent qu'une grille détaillée utilisée à chaque séance augmente l'envie de[...]

Véronique Barthélémy, Benoit Dejaiffe, Gaëlle Espinosa. [Rapport d'évaluation du dispositif de modification des rythmes scolaires : Evaluation des Temps d'Activités Périscolaires \(TAP\) : l'expérience scolaire des élèves à l'école primaire Bugnon-Rostand, Bar-le-Duc \(55\).](#) [Rapport de recherche] LISEC. 2014.

Résumé : Ce rapport d'évaluation du dispositif de modification des rythmes scolaires de la ville de Bar-le-Duc a été commandé et financé par la Mairie de Bar-le-Duc, dans le cadre d'un contrat signé entre l'Université de Lorraine, le Laboratoire Interuniversitaire de Sciences de l'éducation et de la

Communication (LISEC – Equipe d’Accueil 2310) et la Mairie de Bar-le-Duc. Ce rapport est le résultat d’un travail collectif mené par trois chercheurs en Sciences de l’éducation, membres du LISEC : Véronique Barthélémy, Benoit Dejaiffe et Gaëlle Espinosa. Son principal objectif est d’apporter à l’ensemble de la communauté éducative de la ville un éclairage empirique sur les effets sur les enfants du dispositif de modification des rythmes scolaires mis en place à l’Ecole Bugnon-Rostand.

[Examens professionnels : La réussite des filles cache la séparation des sexes](#). L'expresso du 31 mars 2016

"En 2015, 83,8 % des candidats au CAP ont réussi l’examen et 80,5 % pour le baccalauréat professionnel. En ce qui concerne le BEP (diplôme devenu, pour les candidats en formation initiale, une certification intermédiaire), le taux de réussite est de 81,2 %", écrit la Depp dans une nouvelle Note d'information. "Quel que soit l’examen présenté, les garçons sont majoritaires. Cependant, l’orientation par spécialité est très différente selon le sexe : elle est très importante dans le secteur des services pour les filles et dans celui de la production pour les garçons".

Repéré sur : ife.ens-lyon.fr

Annie Feyfant. [Les enjeux de la construction d'une histoire scolaire commune](#). Dossier de veille de l'IFÉ, n° 109, mars 2016

Dans ce Dossier de veille de l’IFÉ, nous avons cherché à croiser la problématique de la construction de l’histoire scolaire et celle de sa réception par les élèves et les enseignants. Si l’on se réfère à la construction de l’histoire scolaire, de ses contenus, depuis le XIXe siècle, on constate que les motivations institutionnelles sont d’ordre politiques. La majorité des travaux mentionnent le rôle d’instrument des politiques publiques de l’enseignement de l’histoire.

Pour que fonctionne cet instrument, il faut que ses utilisateurs le perçoivent comme tel, en considérant « l’histoire » comme un savoir commun à acquérir. Or, on constate un décalage entre les préconisations institutionnelles, les représentations des enseignants et ce que retiennent les élèves, à différents moments de l’enseignement obligatoire.

La formation à l’esprit critique, l'apprentissage d'une conscience historique, mis en avant dans les curriculums, peine à trouver sa légitimité vis-à-vis des contenus, pratiques et cultures divergents.

Roland Goigoux, et al. [Lire et écrire](#). Lyon : École normale supérieure de Lyon (France), Institut français de l’Éducation (France), 03/2016

Le projet LireÉcrireCP, soumis à la direction générale des enseignements scolaires (DGESCO) en juillet 2012, a été réalisé avec son soutien entre septembre 2013 et juin 2015 auprès d’une vaste cohorte d’élèves de cours préparatoire suivis au cours élémentaire première année. Les chercheurs réunis à l’initiative de Roland Goigoux par l’Institut français de l’Éducation (IFÉ) avaient pour ambition d’identifier les caractéristiques des pratiques efficaces d’enseignement de la lecture et de l’écriture, en particulier pour les élèves socialement les moins favorisés, ceux dont les premiers apprentissages sont le plus dépendants de l’intervention pédagogique. Voici un premier compte-rendu de leur travail.

[Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education – Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015](#). Eurydice (Transnational), 03/2016

This leaflet provides a short overview of recent education policy developments in European countries related to the objectives of the Paris Declaration. It also analyses the aspects of education systems covered by these policies as well as the levels of education concerned.

It covers the 28 EU Member States, which are signatories to the Declaration, as well as other members of the Eurydice Network.

The Paris Declaration was adopted in March 2015 to promote citizenship and the common values of freedom, tolerance and non-discrimination through education.

Barry van Driel, Merike Darmody and Jennifer Kerzil. [Education Policies and Practices to foster Tolerance, Respect for Diversity and Civic Responsibility in Children and young People in the EU](#). Examining the evidence. Network of Experts in Social Sciences of Education and Training (Transnational), 03/2016

The European Commission released a report by the Network of Experts on Social Aspects of Education and Training, which examines how European education systems can better prepare future citizens for tolerance, respect for diversity and civic responsibility. It highlights key success factors and includes successful examples from several different Member States that can serve as concrete sources of policy inspiration.

[Le degré tertiaire du système suisse de formation](#). Conseil suisse de la science et de l'innovation (Suisse), 04/2015

Le CSSI présente ses réflexions et ses recommandations sur l'ensemble du degré tertiaire du système suisse de formation. Il considère à parts égales le domaine de la formation professionnelle supérieure (tertiaire B) et celui des hautes écoles (tertiaire A). Selon le CSSI, le degré tertiaire du système de formation répond à une pluralité de missions à la fois différenciées et complémentaires. Les diverses institutions de formation en fonction de leurs profils et publics spécifiques. Toute hiérarchie entre les éléments réduit la capacité globale du fonctionnement du système.

En vue de renforcer le développement du degré tertiaire du système de formation, le CSSI propose une série de recommandations destinées à maintenir la différenciation des éléments du système, à reclarifier les profils des différents éléments et à favoriser la plasticité du système garante de sa flexibilité et de sa capacité. d'adaptation.

Alfonso Echazarra, Daniel Salinas, Ildelfonso Méndez, Vanessa Denis and Giannina Rech. [How teachers teach and students learn Successful strategies for school](#). Paris : Organisation for Economic Co-operation and Development (Transnational), 03/2016

Ce rapport rend compte des stratégies d'enseignement et d'apprentissage en lien avec la réussite des élèves selon PISA, en particulier pour les mathématiques. L'analyse de ces stratégies permet de dégager plusieurs observations : la mémorisation seule ne suffit pas à bien apprendre du côté des élèves. Du côté des enseignants, l'effet maître et le contexte classe est important.

[S'ouvrir au monde : Créer une stratégie d'éducation postsecondaire internationale pour l'Ontario](#).

Ministère de la Formation et des Collèges et Universités, Ontario, 02/2016

Avec l'aide d'étudiants, de membres du corps professoral, d'établissements d'enseignement postsecondaire et d'un certain nombre de partenaires de la communauté, l'Ontario élabore une stratégie complète en matière d'éducation postsecondaire internationale qui contribuera à enrichir les possibilités de collaboration, de recherche et d'innovation internationales et à ce que le système d'enseignement postsecondaire de l'Ontario reste concurrentiel sur la scène mondiale.

Le système d'enseignement postsecondaire de l'Ontario figure déjà parmi les meilleurs au monde, et la stratégie aura pour objectif de le renforcer encore plus des façons suivantes :

- améliorer la qualité de l'enseignement et enrichir l'expérience globale des étudiants;
- miser sur les caractéristiques uniques et les points forts de chaque collège et de chaque université de l'Ontario;
- faire en sorte que le nombre d'inscriptions soutienne la viabilité du système, tout en veillant au maintien de la qualité de l'expérience des étudiants;
- explorer les meilleures façons de mesurer le succès de cette stratégie en matière d'éducation postsecondaire internationale.

Francisco Michavila, Jorge M. Martínez & Richard Merhi. [Comparación Internacional del sistema universitario español](#). Crue Universidades Españolas (Espagne), 01/2016

Ce rapport présente une étude comparative entre l'Espagne et 12 de ses pays voisins grâce à un large ensemble de variables et indicateurs basés sur les rapports internationaux.

BONASIO Rémi . [La pratique des devoirs en classe et en-dehors de la classe : de l'analyse de l'activité à la conception d'environnements de formation](#). Thèse en Sciences de l'éducation, soutenue le 23 novembre 2015, sous la dir. de Philippe VEYRUNES (Université Toulouse Jean Jaurès)

« Cette thèse a pour double objectif d'analyser l'activité individuelle et collective d'enseignants, parents, animateurs et enfants dans la pratique des devoirs et d'en envisager les conditions de transformation. Inscrite dans le programme du « cours d'action », cette recherche a consisté : a) à analyser l'activité dans deux études de cas référant à des situations de devoirs, d'une part en classe et dans un dispositif péri-scolaire, et d'autre part en classe et dans une famille, à partir d'enregistrements vidéoscopés et de séances en autoconfrontation ; b) à concevoir un environnement de formation à destination d'enseignants, parents et animateurs à partir d'artefacts vidéo élaborés grâce aux données initialement recueillies ; c) à mettre en œuvre cet environnement de formation en confrontant les participants à ces artefacts vidéo et en analysant leur activité. Les résultats sont analysés en tant qu'ils réfèrent à deux volets de la recherche : empirique et technologique.

En ce qui concerne le volet empirique, les résultats ont mis en évidence que malgré la séparation spatio-temporelle des situations, il était possible d'identifier des dimensions collectives de l'activité dans la pratique des devoirs, liées à la circulation des enfants et objets techniques. Ces derniers ont été considérés comme des « interfaces » permettant l'articulation de l'activité des adultes. Cela a permis de pointer : a) l'existence d'une culture partagée entre les enseignants, parents et animateurs qui expliquerait en partie la pérennité de la pratique des devoirs ; b) des éléments d'une culture spécifique à chacune des catégories d'acteurs ; c) des asymétries étant donné que l'activité de l'enseignant a eu beaucoup plus d'influence sur la dynamique de l'activité collective que n'en ont eu les autres adultes ; d) des difficultés rencontrées par les parents et animateurs dans l'encadrement du travail des enfants ; e) une influence importante des objets techniques dans la

dynamique de l'activité collective. Dans ce cadre, ces situations ont été analysées comme offrant un faible potentiel d'apprentissage pour les enfants.

Au plan technologique, il s'est agi d'identifier le potentiel de l'environnement de formation pour ce qui est d'aider les acteurs à s'approprier les dimensions collectives de leur activité et d'envisager des situations plus propices aux apprentissages chez les enfants. Pour cela, leur activité a été analysée lorsqu'ils étaient confrontés à l'épisode de l'artefact vidéo qui référait à l'espace-temps auquel, dans la pratique, ils n'avaient habituellement pas accès. Les résultats ont mis en évidence des processus cognitifs référant à une prise de conscience, chez les participants, des dimensions collectives de l'activité. Parallèlement, des limites sont apparues en ce qui concerne le potentiel de l'environnement de formation à encourager, chez ces mêmes acteurs, de nouvelles actions. Ces résultats, analysés en lien avec les spécificités des artefacts, leur modalité d'utilisation ainsi que la culture des acteurs, ont donné lieu à des perspectives de transformation de l'environnement de formation.»

