



Veille de l'IREDU n°87

16 octobre 2017

1. Ressources sur le Web	2
2. Sommaires de revues en éducation.....	47
3. Livres intéressants.....	71

1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Xavier Molénat. [Réforme des rythmes scolaires : le grand malentendu](#). Alternatives économiques, 3 octobre 2017

Alors que ses objectifs étaient relativement consensuels, la réforme des rythmes scolaires engagée en 2013 a fait l'objet d'un rejet croissant dès sa mise en œuvre. Que s'est-il passé ?

Aude Martin. [Plus d'un jeune Européen sur dix exclu de l'emploi et des études](#). Alternatives économiques, 11 octobre 2017

11,5 % des jeunes européens sont sans emploi ni formation. On les appelle les NEETs, et leur insertion est une priorité pour la cohésion sociale de l'Europe.

Repéré sur : cafepedagogique.net

[France Stratégie appelle à revoir la carte de l'éducation prioritaire](#). L'expresso du 2 octobre 2017

"Une réflexion sur l'affectation des élèves et des personnels et sur les conditions d'ouverture et de fermeture de classes semble nécessaire, afin de mieux adapter les moyens des collèges aux évolutions démographiques et sociales rencontrées sur le terrain". Dans une nouvelle étude qui pointe les inégalités de moyens entre les collèges, France Stratégie, un service du premier ministre, appelle à revoir la carte de l'éducation prioritaire. Plus précisément, l'étude invite à supprimer les collèges Rep. Cette approche strictement comptable est publiée quelques jours avant la sortie, le 4 octobre, d'un rapport de la Cour des comptes qui pourrait aller très loin dans la demande de réduction des moyens.

[Le Cnesco engage la bataille du bien être à l'école](#). L'expresso du 3 octobre 2017

"Il faut s'intéresser au bien être à l'école car il est lié aux performances scolaires et il a un rôle dans la qualité de vie des enfants, leur développement et leur trajectoire de vie". Présenté par Agnès Florin et Nathalie Mons, la présidente du Cnesco, le rapport sur "la qualité de vie à l'école" veut faire avancer les connaissances dans un domaine longtemps délaissé en France. Le Cnesco fait le point des recherches sur cette question et publie les résultats d'une grande enquête menée auprès des chefs d'établissement avec l'aide du Snpden, premier syndicat des chefs d'établissement, et du Secrétariat général de l'enseignement catholique. Poser la question du bien être à l'école c'est aussi poser celle des inégalités devant ce bien être de sa dimension sociale.

[L'enseignement transversal à la loupe](#). L'expresso du 3 octobre 2017

Le premier rapport d'enquête du projet CROSS CUT vient de paraître. Le projet étudie l'enseignement transversal en Europe. Il est porté en France par le CIEP et l'IFé et est financé par Erasmus +. Il

souligne les difficultés pour mettre en place un enseignement qui rencontre du soutien sur le terrain. " La diversité semble être le maître-mot pour décrire l'état actuel des pratiques pédagogiques transversales en Europe. Les enquêtes en ont révélé différents exemples et ont souligné plusieurs définitions du terme « transversal » et de ce qu'il recouvre. Il convient d'indiquer que certains établissements sont bien plus avancés dans le processus de mise en place d'initiatives transversales que ce qui est prévu actuellement par les curricula nationaux. Dans certains cas, les établissements estiment que l'importance accordée aux matières dans les curricula nationaux est un frein aux efforts des établissements visant à développer les compétences transversales des élèves. En plus de cette limitation, le manque de temps de concertation entre enseignants apparaît comme l'un des principaux obstacles à la mise en place d'un enseignement transversal. Une réponse à ces questions constituerait une avancée importante pour encourager ce type d'enseignement. À l'heure actuelle, il semble que seuls les enseignants particulièrement ouverts d'esprit, sûrs d'eux et motivés mettent volontiers en place des activités pédagogiques transversales. Toutefois, de manière générale, les personnels de direction et les enseignants semblent s'accorder sur le fort potentiel des activités pédagogiques transversales pour accroître la motivation, favoriser une approche globale des apprentissages et de la résolution de problèmes, donner du sens à l'enseignement pour les élèves et développer des compétences clés essentielles".