Repéré sur : Insee.fr

Bénédicte Mordier. [Enquêtes sur les TIC auprès des ménages 2007 à 2015](#). Insee résultats, n°179 société, mars 2016

L'objectif de l'enquête sur les technologies de l'information et de la communication (TIC) réalisée auprès des ménages est de collecter des informations décrivant l'équipement et les usages des ménages dans le domaine des technologies de l'information et de la communication (informatique, internet fixe et mobile).

Les données présentées dans cet Insee Résultats portent sur les années 2007 à 2015.

Emilie Sénigout, Jonathan Duval. [L'emploi dans la fonction publique en 2014 - Hausse des effectifs de la fonction publique](#). Insee Première, N° 1586, mars 2016

Au 31 décembre 2014, 5,6 millions de salariés travaillent dans la fonction publique en France. Les effectifs continuent de progresser, mais sur un rythme moindre qu'au cours de 2013. Dans la fonction publique de l'État l'emploi est stable, la hausse des effectifs des établissements publics (+ 2,5 %) compensant la baisse de ceux des ministères (- 0,7 %).

Dans les deux autres versants, l'emploi continue de progresser : + 0,9 % dans la fonction publique hospitalière et + 1,5 % dans la fonction publique territoriale. En 2014, le nombre de fonctionnaires augmente dans les trois versants de la fonction publique. Cette même année, près du quart des agents travaillent à temps partiel.

Hors militaires, sur l'ensemble de la fonction publique en 2014, le nombre d'entrants diminue par rapport à 2013, tandis que celui des sortants augmente.

Tous statuts confondus, 210 000 personnes, présentes fin 2013 et fin 2014, surtout des contractuels, ont connu une ou plusieurs interruptions d'activité en cours d'année. Inversement, en 2014, 260 000 personnes, absentes fin 2013 et fin 2014, ont occupé un poste durant 2014 ; parmi elles, plus de 200 000 contractuels ont occupé leur poste 3 mois en moyenne dans l'année.

Emilie Sénigout, Jonathan Duval, [L'emploi dans la fonction publique en 2014 : Hausse des effectifs de la fonction publique](#). INSEE Première, n°1586, mars 2016

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Alfonso Echazarra, Daniel Salinas, Idefonso Méndez, Vanessa Denis, Giannina Rech. [How teachers teach and students learn: Successful strategies for school](#) . OECD Education Working Papers, n°130, march 2016. 111 p.

This paper examines how particular teaching and learning strategies are related to student performance on specific PISA test questions, particularly mathematics questions. The report compares teacher-directed instruction and memorisation learning strategies, at the traditional ends of the teaching and learning spectrums, and student-oriented instruction and elaboration learning strategies, at the opposite ends. Other teaching strategies, such as formative assessment and cognitive activation, and learning approaches, such as control strategies, are also analysed. Our analyses suggest that to perform at the top, students cannot rely on memory alone; they need to approach mathematics strategically and creatively to succeed in the most complex problems. There is also some evidence that most teaching strategies have a role to play in the classroom. To varying degrees, students need to learn from teachers, be informed about their progress and work independently and collaboratively; above all, they need to be constantly challenged.

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[The fiscal cost of weak governance : evidence from teacher absence in India](#)

Muralidharan, Karthik ; Das, Jishnu ; Holla, Alaka ; Mohpal, Aakash

The relative return to input-augmentation versus inefficiency-reduction strategies for improving education system performance is a key open question for education policy in low-income countries. Using a new nationally-representative panel dataset of schools across 1297 villages in India, this paper shows that the large investments over the past decade have led to substantial improvements in input-based measures of school quality, but only a modest reduction in inefficiency as measured by teacher absence. In the data, 23.6 percent of teachers were absent during unannounced visits with an associated fiscal cost of \$1.5 billion/year. There are two robust correlations in the nationally-representative panel data that corroborate findings from smaller-scale experiments. First, reductions

in student-teacher ratios are correlated with increased teacher absence. Second, increases in the frequency of school monitoring are strongly correlated with lower teacher absence. Simulations using these results suggest that investing in better governance by increasing the frequency of monitoring could be over ten times more cost effective at increasing teacher-student contact time (net of teacher absence) than hiring more teachers. Thus, at current margins, policies that decrease the inefficiency of public spending in India are likely to yield substantially higher returns than those that augment inputs.

[Increasing Retention in Mathematics Courses: The role of self-confidence in Mathematics on Academic Performance](#)

Adriana Espinosa (The City College of New York) ; Aleksandr Tikhonov (The City College of New York) ; Jay Jorgenson (The City College of New York)

Underachievement rates in mathematics for the United States have been alarming for a long time. While the reasons have been studied at length, a large area pays close attention to self-confidence as predictor of academic performance. Most research on this area however, is based on high school students. This study extends this line of work by assessing self-confidence and its effect on academic performance among college students. Using quantile regression we show that self-confidence positively impacts class performance for the middle and bottom quantiles, but not the top 75th percent. These results imply that simple and costless confidence boosting exercises conducted in the classroom may have a positive impact on at risk students, and consequently retention. The results appear to be generalizable, rather than localized to summer school students.

[Sibling spillover effects in school achievement](#)

Cheti Nicoletti ; Birgitta Rabe

This paper provides empirical evidence on direct sibling spillover effects in school achievement using English administrative data. We extend previous strategies to identify peer effects by exploiting the variation in school test scores across three subjects observed at ages 11 and 16 as well as variation in the composition of school mates between siblings. We find a statistically significant positive spillover effect from the older sibling to the younger but not vice versa. Spillover effects from high achieving older siblings are larger than from low achieving ones, but this relationship is weaker for students from disadvantaged backgrounds.

[Access to pre-primary education and progression in primary School : evidence from rural Guatemala](#)

Bastos, Paulo S. R. ; Bottan, Nicolas Luis ; Cristia, Julian

Evidence on the impacts of a large-scale expansion in pre-primary education is limited and mostly circumscribed to high- and middle-income nations. This study estimates the effects of such an expansion on progression in primary school in rural communities in Guatemala, where the number of pre-primary schools increased from about 5,300 to 11,500 between 1998 and 2005. Combining administrative and population census data in a difference-in-differences framework, the analysis finds that access to pre-primary education increased by 2.4 percentage points the proportion of students that progress adequately and attend sixth grade by age 12. These positive although limited effects suggest the need for complementary actions to produce substantial improvements in adequate progression.

[Gender, ethnicity and teaching evaluations : Evidence from mixed teaching teams](#)

Wagner, N. ; Rieger, M. ; Voorvelt, K.J.

This paper studies the effect of teacher gender and ethnicity on student evaluations of teaching quality at university. We analyze a unique data-set featuring mixed teaching teams and a diverse, multicultural, multi-ethnic group of students and teachers. Co-teaching allows us to study the impact of teacher gender and ethnicity on students' evaluations of teaching exploiting within course variation in an empirical model with course-year fixed effects. We document a negative effect of being a female teacher on student evaluations of teaching, which amounts to roughly one fourth of the sample standard deviation of teaching scores. Overall women are 11 percentage points less likely to attain the teaching evaluation cut-off for promotion to associate professor. The effect is robust to a host of co-variates such as course leadership, teacher experience and research quality. There is no evidence of a corresponding ethnicity effect. Our results point to an important gender bias and indicate that the use of teaching evaluations in hiring and promotion decisions may put female lecturers at a disadvantage.

[The gender gap in mathematics achievements: evidence from Italian data.](#)

Contini, Dalit ; Di Tommaso, Maria Laura ; Mendolia, Silvia (University of Turin)

This paper describes the Italian gender gap in math utilizing the National Test "Invalsi" for the year 2013, in which all Italian children in school year 2, 5, 6, 8 and 10 are tested. The magnitude of the gender gap is measured using OLS and a school fixed effect model. We find that the female dummy is negative for all years, even after controlling for a socio-economic indicator, parental education, maternal professional status, geographical areas, number of siblings, kindergarten attendance, math self-beliefs (only year 5 and 6), belief about the importance of math and the type of high school (only year 10). In order to check if the gap is increasing with the age of the child, lacking longitudinal data, we use a pseudo panel technique and find that the gap is increasing from age 7 to age 15 with a slight decrease at age 11. Finally, we study the distribution of the gap across test scores, using quantile regressions, and find that the gap is higher for top performing children. This result is confirmed using a metric-free technique.

[RELATING TO ROBOTS: USING TECHNOLOGY WITH AUTISTIC LEARNERS](#)

CAROL SHEPHERD (NATIONAL UNIVERSITY) ; MADELON ALPERT (NATIONAL UNIVERSITY)

For the past decade and longer there has been much activity and research involving the use of technology in education. This is especially true for diverse learners, who have difficulty learning with the traditional pedagogies used in teaching. Learners with autism syndrome have shown significant positive interactions when dealing with robots rather than human beings. Even though many of the anecdotes and suggested methods in this research paper are focused on applications for students with autism, these same strategies can be effectively applied to a variety of diverse learners. The specific information regarding students with autism not only enables students to learn the content in a variety of formats, but also helps to prepare them to have fruitful, productive lives after their schooling and for the rest of their days. Results of studies have indicated that students become more interested and actively engaged in their classes, and have a higher level of retention than students in traditional online and onsite classes. It is important to empower students to become active, involved learners, and provide them with the incentives to achieve academic success. This is a work in progress, and future renditions will include not only anecdotes dealing with youngsters with

autism, but also with those diagnosed with deafness and those who are severely mentally challenged with downâ€™s syndrome and other disorders.

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

Josselin Thuilliez (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Hippolyte D'Albis (EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics, CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Hamidou Niangaly (MRTC - Malaria Research and Training Center - Faculté de Médecine de Bamako) ; Ogobara Doumbo (MRTC - Malaria Research and Training Center - Faculté de Médecine de 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.

[In brief... The rewards for getting a good degree](#)

Robin Naylor ; Jeremy Smith ; Shqiponja Telhaj

It pays to study hard at university, according to research by Shqiponja Telhaj and colleagues. Their study finds that there is a significant hourly wage premium for getting a first or upper second. For graduates more than five years out of university, the wage premium for a good degree is 7-9%. Does an individual's educational achievement at university affect their pay later in life? This research looks at evidence on degree classes and UK graduate earnings during the period of expansion of higher education. It shows that as more young people get degrees, the premium for graduating with a good degree increases.

[On the development of students' attitudes towards corruption and cheating in Russian universities](#)

Denisova-Schmidt, Elena ; Huber, Martin ; Leontyeva, Elvira

Based on empirical data from selected public universities in Khabarovsk, Russia, this paper compares first and fifth year students regarding their attitudes towards corruption in general and university corruption in particular. Even after making both groups of students comparable with respect to a range of socio-economic characteristics by a matching approach, the results suggest that fifth year students are more open to a range of informal and corrupt practices than first years. Our analysis therefore points to the possibility that the Russian higher education system might 'favor' compliance with corruption and informal practices, with potentially detrimental consequences for the Russian society as a whole.

[Teachersâ€™ Perceptions of High-Stakes Testing](#)

Adel Al-Bataineh (Illinois State University) ; Jessica Gunn (Illinois State University)

In recent years, the issue of high-stakes testing has been widely debated in the field of education. Studies have shown that high-stakes tests do little to promote learning in schools, yet there are still widely used. While many studies have examined how testing affects students, schools, and communities, little research has been done to determine how teachers perceive high-stakes tests. It is important for us to study not only how these tests impact our students, but how teachers feel about them as well. This study will use a structured survey to question elementary school educators from three Midwestern schools. The purpose of the study is to determine the viewpoints, opinions, and attitudes that teachers have regarding high-stakes tests. The results show that teachers feel there are some benefits to high-stakes testing, in that it allows students to be compared to their peers. The majority of teachers surveyed, however, felt the weakness of such testing outweighs the benefits. Teachers cite pressures from testing and feel that tests are not a valid way to assess what students know. Tests also shape curriculum in that more time is spent in tested subjects, while time spent in untested subjects is reduced or eliminated.

[Returns to Education in Criminal Organizations: Did Going to College Help Michael Corleone?](#)

Campaniello, Nadia ; Gray, Rowena ; Mastrobuoni, Giovanni

Is there any return to education in criminal activities? This paper is one of the first to investigate whether education has not only a positive impact on legitimate, but also on illegitimate activities. We use as a case study one of the longest running criminal corporations in history: the Italian-American mafia. Its most successful members were capable businessmen, orchestrating crimes that required abilities that might be learned at school: extracting the optimal rent when setting up a racket, weighting interests against default risk when starting a loan sharking business or organizing supply chains, logistics and distribution when setting up a drug dealing system. We address this question by comparing mobsters to a variety of samples drawn from the United States 1940 Population Census, including a sample of their closest (non-mobster) neighbors. We document that mobsters have one year less education than their neighbors on average. We find that mobsters have significant returns to education of 7.5-8.5 percent, which is only slightly smaller than their neighbors and 2-5 percentage points smaller than for U.S.-born men or male citizens. Mobster returns were consistently about twice as large as a sample of Italian immigrants or immigrants from all origin countries. Within that, those charged with complex crimes including embezzlement and bookmaking have the highest returns. We conclude that private returns to education exist even in the illegal activities characterized by a certain degree of complexity as in the case of organized crime in mid-twentieth century United States.

[Educational poverty as a welfare loss: Low performance in the OECD according to PISA 2012](#)

Antonio Villar (OECD (Thomas J. Alexander Fellow) and Universidad Pablo de Olavide, Department of Economics.)

This paper analyses the incidence and intensity of low performance between 15- year old students in the OECD countries, according to the last wave of PISA. Taking level 2 of proficiency as the baseline competence, we approach the measurement of low performance by applying a multidimensional poverty measure that permits interpreting educational poverty as a welfare loss. We use a conventional welfare evaluation function to derive an index that combines the incidence, intensity and inequality of educational poverty. The results show that OECD countries differ in educational poverty much more than in PISA average scores and also that they present different mixes of incidence and intensity.

[Learning about Infant and Toddler Early Education Services \(LITES\): Summarizing the Research and Gaps on Compelling Models](#)

Patricia Del Grosso ; Christopher Jones ; Diane Paulsell ; Shannon Monahan

[Impact of women's education on the economic growth: An empirical analysis applied to Morocco, Algeria, Tunisia, and Egypt](#)

El Alaoui, Aicha

This paper tries to examine if women's education affects the economic growth. To illustrate this aim, four countries cases have been presented: Morocco, Egypt, Tunisia, and Algeria, named MATE. The motive behind choosing them was because these countries have many common religious and cultural norms and values. The statistical analysis of data over the period 1960-2012 shows that the relationship between fertility rate and different measures of education is negative. Averages literacy rate and labour participation of the female are less than that of male. Two panel models are estimated over the period 2000-2012: a 'general' panel model and a 'gender' panel model. In the first model, the explanatory variables are introduced without gender's characteristics in order to measure their impact on the economic growth. In the second model, the explanatory variables are introduced in the first model with gender's distinguishing excluding variables that measure the quality of governance and institutional. The main findings are that women's education, particularly, tertiary education, women's labour force participation and institutional capital affect positively economic growth. On the contrary, the primary and secondary school enrolment are negatively linked to the economic growth. This paper concludes that women's tertiary education is a master-key to economic growth and development accompanied by a healthy and good quality of institutional capital and by eliminating all forms of gender discrimination.

[Learning about Infant and Toddler Early Education Services \(LITES\): A Systematic Review of the Evidence](#)

Shannon Monahan ; Jaime Thomas ; Dianne Paulsell ; Lauren Murphy

The Office of the Assistant Secretary for Planning and Evaluation, in partnership with the Administration for Children and Families, funded Mathematica Policy Research and its partners to conduct the Learning About Infant and Toddler Early Education Services (LITES) project. LITES aimed to identify program models to support infant and toddler early learning in out-of-home early care and education settings to inform future research, policy, and program directions at the federal, state, and local levels.

[Modelling Education Dynamics with Cliometrics Foundations](#)

Claude Diebolt (BETA, University of Strasbourg Strasbourg, France)

[Dimensions of internationalisation – universities at home and abroad](#)

Luke Georghiou (The University of Manchester [Manchester], MIOIR - Manchester Institute of Innovation Research - MBS - Manchester Business School) ; Philippe Larédo (MIOIR - Manchester Institute of Innovation Research - MBS - Manchester Business School, LISIS - Laboratoire Interdisciplinaire Sciences, Innovations, Société - Institut national de la recherche agronomique (INRA) - UPEM - Université Paris-Est Marne-la-Vallée - École des Ponts ParisTech (ENPC) - ESIEE Paris - CNRS - Centre National de la Recherche Scientifique)

Educational activities have not been exempt from the trends towards globalisation of economic and cultural activity. The environment in which universities operate is characterised by finance, goods, services, knowledge and cultural activities flowing across borders in the context of worldwide markets, multinational organisations and competition. Most pertinent is the growing movement of people, temporary and permanent. Analysts of the international activities of universities regularly distinguish between internationalisation and the wider context of globalisation. In this chapter we shall define internationalisation as the sum total of the practices universities develop to adapt to this new context.

[MisMatch in Human Capital Accumulation](#)

Russell Cooper ; Huacong Liu

This paper studies the allocation of heterogeneous agents to levels of educational attainment. The goal is to understand the magnitudes and sources of mismatch in this assignment, both in theory and in the data. The paper presents evidence of substantial mismatch between ability and educational attainment across 21 OECD countries, with a focus on Germany, Italy, Japan and the US. In the model, mismatch originates from: (i) taste shocks, (ii) binding borrowing constraints and (iii) noisy measures of ability in test scores. The model is estimated using a simulated method of moments approach. The main finding is that measured mismatch arises largely from noise in test scores and does not reflect borrowing constraints. Differences in tastes for education across households play a minor role in explaining mismatch. Further, the estimation allows us to decompose the college wage premium, isolating cross-country differences in selection effects from the return to education.

[Labor markets, academic performance and the risk of school dropout: evidence for Spain](#)

Juan Guio (University of Barcelona & Universidad Central) ; Álvaro Choi (University of Barcelona & IEB) ; Josep-Oriol Escardíbul (University of Barcelona & IEB)

Labor market dynamics and the expectations of finding a job are believed to be strong determinants of individuals' educational decisions. Thus, the academic performance and permanency of students in the school system are closely related to their perceptions of unemployment. The impact of high unemployment rates on schooling decisions may operate through, at least, two effects: a "family" effect, which urges individuals to dropout owing to limited access to educational resources, and a "local labor market" effect that encourages them to remain in school. In this paper we, specifically, analyze the impact of a household's labor market situation and the effect of local labor unemployment on i) the risk of early school dropout and ii) academic performance, which typically declines before the decision to dropout is taken. These relations are assessed via a set of multilevel linear and logistic regression analyses using PISA 2006, 2009 and 2012 microdata. Results suggest that both parental unemployment and local labor market unemployment increase the risk of school dropout by reducing student academic performance. However, the negative "family" and "local labor market" effects seem to decrease as labor market conditions worsen.

[School Quality and the Gender Gap in Educational Achievement](#)

David H. Autor ; David N. Figlio ; Krzysztof Karbownik ; Jeffrey Roth ; Melanie Wasserman

Recent evidence indicates that boys and girls are differently affected by the quantity and quality of family inputs received in childhood. We assess whether this is also true for schooling inputs. Using matched Florida birth and school administrative records, we estimate the causal effect of school quality on the gender gap in educational outcomes by contrasting opposite-sex siblings who attend

the same sets of schools—thereby purging family heterogeneity—and leveraging within-family variation in school quality arising from family moves. Investigating middle school test scores, absences and suspensions, we find that boys benefit more than girls from cumulative exposure to higher quality schools.

[Gendered Selection of STEM Subjects for Matriculation](#)

Moshe Justman (Department of Economics, Ben Gurion University; and Melbourne Institute of Applied Economic and Social Research, The University of Melbourne) ; Susan J. Méndez (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

Women's under-representation in high-paying jobs in engineering and information technology contributes substantially to the gender wage gap, reflecting similar patterns in higher education. We trace these patterns back to students' choice of advanced science, technology, engineering, and mathematics (STEM) subjects in the final years of secondary school. We find large male majorities in physics, information technology and specialist mathematics; and large female majorities in life sciences and health and human development. The significant mathematical component in male-dominated fields has led many to assume that these patterns are driven by males' absolute or comparative advantage in mathematics. We show that this is not the case. Linking data on Victorian Certificate of Education (VCE) subject choices to standardized test scores in seventh and ninth grades, we find that these patterns remain largely intact when comparing male and female students with similar prior achievement. We find little support for the comparative advantage hypothesis: in all STEM subjects except specialist mathematics students who excel in ninth-grade numeracy and reading choose STEM subjects more frequently than those who excel only in numeracy. We also find that socio-economic disadvantage adversely affects male students' choice of STEM electives more than it affects female students. Classification-I2, J24, J16

[The more, the better? The impact of instructional time on student performance](#)

Maria A. Cattaneo (Swiss Coordination Center for Research in Education) ; Chantal Oggenfuss (Swiss Coordination Center for Research in Education) ; Stefan C. Wolter (University of Bern; Swiss Coordination Center for Research in Education; CESifo and IZA)

Although instruction time is an important and costly resource in education production, there is a remarkable scarcity of research examining the effectiveness of its use. We build on the work of Lavy (2015) using the variance of subject-specific instruction time within Switzerland to determine the causal impact of instruction time on student test scores, as measured by the international PISA test (2009). We extend the analyses in two ways and find that students must differ considerably in the time needed to learn. This difference is supported by our findings that the effectiveness of instructional time varies substantially between different school (ability) tracks and that additional instruction time significantly increases the within-school variance of subject-specific test scores.

[Teacher supply and the quality of schooling in South Africa. Patterns over space and time](#)

Martin Gustafsson (Department of Economics, University of Stellenbosch)

The paper addresses policy questions in South Africa's education system using a newly merged 1999 to 2013 panel of data that includes school enrolments by grade, staff details from the payroll system, examination and test results and the geo-coordinates of schools. This combination of data, which is seldom used, at least in developing countries, permits new and important knowledge about a schooling system to be uncovered. Whilst policy conclusions are South Africa-specific, the methods

would be largely transferable to other contexts. It is shown that school data can complement official population data with respect to the monitoring of within-country migration and in determining the rate of urbanisation. An approach for calculating the viability of small schools in a context of migration out of rural areas is presented, using assumptions around maximum distance to be travelled by pupils and the degree to which multi-grade teaching by teachers should be permitted. Cost reductions associated with a reduced presence of small schools, and greater economies of scale associated with larger schools are found to be smaller than what is generally assumed. Correlations between pupil under-performance and the under-staffing of schools are found to be higher at the primary than the secondary level, apparently confirming the greater importance of personal interaction with a teacher for younger pupils. Between-school movements of pupils other than those associated with urbanisation are found to be high, and highly variable across districts. This further complicates the allocation of publicly paid teachers. An approach to gauging whether teachers avoid moving to schools on the other side of provincial boundaries is presented. It is confirmed that movement across provinces, which are the employers of teachers, is restricted, creating further obstacles to efficient teacher allocation. It is confirmed that teachers tend to move to better performing schools, but that the performance signals that influence this movement are often inaccurate and a few years old.