[L'éducation prioritaire ne scolarise qu'un quart des enfants défavorisés.](#) L'expresso du 4 octobre 2017 "Un quart des élèves défavorisés étudient dans des établissements de l'éducation prioritaire, soit 870 000", souligne l'Observatoire des inégalités. "Heureusement : cela signifie qu'il existe encore de la mixité sociale en France, que des enfants de milieu modeste habitent dans des quartiers qui le sont moins. Cela veut aussi dire que les dispositifs de l'éducation prioritaire, quoi qu'on pense de leurs effets, ne répondent en rien aux trois quarts des élèves issus de milieu défavorisés. Si l'on souhaite que les politiques publiques soutiennent ces jeunes qui n'ont pas les mêmes atouts que les autres en poche, il faut donc agir bien au-delà de ces territoires".

[Evaluation de CP : Quels obstacles cognitifs ?](#) L'expresso du 4 octobre 2017

Françoise Diuzet analyse sur son site les obstacles cognitifs rencontrés par les élèves lors de l'évaluation de CP en maths. " Cet article cherche à montrer comment les discours et consignes utilisés dans les évaluations officielles peuvent être analysés. Ils montrent que souvent c'est l'ignorance des adultes qui génère la difficulté des élèves... L'analyse permet de constater que le langage de l'enseignant, comme celui de l'élève, sont colorés de croyances et de lieux communs. Cette analyse de langage met à jour la nécessité de se former sur la construction des notions et sur le développement de la pensée de l'enfant".

[La Cour des Comptes veut un recadrage du métier d'enseignant.](#) L'expresso du 5 octobre 2017

"La Cour appelle à une réforme structurelle de la gestion des enseignants qui emporte des améliorations notables pour l'ensemble des acteurs du système". En présentant le rapport de la Cour des Comptes sur la gestion des enseignants, le 4 octobre, Didier Migaud, Premier président, reprend largement les conclusions et les propositions d'un précédent rapport de 2013. Pour la Cour, l'Education nationale doit négocier la revalorisation en échange de contreparties comme l'annualisation des services, la bivalence des enseignants du second degré et de nouveaux pouvoirs pour les directeurs et chefs d'établissement. Des propositions accueillies prudemment mais assez favorablement par le ministère. Mais qui provoquent un tollé syndical.

[Décrochage et inutilité de l'Ecole.](#) L'expresso du 5 octobre 2017

" Quand les décrocheurs disent ne pas croire aux vertus du diplôme, il est inopportun de penser qu'ils se trompent dans la mesure où ils sont aptes à identifier l'origine de leur croyance. Si les jeunes ont des sentiments ambivalents envers l'école, et négatifs envers le diplôme, c'est que des éléments de leur cadre de référence les ont conduits vers ces penchants. Ces sentiments sont réels, puisque les jeunes les ont ressentis ou les ressentent encore. De sorte que si les jeunes se trompent en disant que le diplôme ne sert à rien, leurs raisons de croire en son inutilité sont bonnes. C'est un processus cognitif que les acteurs de la lutte contre le décrochage scolaire doivent intégrer dans leurs plans d'action et de prévention". Dans Education & formations, Joël Zaffran et Juliette Vollet, université de Bordeaux, rendent compte d'une enquête auprès de décrocheurs. Elles invitent à entendre leur critique sur l'école sous jacente du discours sur les diplômes.

[Comment accède t-on au supérieur en Europe ?](#) L'expresso du 6 octobre 2017

Alors que la France va réformer son modèle d'accès au supérieur, la Commission européenne publie une synthèse sur cette question. La France y apparaît comme faisant partie des 8 pays européens qui pratiquent une sélection minimale. La Commission souligne que "aucune des politiques que nous avons cernées ne devrait être considérée idéale". Mais elle fait des recommandations. Il faut améliorer l'orientation. Les admissions doivent être liées au marché du travail. Il faut retarder au maximum l'organisation par filières du secondaire. Et faire collaborer davantage le secondaire et le supérieur.

[Le défi de la réussite de tous porté par l'AFAE.](#) L'expresso du 9 octobre 2017

" Il s'agit du plus grand défi pour l'avenir de l'éducation : conserver notre exigence universelle en y ajoutant une bonne dose de confiance et de bienveillance, d'attention à chacun, de moindre prégnance de la norme. Nous savons très bien trier, il nous faut aussi former chacun des élèves !" Présidente de l'AFAE, Catherine Moisan ouvre ce numéro 155 d'Administration et Education par une introduction où elle interroge le système éducatif. " Comment prendre en compte les « singularités », à l'école, au collège, au lycée, dans la classe, avec nos partenaires ? Comment conduire chaque élève sur le chemin des apprentissages, sur son propre chemin de progression ?.. Comment repenser une diversification du système qui ne soit pas hiérarchie, instrument de sélection, ségrégation ?" Voilà quelques unes des questions soulevées dans ce numéro qui ! va croiser les regards, multiplier les exemples, sans apporter de "recette" fallacieuse. Car pour améliorer la réussite , le système éducatif doit personnaliser mais aussi inventer et abandonner ses réflexes de tri. Une révolution ?