[Institutional Governance, Education and Growth](#)

Mohamed Jellal (Rabat, Morocco) ; Mohamed, Bouzahzah (Rabat, Morocco) ; Simplicie Asongu (Yaoundé/Cameroon)

This study articulates the interaction between institutional governance, education and economic growth. Given the current pursuit of education policy reforms and knowledge economy around the world, it is of policy relevance to theoretically analyze the main mechanisms by which the macroeconomic impact of education on growth (and economic development) occurs. Our theoretical model demonstrates how incentives offered by the government affect human capital accumulation which ultimately engenders positive economic development externalities. We articulate two main channels through which education affects economic growth. The first channel highlights direct positive effect of educational quality on the incentive to accumulate human capital by individuals, which makes them more productive. The second channel appears in the explicit function of the economic growth rate. As a policy implication, we have shown that the growth rate depends on the rate of return on human capital or that this rate of return itself depends on the quality of governance, which further increases growth. As a result, institutional quality has a double dividend, which suggests considerable benefits to educational reforms.

[Raising the Bar for College Admission: North Carolina's Increase in Minimum Math Course Requirements](#)

Charles T. Clotfelter ; Steven W. Hemelt ; Helen Ladd

We explore the effects of a statewide policy change that increased the number of high school math courses required for admission to any of North Carolina's 15 public four-year institutions. Using administrative data on cohorts of 8th grade students from 1999 to 2006, we document and exploit variation by district over time in the math course-taking environment encountered by students. Within an instrumental variables setup, we examine effects of the policy change on students grouped into deciles defined by their 8th grade math test scores. First, we find that students took more math courses in high school following the state's announcement, with relatively larger increases in the

middle and bottom deciles of students. Second, we conclude that increased math course-taking in high school led to increases in college enrollment rates that were not uniform across the 15 branch campuses. In particular, we observe the largest increases in the deciles of student achievement from which universities were already drawing the bulk of their enrollees. Finally, for upper-middle decile students, we find limited and noisy evidence that increased math course-taking in high school boosts post-enrollment college performance as measured by a student's GPA or the likelihood of majoring in a STEM field.

[Teaching Practices and the Management of Student Motivation, Effort and Achievement](#)

Gunnes, Trude ; Donze, Jocelyn

Student motivation is primordial for educational success. We develop a theoretical model in which a teacher manages student motivation through the choice of teaching practices. We show that only high-ability students can be motivated by extrinsically-oriented teaching practices. For low-ability or myopic students, intrinsically-oriented teaching practices are more effective in fostering student achievement. Furthermore, the choice of teaching practices depends on their relative costs, the teacher's objective function (utilitarian or Rawlsian), and the teacher's time preferences. We draw important policy implications regarding teacher effectiveness, the harmfulness of not tailoring teaching practices to student types, and how to limit student dropouts.

[The Impact of Race and Inequality on Human Capital Formation in Latin America During the Nineteenth and Twentieth Centuries](#)

Enriqueta Camps ; Stanley Engerman

In this paper we analyze the reasons behind the delay of the spread of education in Latin America and its relationship with income inequality and race. While the racial composition of the population was behind the low literacy levels obtained during the 19th and first part of the 20th centuries, racial inequality and its impact on education and educational inequality decreased during the last decades of the 20th century. Nonetheless educational levels lagged behind those of the OECD countries even during the late 20th century. We also find that the spread of primary and to a lesser extent secondary school during the 20th century can explain the sharp decrease of educational inequality during the same time period. Nonetheless this diminution of educational inequality did not have any impact on the diminution of income inequality at least during the 20th century. While this paper gives consistent results on race and inequality on human capital formation, the trends and causes of the long run evolution of income inequality till the beginnings of the 21st century are still a controversial research topic that we want to further discuss in other forthcoming contributions.

[Teacher Turnover, Teacher Quality, and Student Achievement in DCPS](#)

Melinda Adnot ; Thomas Dee ; Veronica Katz ; James Wyckoff

In practice, teacher turnover appears to have negative effects on school quality as measured by student performance. However, some simulations suggest that turnover can instead have large, positive effects under a policy regime in which low-performing teachers can be accurately identified and replaced with more effective teachers. This study examines this question by evaluating the effects of teacher turnover on student achievement under IMPACT, the unique performance-assessment and incentive system in the District of Columbia Public Schools (DCPS). Employing a quasi-experimental design based on data from the first year years of IMPACT, we find that, on average, DCPS replaced teachers who left with teachers who increased student achievement by 0.08 SD in math. When we isolate the effects of lower-performing teachers who were induced to leave

DCPS for poor performance, we find that student achievement improves by larger and statistically significant amounts (i.e., 0.14 SD in reading and 0.21 SD in math). In contrast, the effect of exits by teachers not sanctioned under IMPACT is typically negative but not statistically significant.

[The education revolution on horseback I : The relation between Napoleon Bonaparte and education system characteristics](#)

Korthals R.A. (GSBE)

Much research has been done into the emergence of mass education systems, primarily by studying the social origin of the education system, the introduction of compulsory schooling laws, or the expansion of enrolment rates. However, little is known about the origin of the characteristics of these newly formed systems. Ramirez and Boli 1987 argue that the threat for war with and invasion by the French around the 1800s induced European countries to introduce mass public education systems. This paper empirically establishes whether political pressure from Napoleon is related to the levels of differentiation and standardization of European education systems. I find that the political pressure from France is related to differentiation, but less to standardization of the content of instruction, and not at all to the existence of central exam and administrative standardization.

[Staying-on after twenty-one: the returns to postgraduate education](#)

Pamela Lenton (Department of Economics, University of Sheffield)

The expansion of higher education in the UK has led to an increase in the number of postgraduate as well as undergraduate students. This paper investigates the wage return to postgraduate degrees, differentiating between traditional Masters degrees, vocational postgraduate degrees and PhDs, over the period 1993-2014. We additionally, differentiate between the area of study for Masters degrees. Results show that wage returns to both undergraduate and all postgraduate degrees have increased over time. The subject undertaken at Masters level is more important in determining wages for males. Females holding a Masters degree in any subject earn a significant wage premium. There is also evidence of growth in the wage returns to other, vocational, non-Masters degrees. The findings of this paper imply that not only are postgraduates highly skilled individuals but that the provision of postgraduate courses, and thence postgraduate degree holders within the UK labour market should be increased.

[Results of an Impact Evaluation Study on DepED's School-Based Feeding Program](#)

Tabunda, Ana Maria L. ; Albert, Jose Ramon G. ; Angeles-Agdeppa, Imelda

The link between malnutrition and poor health among elementary school children and absenteeism, early dropout and poor classroom performance as well as the effectiveness of school-based nutrition and health interventions in improving school performance are well-established in the literature. Thus, the Department of Education has been conducting conditional food transfer programs since 1997. Its current program, the School-Based Feeding Program, as implemented in school year (SY) 2013-2014, fed 40,361 severely wasted pupils enrolled in Kindergarten to Grade Six in 814 public elementary schools in the country. This paper presents the findings from the impact evaluation of the SY 2013-2014 implementation of the program. This is a follow-up on the process evaluation conducted by the PIDS. The study employed mixed methods research, undertaking qualitative surveys while undertaking focus group discussions. The findings indicate that, except for inaccurate measurement of nutrition status variables and improper documentation of the program in all its three phases (prefeeding, feeding, and postfeeding), the program was generally implemented well by

the beneficiary schools, and welcomed not only by program beneficiaries and their parents but also by many of the school heads and teachers of the beneficiary pupils.

[Students in Work and their Impact on the Labour Market](#)

Fabo, Brian ; Beblavý, Miroslav

The purpose of this study is to evaluate the size and composition of the student labour force in order to consider its potential impact on labour markets in the European Union. The paper is based on an analysis of EU Labour Force Survey data from 2011, supplemented by the findings of the EUROSTUDENT project. The structure of student labour is discussed within the framework of the so-called 'crowding-out' literature, which identifies competition for jobs between students and low educated non-students, particularly in the retail and wholesale sectors. In contrast to these assumptions, the authors found that, depending on the age of the student, the profile of student workers closely matches that of non-students with medium- to-high educational attainment. In general, the retail and wholesale sectors are of importance in the employment of students under the age of 25, but students typically take positions in the middle of the occupational hierarchy, rather than in the lower-grade positions. Meanwhile, older students, often professionals furthering their education while studying, are typically located in similar jobs and sectors to university graduates. A common trait of student work is its very high degree of flexibility compared to that of non-students. Nevertheless, the structure of student labour does not lead us to believe that student workers are particularly prone to be present in the precarious segment of the labour market.

[Lost in Transition? Declining Returns to Education in Vietnam](#)

Tinh Doan (University of Waikato) ; Tran Quang Tuyen (VNU University of Economics and Business) ; Le Quan (VNU University of Economics and Business)

There is evidence of a rapid increase in the returns to education in Vietnam in the 1990s and 2000s. There was a substantial change in education policy in the 2000s, especially opening up education opportunities for education providers to expand educational facilities and training. These changes could lead to a decline in the returns to education. To provide up-to-date estimates of the returns, we re-visit the returns using updated large-scale survey data to 2014. We apply the Heckman selection estimators to correct for selection bias and find that the return to education in Vietnam increased quickly up to the global financial crisis in 2008/2009 and declined sharply thereafter. This raises at least two questions: is the higher-educated labour force oversupplied or is there a large distortion in the labour market?

[How returns from tertiary education differ by field of study: Implications for policy-makers and students](#)

Lehouelleur, Sophie ; Beblavý, Miroslav ; Maselli, Ilaria

With the huge growth in enrolment in higher education, the key question facing young people today is not so much "what to study" as "whether to study". Taking a methodologically innovative approach, this paper measures the net present value of university education and compares returns from studying a range of different subjects. We use data from five European countries (France, Italy, Hungary, Poland and Slovenia) and include (opportunity) costs in the computation. Results suggest that enrolling in science, technology, engineering and mathematics (STEM) courses is often not the best investment for students, especially female students. In choosing what to study, therefore, students are taking decisions that are consistent with their own private returns. This suggests that

policy-makers should consider changing the incentives offered if they wish to change students' behaviour.

[Education and Growth: Where All the Education Went](#)

Theodore R. Breton ; Andrew Siegel Breton

Abstract: We investigate why the economics literature often finds a negative relationship between increased schooling and GDP growth over short periods. We show that increases in GDP in 98 countries during five-year intervals are correlated with the increases in adults' average schooling during the prior 40 years. We find that an additional year of schooling of the work force raised GDP by 7% on average during 1980-2005, but its initial effect on GDP was much smaller. The delayed effect of increased schooling on national productivity explains why recent increases in schooling cannot explain near-term increases in GDP.

[MODELING THE EFFECTS OF GRADE RETENTION IN HIGH SCHOOL](#)

Stijn Baert ; Bart Cockx ; Matteo Picchio (-)

A dynamic discrete choice model is set up to estimate the effects of grade retention in high school, both in the short- (end-of-year evaluation) and long-run (drop-out and delay). In contrast to regression discontinuity designs, this approach captures treatment heterogeneity and controls for grade-varying unobservable determinants. A method is proposed to deal with initial conditions and with partial observability of the track choices at the start of high school. Forced track downgrading is considered as an alternative remedial measure. In the long-run, grade retention and its alternative have adverse effects on schooling outcomes and, more so, for less able pupils.

[The Effect of the Increasing Demand for Elite Schools on Stratification](#)

Estrada, Ricardo

I use detailed applications data to document a case in which, contrary to prevailing concerns, increasing school stratification by ability co-existed with stable stratification by family income: Mexico City public high schools. To understand this puzzle, I develop a model that shows that the effect of an overall increase in the demand for elite schools on school stratification by family income is a horse race between the correlations of family income and ability, and family income and demand. My empirical analysis reveals an initial (and decreasing) demand gap by family income that explains the observed stability in stratification.

[Employer voices, employer demands, and implications for public skills development policy connecting the labor and education sectors](#)

Cunningham, Wendy ; Villasenor, Paula

Educators believe that they are adequately preparing youth for the labor market while at the same time employers lament the students' lack of skills. A possible source of the mismatch in perceptions is that employers and educators have different understandings of the types of skills valued in the labor market. Using economics and psychology literature to define four skills sets -- socio-emotional, higher-order cognitive, basic cognitive, and technical -- this paper reviews the literature that quantitatively measures employer skill demand, as reported in a preference survey. A sample of 27 studies reveals remarkable consistency across the world in the skills demanded by employers. While employers value all skill sets, there is a greater demand for socio-emotional skills and higher-order cognitive skills than for basic cognitive or technical skills. These results are robust across region,

industry, occupation, and education level. Employers perceive that the ! greatest skills gaps are in socio-emotional and higher-order cognitive skills. These findings suggest the need to re-conceptualize the public sector's role in preparing children for a future labor market. Namely, technical training is not equivalent to job training; instead, a broad range of skills, many of which are best taught long before labor market entry, should be included in school curricula from the earliest ages. The skills most demanded by employers?higher-order cognitive skills and socio-emotional skills?are largely learned or refined in adolescence, arguing for a general education well into secondary school until these skills are formed. Finally, the public sector can provide programming and incentives to non-school actors, namely parents and employers, to encourage them to invest in the skills development process. Skills, labor demand, cognitive, non-cognitive, behavioral skills, competences, employer surveys, skills policy, education policy, training policy.

[The tsunamis of educational attainment and part-time employment, and the change of the labour force 1960–2010: what can be learned about self-reinforcing labour-market inequality from the case of the Netherlands, in international comparison?](#)

Wiemer Salverda

This paper argues that the sharp growth of educational attainment has won Tinbergen's race as the qualification structure of employment lags increasingly behind, with a large and increasing underutilisation of individual attainment on the job as a result. With its strong gender dimension this has fostered the demise of the single-earner model of society to the advantage of dual-earner households. That shift has gone together with a strong expansion of part-time employment, albeit at different speeds internationally. In several countries this part-time growth is stimulated also by the combination of employment participation with the rapidly growing educational participation that underlies the growth in educational attainment. Taken together this has resulted in a steep uphill battle for the less educated when they try to secure jobs that allow making a living and sustaining a career in the labour market. This group faces strong competition from better-ed! ucated ad ditional earners who are a member of dual-earner households, which often have an income found higher up the household income distribution. This institutes a self-reinforcing mechanism of income and labour-market inequalities. High-income households compete with low-income households for the same low-skill and low-paid jobs, and they do so frequently on a part-time basis that contributes to the fragmentation of those jobs. This process has established a job's working time as an increasingly important vector of labour-market inequalities. In the paper the argument is first developed for the Netherlands because the country offers a special statistical classification of occupations (1960-2010) that directly links the occupational levels to levels of educational attainment. This case study is complemented with an international comparison using the ELFS and extending to incomes and earnings with the help of SILC. It shows the presence of similar effects found for the Netherland! s for Austria, Belgium, Denmark, Finland, France, Germany, Italy, Sweden and the UK.

[Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data](#)

John P. Papay ; Eric S. Taylor ; John H. Tyler ; Mary Laski

We study on-the-job learning among classroom teachers, especially learning skills from coworkers. Using data from a new field experiment, we document meaningful improvements in teacher job performance when high- and low-performing teachers working at the same school are paired and asked to work together on improving the low-performer's skills. In particular, pairs are asked to focus

on specific skills identified in the low-performer's prior performance evaluations. In the classrooms of low-performing teachers treated by the intervention, students scored 0.12 standard deviations higher than students in control classrooms. These improvements in teacher performance persisted, and perhaps grew, in the year after treatment. Empirical tests suggest the improvements are likely the result of low-performing teachers learning skills from their partner.

[Health Capacity to Work at Older Ages in Denmark](#)

Paul Bingley ; Nabanita Datta Gupta ; Peder Pedersen

Longevity is increasing and many people are spending a greater proportion of their lives reliant on pensions to support consumption. In response to this, several countries have mandated delays to age of first entitlement to pension benefits in order to reduce incentives to retire early. However, it is unknown to what extent older individuals have the health capacity to sustain the longer working lives that delayed pension benefits may encourage. We estimate the health capacity to work longer in Denmark by comparing how much older individuals work today with how much those with similar mortality rates worked in the past, and how much younger individuals today with similar self-assessed health work. We find substantial health capacity for longer working lives among those currently aged 55 and above. We also find significant heterogeneity by education and gender. Those with a high school degree have the greatest additional work capacity, women have more additional capacity than men, especially women with a college degree.

[The internationalisation of doctoral and master's studies](#)

OECD

One in ten students at the master's or equivalent level is an international student in OECD countries, rising to one in four at the doctoral level. Almost 60% of international doctoral students in OECD countries are enrolled in science, engineering or agriculture. The United States hosts 38% of international students enrolled in a programme at the doctoral level in OECD countries. Luxembourg and Switzerland host the largest proportion of international students, who make up more than half of their total doctoral students. International master's and doctoral students tend to choose to study in countries investing substantial resources in research and development in tertiary educational institutions. Of all international students enrolled at the master's or doctoral level across OECD countries, the majority (53%) are from Asia, and 23% are from China alone.

[Measuring School Demand in the Presence of Spatial Dependence. A Conditional Approach.](#)

Laura López-Torres ; Diego Prior Jiménez (Business Department, Universitat Autònoma de Barcelona)

Improving educational quality is an important public policy goal. However, its success requires identifying factors associated with student achievement. At the core of these proposals lies the principle that increased public school quality can make school system more efficient, resulting in correspondingly stronger performance by students. Nevertheless, the public educational system is not devoid of competition which arises, among other factors, through the efficiency of management and the geographical location of schools. Moreover, families in Spain appear to choose a school on the grounds of location. In this environment, the objective of this paper is to analyze whether geographical space has an impact on the relationship between the level of technical quality of public schools (measured by the efficiency score) and the school demand index. To do this, an empirical application is performed on a sample of 1,695 public schools in the region of Catalonia (Spain). This application shows the effects of spatial autocorrelation on the estimation of the parameters and how

these problems are addressed through spatial econometrics models. The results confirm that space has a moderating effect on the relationship between efficiency and school demand, although only in urban municipalities.

[The Merits of Universal Scholarships: Benefit-Cost Evidence from the Kalamazoo Promise](#)

Timothy J. Bartik (W.E. Upjohn Institute for Employment Research) ; Brad J. Hershbein (W.E. Upjohn Institute for Employment Research) ; Marta Lachowska (W.E. Upjohn Institute for Employment Research)

As the costs of higher education rise, many communities have begun to adopt their own financial aid strategy: place-based scholarships for students graduating from the local school district. Some place-based scholarships impose merit- and/or need-based restrictions, while others require little more than residency and graduation. In this paper, we examine the reach and cost-effectiveness of the Kalamazoo Promise, one of the more universal and more generous place-based scholarships. Building upon estimates of the program's heterogeneous effects on degree attainment, individual-level scholarship cost data, and projections of future earning profiles by education, we examine the Promise's benefit-cost ratios for different types of students differentiated by income, race, and gender. Although the average break-even rate of return of the program is about 11 percent, rates of return vary greatly by group. The Promise has high returns for both low-income and non-low-income groups, for nonwhites, and for women, while benefit assumptions matter more for whites and men. Our results show that universal scholarships can reach many students and have a high rate of return, particularly for places with a high percentage of African American students.

Keywords: place-based scholarship, enrollment, college completion, natural experiment, difference-in-differences, financial aid policy, benefit-cost analysis

[The Effect of Education and School Quality on Female Crime](#)

Javier Cano-Urbina (Florida State University) ; Lance Lochner (The University of Western Ontario)

This paper estimates the effects of educational attainment and school quality on crime among American women. Using changes in compulsory schooling laws as instruments, we estimate significant effects of schooling attainment on the probability of incarceration using Census data from 1960-1980. Using data from the 1960-90 Uniform Crime Reports, we also estimate that increases in average schooling levels reduce arrest rates for violent and property crime but not white collar crime. The estimated reductions in crime for women are smaller in magnitude than comparable estimates for men; however, the effects for women are larger in percentage terms (relative to baseline crime rates). Our results suggest small and mixed direct effects of school quality (as measured by pupil-teacher ratios, term length, and teacher salaries) on incarceration and arrests. Finally, we show that the effects of education on crime for women is unlikely to be due to changes in labor market opportunities and may be more related to changes in marital opportunities and family formation.

[The Long-Run Effects of Disruptive Peers](#)

Scott E. Carrell ; Mark Hoekstra ; Elira Kuka

A large and growing literature has documented the importance of peer effects in education. However, there is relatively little evidence on the long-run educational and labor market consequences of childhood peers. We examine this question by linking administrative data on elementary school students to subsequent test scores, college attendance and completion, and

earnings. To distinguish the effect of peers from confounding factors, we exploit the population variation in the proportion of children from families linked to domestic violence, who were shown by Carrell and Hoekstra (2010, 2012) to disrupt contemporaneous behavior and learning. Results show that exposure to a disruptive peer in classes of 25 during elementary school reduces earnings at age 26 by 3 to 4 percent. We estimate that differential exposure to children linked to domestic violence explains 5 to 6 percent of the rich-poor earnings gap in our data, and that removing one disruptive peer from a classroom for one year would raise the present discounted value of classmates' future earnings by \$100,000.

[Double toil and trouble: grade retention and academic performance](#)

Álvaro Choi (Universitat de Barcelona & IEB) ; María Gil (Universidad Autónoma de Madrid) ; Mauro Mediavilla (Universitat de València & IEB) ; Javier Valbuena (Universitat de Girona)

Most recent available evidence points to the scarce efficacy of grade retention for levelling the performance of students. Yet, the fact that many countries persist in applying this measure reflects longstanding traditions, cultural factors and social beliefs as well, it would seem, the lack of robust empirical evidence to do otherwise. We contribute to the literature by analysing the impact of grade retention on the reading competencies of lower secondary school students in Spain, a country where almost one out of every three students will repeat at least one grade by age 16. We overcome the absence of longitudinal data by creating a pseudo-panel that combines microdata from two international assessments, PIRLS and PISA. Having controlled for reverse causality, our study confirms the negative and heterogeneous impact of grade retention. This paper provides new evidence of the pressing need to rethink this educational policy, and our results highlight the importance of early intervention as opposed to only employing remedial measures.