[Enquête sur le pilotage des réseaux prioritaires.](#) L'expresso du 9 octobre 2017

"Quatre ans après la refondation de l'Education prioritaire où en est le pilotage des réseaux ?" Le Centre Alain Savary, IFé, revient sur une question que l'OZP avait aussi soulevée, dans un dossier copieux qui propose des ressources et des exemples. " Définir les objets prioritaires du travail du réseau, c'est d'abord reconnaître la nature des difficultés du travail des élèves et du travail des enseignants. Plus que les indicateurs, apprendre à regarder ensemble la réalité du terrain permet de prioriser les problèmes à traiter. ... Les pilotes qui acceptent de travailler avec les coordonnateurs et les formateurs gagnent en efficacité et en légitimité. Piloter, c'est se poser 2 questions : Quel est le problème auquel on veut s'attaquer ? Où, quand et avec qui va-t-on en parler ?" Le dossier, qui présente plusieurs cas précis invite les réseaux à s'en faire accompagner.

[Que sait-on de la formation continue des enseignants ?](#) L'expresso du 11 octobre 2017

Comment rendre la formation continue des enseignants plus efficace ? Une recherche québécoise, dirigée par Mario Richard (Teluq), a analysé les études portant sur les différents modèles de formation continue afin de vérifier leur pertinence. Même si " l'insuffisance de données dans le domaine du développement personnel (DP) ne nous permet pas d'établir, de manière probante et à large échelle, l'efficacité d'un modèle précis de formation des enseignants en littératie sur les résultats des élèves", l'étude arrive à des conclusions précises.

[Evaluation de CP : L'analyse de l'évaluation en lecture.](#) L'expresso du 11 octobre 2017

Après l'évaluation de maths, Françoise Diuzet reprend son travail de décryptage des évaluations Blanquer en CP. " Je cherche maintenant à analyser ce qui est dit aux élèves pour évaluer leurs connaissances en « lecture ». Vous trouverez des remarques et propositions concernant chacun des exercices proposés". Le bilan global de F Duizet est critique. " 14 exercices pour situer par des actions : relier, entourer, mettre une croix, barrer, coller des éléments de connaissances distincts qui, pour la plupart, ne sont pas reliés au sens de la lecture d'un message. Beaucoup de repères de non sens, des consignes longues ,des termes abstraits, des tris, des déductions à vide. Un enfant qui a du mal à apprendre à lire est le plus souvent immature, non entré dans l'intérêt pour l'organisation du système de l'écrit . S'il mémorise petit à petit de! s unités distinctes de référence qu'on lui présente (lettres, syllabes, sons) , il ne rentre pas pour autant dans le sens. C'est cette capacité de relier la perception des unités de référence et le sens du texte qui génère les progrès dans la lecture. Si l'enfant ne prend pas en compte le contexte , s'il n'anticipe pas sur le sens il restera celui qui déchiffre et ne comprend pas ce qu'il lit".

[Piketty : Un budget qui sacrifie la jeunesse.](#) Le café pédagogique du 13 octobre 2017

"Le débat sur le budget 2018 s'est jusqu'ici concentré sur la question des cadeaux aux plus riches. De fait, la suppression de l'ISF et les mesures en faveur des dividendes et des intérêts vont coûter plus de 5 milliards d'euros au budget de l'Etat. Mais il est important d'insister aussi sur le revers de la médaille, autrement dit sur les perdants du budget 2018, et en particulier sur le sacrifice de la jeunesse, à travers la chute de la dépense par étudiant dans l'enseignement supérieur", écrit l'économiste Thomas Piketty sur son blog. " Si l'on combine l'évolution du budget de l'enseignement supérieur (d'à peine 10 % en euros constants) et celle du nombre d'étudiants (20 %), alors la conclusion incontournable est que le budget par étudiant a chuté de près de 10 % en France entre 2008 et 2018...! En choisissant par idéologie de tout consacrer aux groupes les plus fortunés (qui en pratique appartiennent souvent aux groupes les plus âgés), le budget 2018 tourne le dos à la jeunesse et à l'avenir, alors que la priorité devrait être d'investir dans la formation et dans l'avenir".