[Are Expectations Alone Enough? Estimating the Effect of a Mandatory College-Prep Curriculum in Michigan](#)

Brian Jacob ; Susan Dynarski ; Kenneth Frank ; Barbara Schneider

This paper examines the impacts of the Michigan Merit Curriculum, a statewide college preparatory curriculum that applies to the high school graduating class of 2008 and later. We use a student, longitudinal database for all public school students in Michigan for the main analyses, and complement this with analyses from a state-year panel. The study employs several non-experimental approaches, including a comparative interrupted time series and a synthetic control method. Our analyses suggest that the higher expectations embodied in the MMC has had little impact on student outcomes. Looking at student performance on the ACT, the only clear evidence of a change in academic performance comes in science. Our best estimates indicate that ACT science scores improved by 0.2 points (or roughly 0.04 standard deviations) as a result of the MMC. Students who entered high school with the weakest academic preparation saw the largest improvement, gaining 0.35 points (0.15 standard deviations) on the ACT composite score and 0.73 points (0.22 standard deviations) on the ACT science score. Our estimates for high school completion are very sensitive to the sample and methodology used. Some analysis suggests a small negative impact on high school graduation for students who entered high school with the weakest academic preparation, but other analysis finds no such effect.

[Education, age and skills: an analysis using the PIAAC survey](#)

Jorge Calero (Universidad de Barcelona & IEB) ; Inés P. Murillo Huertas (Universidad de Extremadura) ; Josep Lluís Raymond Bara (Universidad Autónoma de Barcelona & IEB)

The main aim of this paper is to analyse the evolution of adult skills, as captured by cognitive competencies assessed in the PIAAC, across age cohorts, explicitly taking into account that the quality of schooling might change from one cohort to another. We estimate a model that relates numeracy and literacy competencies to age, schooling, gender and variables related to both family background and labour market performance. The specification allows us to control for changes in the efficiency of the transformation of schooling into competencies when drawing age-skill profiles. Our results show that the effect of ageing on skills, once isolated from cohort effects related to schooling, decreases monotonically across consecutive cohorts. The evolution of the efficiency of the transformation of schooling into both numeracy and literacy skills shows a remarkably similar pattern. Nonetheless, this evolution differs substantially between education levels, with the efficiency of the transformation of schooling into skills showing a steadier profile for intermediate than it does for higher education. Finally, empirical evidence is provided for the decomposition of the differences in the skill levels of the older vs. the prime age generations. The results suggest that the progressive expansion of schooling across younger generations partially offsets the negative effect of the irrepressible ageing of society on skills.

[The effect of supplemental instruction on academic performance: An encouragement design experiment](#)

Paloyo, Alfredo R. ; Rogan, Sally ; Siminski, Peter

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.

[Measuring the Social Status of Education Programmes: Applying a New Measurement to Dual Vocational Education and Training in Switzerland](#)

Thomas Bolli (KOF Swiss Economic Institute, ETH Zurich, Switzerland) ; Ladina Rageth (KOF Swiss Economic Institute, ETH Zurich, Switzerland)

This paper proposes a new approach to measuring changes in the social status of education programmes, a type of social status that the literature has greatly neglected so far. We focus on the dual Vocational Education and Training (dual VET) system in Switzerland, which has recently received substantial attention across Europe. We argue that, holding everything else constant, a change in the relative ability of students in an education programme, in relation to the cohort, reflects a change in the social status of that programme. Using PISA scores as a proxy for cognitive ability, we apply this

approach to test whether growing knowledge of the education system increases the social status of dual VET in Switzerland. Our results, which focus on immigrant students, confirm that the social status of dual VET increases with these students length of stay in Switzerland, thus reflecting their learning process about the Swiss education system.

[Can States Take Over and Turn Around School Districts? Evidence from Lawrence, Massachusetts](#)

Beth E. Schueler ; Joshua Goodman ; David J. Deming

The Federal government has spent billions of dollars to support turnarounds of low-achieving schools, yet most evidence on the impact of such turnarounds comes from high-profile, exceptional settings and not from examples driven by state policy decisions at scale. In this paper, we study the impact of state takeover and district-level turnaround in Lawrence, Massachusetts. Takeover of the Lawrence Public School (LPS) district was driven by the state's accountability system, which increases state control in response to chronic underperformance. We find that the first two years of the LPS turnaround produced large achievement gains in math and modest gains in reading. Our preferred estimates compare LPS to other low income school districts in a differences-in-differences framework, although the results are robust to a wide variety of specifications, including student fixed effects. While the LPS turnaround was a package of interventions that cannot be fully separated, we find evidence that intensive small-group instruction led to particularly large achievement gains for participating students.

[School Vouchers and Student Achievement: First-Year Evidence from the Louisiana Scholarship Program](#)

Atila Abdulkadiroglu ; Parag A. Pathak ; Christopher R. Walters

We evaluate the Louisiana Scholarship Program (LSP), a prominent school voucher plan. The LSP provides public funds for disadvantaged students at low-performing Louisiana public schools to attend private schools of their choice. LSP vouchers are allocated by random lottery at schools with more eligible applicants than available seats. We estimate causal effects of voucher receipt by comparing outcomes for lottery winners and losers in the first year after the program expanded statewide. This comparison reveals that LSP participation substantially reduces academic achievement. Attendance at an LSP-eligible private school lowers math scores by 0.4 standard deviations and increases the likelihood of a failing score by 50 percent. Voucher effects for reading, science and social studies are also negative and large. The negative impacts of vouchers are consistent across income groups, geographic areas, and private school characteristics, and are larger for younger children. These effects are not explained by the quality of fallback public schools for LSP applicants: students lotteried out of the program attend public schools with scores below the Louisiana average. Survey data show that LSP-eligible private schools experience rapid enrollment declines prior to entering the program, indicating that the LSP may attract private schools struggling to maintain enrollment. These results suggest caution in the design of voucher systems aimed at expanding school choice for disadvantaged students.

[Does the Early Bird Catch the Worm or a Lower GPA? Evidence from a Liberal Arts College](#)

Timothy M. Diette (Department of Economics, Washington and Lee University) ; Manu Raghav (Department of Economics and Management, DePauw University)

Colleges and universities with capacity constraints like to offer early morning classes to maximize the use of classrooms. Moreover, evenings are often reserved for extra-curricular activities. However,

research from psychology has shown that a teenager's mind benefits from additional sleep during early morning hours. We use data from a selective liberal arts college that assigns students randomly to different sections of the same course. This creates a natural experiment. Our paper shows that after controlling for other factors, students in early morning sections earn lower grades than students in sections of the same course offered later in the day. The result holds for all the courses offered at this institution. Grades are especially low for 8 am and 9 am classes for both genders, although the effect is larger for male students. This suggests that trade-offs exist between optimal use of classroom space and learning outcomes for students.

[Double for Nothing? Experimental Evidence on the Impact of an Unconditional Teacher Salary Increase on Student Performance in Indonesia](#)

Joppe de Ree ; Karthik Muralidharan ; Menno Pradhan ; Halsey Rogers

How does a large unconditional increase in salary affect employee performance in the public sector? We present the first experimental evidence on this question to date in the context of a unique policy change in Indonesia that led to a permanent doubling of base teacher salaries. Using a large-scale randomized experiment across a representative sample of Indonesian schools that affected more than 3,000 teachers and 80,000 students, we find that the doubling of pay significantly improved teacher satisfaction with their income, reduced the incidence of teachers holding outside jobs, and reduced self-reported financial stress. Nevertheless, after two and three years, the doubling in pay led to no improvements in measures of teacher effort or student learning outcomes, suggesting that the salary increase was a transfer to teachers with no discernible impact on student outcomes. Thus, contrary to the predictions of various efficiency wage models of employee behavior (including gift-exchange, reciprocity, and reduced shirking), as well as those of a model where effort on pro-social tasks is a normal good with a positive income elasticity, we find that unconditional increases in salaries of incumbent teachers had no meaningful positive impact on student learning.

[Main determinants acquisition of skills in Latin America: a multilevel analysis from the results PISA 2012](#)

Geovanny Castro Aristizabal ; Maribel Castillo Caicedo ; Julie Carolina Mendoza Parra (Faculty of Economics and Management, Pontificia Universidad Javeriana Cali)

Using a random predictor model, on two levels, to analyze the PISA 2012 for the Latin American countries results we found that the main determinants of school performance are gender, condition of not repeater and quality of school materials. In addition, it was determined that the variability in skills acquisition is explained, in a smaller proportion, by the heterogeneity in the characteristics of the students. Finally, it was estimated that private schools have a better performance than public ones, where Brazil, Costa Rica and Uruguay were the countries with the highest educational inequality. Keywords: skills acquisition, educational production function, multilevel models, PISA, Latin America.

[The education revolution on horseback II : using the Napoleonic wars to elicit the effect of tracking on student performance](#)

Korthals R.A. (GSBE)

Previous literature has found inconsistent effects of tracking students in secondary school on student performance using various ways to alleviate the endogeneity in tracking. Sociological literature argues that the threat for war with and invasion by the French around the 1800s induced European

countries to introduce mass public education systems. I use this theory to estimate the effect of tracking on student performance in Europe, instrumenting tracking by the political pressure caused by the Napoleonic Wars. The relation between political pressure by Napoleon and tracking is strong and leads in the second stage to a consistent positive effect of tracking on student performance. One important limitation of this analysis is that it is reasonable to assume that political pressure from Napoleon influenced many facets of European countries.

[Higher education and the fall and rise of inequality](#)

Prettner, Klaus ; Schäfer, Andreas

We investigate the effect of higher education on the evolution of inequality. In so doing we propose a novel overlapping generations model with three social classes: the rich, the middle class, and the poor. We show that there is an initial phase in which no social class invests in higher education of their children, such that the evolution of inequality is entirely driven by the level of bequests. Once a certain income threshold is surpassed, the rich start to invest in higher education of their children, which partially crowds out bequests and thereby reduces inequality in the short run. The better educated children of the rich, however, enjoy higher incomes and inequality starts to rise again. As time goes by, the middle class and eventually also the poor start to invest in higher education, but now the increase in inequality is driven by different levels of education. As the economy proceeds toward a balanced growth path, educational differences between social groups and thus inequality decline again. We argue that (1) the proposed mechanism has the potential to explain the U-shaped evolution of inequality in rich countries in the second half of the 20th Century and the first decade of the 21st Century and (2) the currently observed increase in inequality is rather a transitory phenomenon.

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

Grey Gordon ; Aaron Hedlund

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

[Pensions, Education, and Growth: A Positive Analysis](#)

Tetsuo Ono (Graduate School of Economics, Osaka University) ; Yuki Uchida (Graduate School of Economics, Osaka University)

This study presents an overlapping generations model to capture the nature of the competition between generations regarding two redistribution policies, public education and public pensions. From a political economy viewpoint, we investigate the effects of population aging on these policies and economic growth. We show that greater longevity results in a higher pension-to-GDP ratio. However, an increase in longevity produces an initial increase followed by a decrease in the public education-to-GDP ratio. This, in turn, results in a hump-shaped pattern of the growth rate.

[Congruence of higher education: determinants and effects of the allocation process in the labor market, applied case to Colombia](#)

Mónica Ospina Londoño ; Juan José Estrada

Abstract: This paper provides new evidences to the literature of assignment in the labor market for the Colombian case. Specifically it focuses on the existing relationship between acquired human capital in higher education and its congruence in the labor market. Differing from previous studies, the misallocation analysis is not only based on the horizontal component and the educational mismatch, but it also includes the vertical mechanism (vertical mechanism is related to skills mismatch and horizontal mechanism is related to professional career mismatch). Another contribution is how we measure the abilities through an exploratory factor analysis. The data are taken from the Survey of Graduates of Higher Education Institutions 2014, provided by OLE. We employ a two-step treatment effect method proposed by Heckman (1974, 1979) and Lee (1978)), we found that generic abilities raise the probability of horizontal mismatch and diminish the probability of vertical mismatch. On the other hand, specific abilities lower the probability of both horizontal and vertical mismatch. In terms of wages, we found evidence that confirmed the results of the assignment models because it exists a wage penalty for the mismatched individuals (Sattinger, 1993).

[Determinants of local public expenditures on education: empirical evidence for Indonesian districts between 2005 and 2012](#)

Ivo Bischoff (University of Kassel) ; Ferry Prasetyia (Brawijaya University)

We provide an empirical analysis of the factors that drive expenditures on primary and secondary education in Indonesian districts. We use a panel-data set covering 398 districts between 2005 and 2012. We account for the impact of socio-economic, political and geographical factors on expenditures per pupil and on the share of the overall budget spent on education. Our results are in line studies from other countries showing that educational expenditures are rising in the municipalities' fiscal capacity. Landlocked districts are found to spend less on education than non-landlocked ones. We find some support for the notion that the share of educational expenditures in total expenditures increases in the demand for education, though our indicators for demand are not associated with higher expenditures per pupil. Somewhat surprisingly, the characteristics of the local municipal council do not influence educational expenditures.

[Zur landesspezifischen Erfassung des Migrationshintergrunds in der Schulstatistik – \(k\)ein gemeinsamer Nenner in Sicht?](#)

Thomas Kemper (Bergische Universität Wuppertal, WIB – Wuppertaler Institut für bildungsökonomische Forschung)

The paper provides information on the status of the collection of migrational data in official school statistics of the federal states in Germany. Based on this, the proportion of students without a German citizenship as well as students with migration background will be presented and differentiated by the specific definition of migration background in the federal states. Furthermore, the validity and comparability of the definitions will be discussed as well as the merging of the federal school statistics into a national school statistic. Based on the available migration attributes the educational participation of students with migration background will be analyzed – with a special focus on the attendance of secondary schools.

[School Finance Reform and the Distribution of Student Achievement](#)

Julien Lafortune ; Jesse Rothstein ; Diane Whitmore Schanzenbach

We study the impact of post-1990 school finance reforms, during the so-called "adequacy" era, on gaps in spending and achievement between high-income and low-income school districts. Using an event study design, we find that reform events--court orders and legislative reforms--lead to sharp, immediate, and sustained increases in absolute and relative spending in low-income school districts. Using representative samples from the National Assessment of Educational Progress, we also find that reforms cause gradual increases in the relative achievement of students in low-income school districts, consistent with the goal of improving educational opportunity for these students. The implied effect of school resources on educational achievement is large.

[The Chance of Influence: A Natural Experiment on the Role of Social Capital in Faculty Recruitment](#)

Olivier Godechot (MaxPo, Sciences Po)

The effect of social capital is often overestimated because contacts and centrality can be a consequence of success rather than its cause. Only rare randomized or natural experiments can assess the real causal effect of social capital. This paper relies on data from one such experiment: faculty recruitment at the École des Hautes Études en Sciences Sociales (EHESS) between 1960 and 2005, a leading French institution of higher education in the social sciences. It exploits the fact that the electoral commission, a hiring committee which produces a first ranking of applicants, is partly composed of faculty members drawn at random. It shows that when the PhD advisor is randomly drawn, it doubles the chances of an applicant of being shortlisted.

[The Importance of Foreign Language Skills in the Labour Markets of Central and Eastern Europe: An assessment based on data from online job portals](#)

Beblavý, Miroslav ; Fabo, Brian ; Lenaerts, Karolien

In a globalised world, knowledge of foreign languages is an important skill. Especially in Europe, with its 24 official languages and its countless regional and minority languages, foreign language skills are a key asset in the labour market. Earlier research shows that over half of the EU27 population is able to speak at least one foreign language, but there is substantial national variation. This study is devoted to a group of countries known as the Visegrad Four, which comprises the Czech Republic, Hungary, Poland and Slovakia. Although the supply of foreign language skills in these countries appears to be well-documented, less is known about the demand side. In this study, we therefore examine the demand for foreign language skills on the Visegrad labour markets, using information extracted from online job portals. We find that English is the most requested foreign language in the region, and the demand for English language skills appears to go up as ! occupations become increasingly complex. Despite the cultural, historical and economic ties with their German-speaking neighbours, German is the second-most-in-demand foreign language in the region. Interestingly, in this case there is no clear link with the complexity of an occupation. Other languages, such as French, Spanish and Russian, are hardly requested. These findings have important policy implications with regards to the education and training offered in schools, universities and job centres.

[China's Expansion of Higher Education: the Labour Market Consequences of a Supply Shock](#)

John Knight ; Deng Quheng ; Li Shi

In the decade 1998-2008 China expanded enrolment in higher education almost six-fold. For the examination of its short term labour market consequences, this unprecedentedly huge and sudden

policy change might be regarded as a natural experiment. After providing a theoretical framework for analysis, the paper uses urban labour market surveys to analyse how the labour market adjusted to the supply shock. Three outcomes are examined: the effect of the expansion on wages, on unemployment, and on access to 'good jobs'. The shock is found to reduce relative wages, raise the unemployment rate, and reduce the proportion in good jobs, but only for the entry-year or entry-period cohort of graduates. The effect is fairly powerful for entrants, especially university rather than college graduates, but incumbent graduates are largely protected from the supply shock. An attempt is made to examine the labour market effects of the quantitative expansion on educational quality. The paper provides insight into the operation of China's labour market in recent years.

[An Empirical Analysis of Racial Segregation in Higher Education](#)

Peter Hinrichs

This descriptive paper documents how segregation between blacks and whites across colleges in the United States has evolved since the 1960s. It also explores potential channels through which changes are occurring, and it uses recent data to study the issue of segregation within colleges. The main findings are as follows: (1) White exposure to blacks has been rising since the 1960s, whereas black exposure to whites increased sharply in the late 1960s and early 1970s and has fluctuated since then. Meanwhile, black-white dissimilarity and the Theil index fell sharply in the late 1960s and early 1970s and have fallen more gradually since. (2) There has been regional convergence, although colleges in the South remain more segregated than those in any other region when measured by dissimilarity, by the Theil index, or by black exposure to whites. (3) A major channel for the decline in segregation is the declining share of blacks attending historically black colleges and universities. (4) Although there is segregation within universities, most segregation across major × university cells occurs across universities.

[Quasi-experimental evidence on the effects of mother tongue-based education on reading skills and early labour market outcomes](#)

Argaw, Bethlehem A.

Prior to the introduction of mother tongue based education in 1994, the language of instruction for most subjects in Ethiopia's primary schools was the official language (Amharic) - the mother tongue of only one third of the population. This paper uses the variation in individual's exposure to the policy change across birth cohorts and mother tongues to estimate the effects of language of instruction on reading skills and early labour market outcomes. The results indicate that the reading skills of birth cohorts that gained access to mother tongue-based primary education after 1994 improved significantly by about 11 percentage points. The provision of primary education in mother tongue halved the reading skills gap between Amharic and non-Amharic mother tongue users. The improved reading skills seem to translate into gains in the labour market in terms of the skill contents of jobs held and the type of payment individuals receive for their work. An increase in school enrollment and enhanced parental educational investment at home are identified as potential channels linking mother tongue instruction and an improvement in reading skills.

[Are student workers a threat or a solution?](#)

Fabo, Brian ; Beblavý, Miroslav

The massification of tertiary education means that a significant percentage of young people participate in tertiary education while also working. They can be seen as a threat – as cheap and highly qualified competition for low-skilled workers in casual jobs who are setting aside their studies

for the time being in favour of immediate income. Or they might present an opportunity – a natural way for a large percentage of young people to gain experience and contact with the labour market without the need for massive government programmes. The authors argue in this CEPS commentary that student work is more of an opportunity than a threat.

[Altruistic Overlapping Generations of Households and the Contribution of Human Capital to Economic Growth](#)

Accolley, Delali

I developed a dynamic deterministic general equilibrium model accounting for human capital accumulation through both home education and schooling. The model is characterized by an altruistic link between households of succeeding generations in the sense parents, caring about their children's welfare, freely impart them some knowledge at home in addition to helping them financially when they are schooling. The education regime is private and features distinguishing my model from related works are: (1) young households are economically active and work part-time while schooling, (2) allocating time to schooling or labor entails disutility, (3) tuition is proportional to the time allocated to schooling. I calibrated the model to some balanced growth facts observed between 1981 and 2013 in the Province of Quebec. The model is then used to investigate the contribution of human capital to economic growth. To do that, I simulate it assuming in turn a permanent ! rise in the tuition rate and the household's ability to learn. Each of these two shocks reveals a positive correlation between education, human capital, and output. The predictions of the model are then used to shed a light on the student crisis Quebec witnessed in 2012 following our former Liberal government's decision to increase tuition. I predict that raising tuition will neither harm education nor negatively impact on students' ability to pay.

[Organizational strategies. Develop the uses of digital technology in the university: the case of the University of Perpignan](#)

Bertrand Mocquet (Université Bordeaux Montaigne)

The french Law No. 2013-60 of 22 July 2013 on higher education and research forced the governance of French universities to invest more in the field of digital strategy. In some universities, including the University of Perpignan, governance takes the form of a vice-president in charge of the digital who is in charge of building and implementing a strategy focused on the change here development of uses. The presentation is to describe what is happening in the French university, in terms of devices created to support the strategy, and provides analysis of the release of the strategy on the device the internet and computer certificate C2i elements. La loi n°2013-60 du 22 Juillet 2013 relative à l'enseignement supérieur et à la recherche contraint les gouvernances des universités françaises à davantage investir le terrain de la stratégie numérique. Dans certaines universités, dont l'université de Perpignan, la gouvernance prend la forme d'un vice-p! résident en charge de la question numérique, au sens large qui a pour charge de construire et mettre en oeuvre une stratégie du changement ciblé ici sur le développement des usages. La présentation se propose de décrire ce qu'il se passe dans cette université française, en terme de dispositifs créés pour appuyer la stratégie, et propose des éléments d'analyse de la dissémination de la stratégie sur le dispositif le certificat internet et informatique C2i.

[Incentive Design in Education: An Empirical Analysis](#)

Hugh Macartney ; Robert McMillan ; Uros Petronijevic

While incentive schemes to elicit greater effort in organizations are widespread, the incentive strength-effort mapping is difficult to ascertain in practice, hindering incentive design. We propose a new semi-parametric method for uncovering this relationship in an education context, using exogenous incentive variation and rich administrative data. The estimated effort response forms the basis of a counterfactual approach tracing the effects of various accountability systems on the full distribution of scores. We show higher average performance comes with greater score dispersion for a given accountability scheme, and that incentive designs not yet enacted can improve performance further, relevant to education reform.

[The Mobility of Elite Life Scientists: Professional and Personal Determinants](#)

Pierre Azoulay ; Ina Ganguli ; Joshua S. Graff Zivin

As scientists' careers unfold, mobility can allow researchers to find environments where they are more productive and more effectively contribute to the generation of new knowledge. In this paper, we examine the determinants of mobility of elite academics within the life sciences, including individual productivity measures and for the first time, measures of the peer environment and family factors. Using a unique data set compiled from the career histories of 10,004 elite life scientists in the U.S., we paint a nuanced picture of mobility. Prolific scientists are more likely to move, but this impulse is constrained by recent NIH funding. The quality of peer environments both near and far is an additional factor that influences mobility decisions. Interestingly, we also identify a significant role for family structure. Scientists appear to be unwilling to move when their children are between the ages of 14-17, which is when US children are typically enrolled in middle school or high school. This suggests that even elite scientists find it costly to disrupt the social networks of their children and take these costs into account when making career decisions.

2. Sommaires de revues en éducation

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- The dark side of mentoring on pre-service language teachers' identity formation
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- Professional development through reflection in teacher education
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- How do teachers evaluate their parent communication competence? Latent profiles and relationships to workplace behaviors
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- Voices from the ground: The emotional labour of English teachers' work
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- An evaluation of the Behavior and Instructional Management Scale's psychometric properties using Portuguese teachers
Daniel A. Sass, João Lopes, Célia Oliveira, Nancy K. Martin
- Informal online communities and networks as a source of teacher professional development: A review
Maria Macià, Iolanda García
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Yuen Sze Michelle Tan, Matthew Atencio
- The relation between content-specific and general teacher knowledge and skills
Sigrid Blömeke, Andreas Busse, Gabriele Kaiser, Johannes König, Ute Suhl
- Exploring the dialogic space in teaching: A study of teacher talk in the pre-university classroom in Singapore
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- Questioning special needs-ism: Supporting student teachers in troubling and transforming understandings of human worth
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- Teacher peer support in social network sites
Nick Kelly, Amy Antonio
- Teachers' perceptions of intergenerational knowledge flows
Kendra Geeraerts, Jan Vanhoof, Piet Van den Bossche

- Students' voice on literature teacher excellence. Towards a teacher-organized model of continuing professional development
T.C.H. Witte, E.P.W.A. Jansen
- South African teachers learning to become writers and writing teachers: A study of generative learning
Lori Czop Assaf, Liz Ralfe, Beth Steinbach
- Teachers' self-efficacy in 14 OECD countries: Teacher, student group, school and leadership effects
Sina Fackler, Lars-Erik Malmberg

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- On the making and faking of knowledge value in higher education curricula
Jim Hordern
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- 'I take engineering with me': epistemological transitions across an engineering curriculum
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- Curriculum contestation in a post-colonial context: a view from the South
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- The necessity and possibility of powerful 'regional' knowledge: curriculum change and renewal
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- Interdisciplinary curriculum reform in the changing university
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- Clustering blended learning courses by online behavior data: A case study in a Korean higher education institute
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- A study of students' heuristics and strategy patterns in web-based reciprocal peer assessment for science learning
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- Learning “beyond the classroom” within an enterprise social network system
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- Attitude, digital literacy and self efficacy: Flow-on effects for online learning behavior
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- Cheating at online formative tests: Does it pay off?
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Lorenzo Cappellari and Marco Leonardi
- What Explains the Rise in Executive Pay in Germany? A Panel Data Analysis for 1977–2009
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- The Long-Run History of Income Inequality in Denmark

Anthony B. Atkinson and Jakob Egholt Sogaard

- Does the Welfare State Destroy the Family? Evidence from OECD Member Countries
Martin Halla, Mario Lackner and Johann Scharler
- Nested Models and Model Uncertainty
Alexander Kriwoluzky and Christian A. Stoltenberg
- Overconfidence in the Markets for Lemons
Fabian Herweg and Daniel Müller

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- Young Adolescents' Gender-, Ethnicity-, and Popularity-Based Social Schemas of Aggressive Behavior
Katherine H. Clemans and Julia A. Graber
- Exploring the Meso-System: The Roles of Community, Family, and Peers in Adolescent Delinquency and Positive Youth Development
Emilie Phillips Smith, Monique Faulk, and Monteic A. Sizer
- Health Information–Seeking Practices of African American Young Men Who Have Sex With Men: A Qualitative Study
India D. Rose, Daniela B. Friedman, S. Melinda Spencer, Lucy Annang, and Lisa L. Lindley
- “The Alcohol Just Pissed Me Off”: Views About How Alcohol and Marijuana Influence Adolescent Dating Violence Perpetration, Results of a Qualitative Study
Emily Faith Rothman, Judith A Linden, Allyson L. Baughman, Courtney Kaczmarzky, and Malindi Thompson
- Evaluating Social Cognitive Theory in Action: An Assessment of the Youth Development Program's Impact on Secondary Student Retention in Selected Mississippi Delta Communities
T. Price Dooley and William D. Schreckhise
- “Somebody Who Was on My Side”: A Qualitative Examination of Youth Initiated Mentoring
Renée Spencer, Toni Tugenberg, Mia Ocean, Sarah E. O. Schwartz, and Jean E. Rhodes
- High School Substance Use as a Predictor of College Attendance, Completion, and Dropout: A National Multicohort Longitudinal Study
Megan E. Patrick, John E. Schulenberg, and Patrick M. O'Malley

3. Livres intéressants



PASCALE GARNIER

**Sociologie
de l'école maternelle**

puf

Pascale Garnier. **Sociologie de l'école maternelle**. Paris : PUF, 2016. 204 p. (Education et société). 978-2-13-063265-8 - 28 euros

À quoi sert l'école maternelle ? Comment la définir ? Est-elle une véritable « école » ou une « maternelle » qui prend soin des jeunes enfants et favorise leur développement ? Toutes ces questions font aujourd'hui débat.

Le but de cet ouvrage est précisément d'étudier ces controverses en les replaçant dans l'histoire récente de l'école maternelle et de les analyser grâce à une enquête approfondie réalisée dans trois écoles maternelles très contrastées en région parisienne. Il montre en particulier comment un même processus de scolarisation caractérise les transformations de l'institution et de son programme, s'inscrit dans les pratiques actuelles au sein des classes et exerce des effets spécifiques sur la vie des familles.

En combinant un travail de synthèse qui aborde les enjeux sociaux, politiques et culturels de l'école maternelle avec une enquête empirique qui met au jour la diversité des pratiques dans les classes et les établissements, l'ouvrage offre aux chercheurs, formateurs, étudiants et acteurs du système éducatif un véritable outil pour penser l'importance de ce moment de la petite enfance



**La confiance
en questions**

Sous la direction de
Sophie Aguilhon
Franck Guarnieri
Sonny Perseil
Yvelin Perquercin



L'Harmattan

Sophie Agulhon, Franck Guarnieri, Sonny PERSEIL, Yvon Pesqueux (dir.). **La confiance en questions**. Paris : L'harmattan, 2016. 424 p. ISBN : 978-2-343-08812-9 - 30,99 €

Qu'est-ce que la confiance ? La confiance est-elle source de vulnérabilités ? Est-elle nécessaire en matière d'éducation ? Peut-on parler de culture(s) de la confiance ? Le droit permet-il d'assurer la confiance ? Telles sont les principales questions abordées au sein de cet ouvrage interdisciplinaire qui offre une réflexion approfondie sur la thématique de la confiance. Cet ouvrage passionnant permet de mieux cerner cette notion polysémique grâce à la qualité des trente-cinq auteurs réunis.



Jacques Lesourne et Denis Randet (dir.). **La Recherche et l'Innovation en France**. Paris : Odile Jacob, 2016.

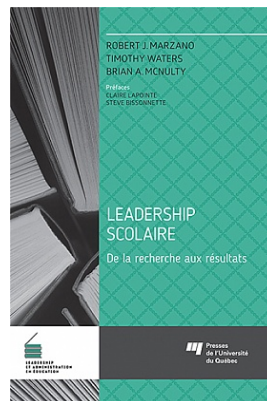
Comment tirer aujourd'hui le meilleur parti des initiatives menées depuis dix ans pour moderniser le système français de recherche et d'innovation ?

En réponse à cette interrogation, cet ouvrage propose à la fois un tour d'horizon des questions majeures aujourd'hui et une analyse de quelques enjeux clés pour demain : comment la France s'engage-t-elle dans la construction d'une stratégie nationale permettant d'aborder les grands défis des prochaines années ? Quels sont les bons usages du financement sur appel à projet, dans un pays où la tradition est celle du soutien récurrent à des institutions ? Que peut-on retenir des expériences de quelques universités européennes concernant leur capacité à mobiliser des ressources toujours trop rares afin de construire progressivement une indispensable capacité stratégique ? Comment donner confiance aux employeurs publics et privés dans les capacités des docteurs, afin de faire mieux bénéficier de celles-ci le tissu socio-économique ? Comment les entreprises se mobilisent-elles collectivement pour gagner en compétitivité et en capacité d'innovation ?



Boyka Gradinarova, ed. [E-Learning - Instructional Design, Organizational Strategy and Management](#). In Tech, 2016. 508 p. ISBN 978-953-51-2188-6

In this book, we can read about new technologies that enhance training and performance; discover new, exciting ways to design and deliver content; and have access to proven strategies, practices and solutions shared by experts. The authors of this book come from all over the world; their ideas, studies, findings and experiences are beneficial contributions to enhance our knowledge in the field of e-learning. The book is divided into three sections, and their respective chapters refer to three macro areas. The first section of the book covers Instructional Design of E-learning, considering methodology and tools for designing e-learning environments and courseware. Also, there are examples of effective ways of gaming and educating. The second section is about Organizational Strategy and Management. The last section deals with the new Developments in E-learning Technology, emphasizing subjects like knowledge building by mobile e-learning systems, cloud computing and new proposals for virtual learning environments/platforms.



Marzano, R. J., Waters, T. & McNulty, B. A. (2016). *Leadership scolaire: de la recherche aux résultats*. Québec, Québec : Presses de l'Université du Québec, 2016. 240 pages, D4315, ISBN 978-2-7605-4315-7

L'urgence d'exercer un leadership scolaire inspiré et efficace n'a jamais été aussi grande qu'aujourd'hui. La pression sur les écoles s'intensifie en effet au rythme de la nécessité grandissante, pour notre société et le marché du travail, de pouvoir compter sur des citoyens bien informés, compétents et responsables.

Des recommandations concrètes sont émises dans cet ouvrage pour tous ceux qui sont appelés à relever au quotidien le défi du leadership scolaire. Fondées sur la recherche, soit sur une revue de la littérature en matière de leadership scolaire couvrant une période de 35 ans ainsi que sur une analyse factorielle issue d'un sondage rempli par plus de 650 directeurs d'école, ces recommandations favoriseront l'amélioration du rendement des élèves.

Que vous soyez enseignant, professionnel, directeur d'école ou de commission scolaire, cet ouvrage vous aidera à transposer votre vision et vos aspirations en plans et vos plans en actions qui feront changer les choses non seulement dans les écoles, mais peut-être également dans le monde.



Maulini, O. & Progin, L. (2016). ***Des établissements scolaires autonomes ? Entre inventivité des acteurs et éclatement du système***. Paris : ESF Sciences Humaines. 192 p. 978-2-7101-3101-4

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 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. 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 ».