Repéré sur : cedefop.europa.eu

[Cedefop European public opinion survey on vocational education and training.](#) CEDEFOP, October 2017

In 2016 Cedefop launched its first ever opinion survey aimed at investigating EU citizens' opinions on vocational education and training.

A total of 35 646 face-to-face interviews were conducted with citizens of the Member States. The survey provides an unprecedented perspective on EU citizens' opinions on awareness, attractiveness, experience and effectiveness of vocational education and training in the EU.

Repéré sur : Cereq.fr

Jean-Marie Dubois, Patrick Rousset. [L'adaptation des compétences, un défi à relever pour les entreprises du numérique](#). Bref du Céreq, n°358, septembre 2017, 4 p.

Dans le secteur du numérique, l'innovation est au coeur de la croissance. Pour la favoriser, les entreprises doivent, plus qu'ailleurs, recruter du personnel qualifié et veiller au maintien et au renouvellement des compétences de leurs salariés. La formation initiale, la formation continue sous ses différentes formes et l'alternance sont largement mobilisées, dans un continuum qui pourrait préfigurer une tendance plus générale.

Vanessa Di Paola, Arnaud Dupray, Dominique Epiphane, Stéphanie Moullet. [Accès des jeunes femmes et des jeunes hommes aux emplois cadres, une égalité trompeuse](#). Bref du Céreq, n°359 octobre 2017, 4 p.

Pour la première fois, en 2013, la part de jeunes femmes qui occupaient, trois ans après leur entrée sur le marché du travail, un emploi de cadre, est devenue équivalente à celle des jeunes hommes. Pour autant, leur accès aux postes de cadres en début de vie professionnelle n'est toujours pas à la mesure de l'importance de leur investissement éducatif. L'évolution de leur niveau de diplôme est supérieure au rattrapage qu'elles opèrent en accédant plus massivement qu'auparavant à l'emploi cadre.

Emilie Gaubert, Valentine Henrard, Alexie Robert, Pascale Rouaud. [2016 survey of the 2013 cohort: No improvement in the education-to-work transition for young people with lower secondary qualifications only](#). Training and Employment, n°129, October 2017, 4p.

2013 cohort, Education-to-work- transition, Unemployment

Against the background of a weak economic recovery, access to employment for young people in the 2013 cohort was slightly more favourable than for the preceding cohort. In 2016, three years after they had left the education system, one young worker in five was looking for a job; in the case of those with only lower secondary qualifications, the figure was one in two. These levels are considerably higher than those recorded before the crisis.

Repéré sur : Crifpe.com

Gagnon, N. C. (2017). [Portrait de l'accompagnement mentorale au regard de l'agir compétent des enseignants-mentors œuvrant dans le cadre du Programme d'insertion professionnelle du nouveau personnel enseignant \(PIPNE\) de l'Ontario](#). Thèse de doctorat inédite, Université d'Ottawa, Ottawa, Ontario.

L'objectif de cette thèse est d'étudier l'accompagnement mentorale vécu par des enseignants-mentors jumelés à des enseignants débutants dans le cadre du Programme d'insertion professionnelle du nouveau personnel enseignant (PIPNE) au regard d'une conception particulière

de la compétence : celle de l'agir compétent de Le Boterf. Cette exploration a été rendue possible en étudiant la nature de l'accompagnement que des mentors prodiguent à leurs mentorés, les défis vécus et les bénéfices ressentis lors de cet accompagnement, leur sentiment d'efficacité quant à leur fonction de mentor ainsi que leurs besoins en matière de préparation, de formation et d'encadrement à l'accompagnement mentorale. L'originalité de la thèse réside dans le fait que peu d'études se sont intéressées à comprendre en profondeur la façon dont est vécu l'accompagnement mentorale du point de vue des enseignants-mentors. En étudiant cet accompagnement sous différentes facettes, cette recherche doctorale offre une vision globale et non fragmentée de l'expérience des mentors. Le choix d'une épistémologie constructiviste et conséquemment d'une méthodologie qualitative a également permis une description riche et détaillée de l'expérience vécue par ces enseignants-mentors. Enfin, l'utilisation du modèle de l'agir compétent, une conception profondément dynamique de la compétence intégrant les dimensions contextuelle, personnelle et sociale de l'accompagnement mentorale comme cadre d'analyse, constitue également un élément novateur de cette thèse. De façon plus précise, la thèse cherche à répondre à la question de recherche suivante : Comment, dans le contexte du PIPNPE, l'agir compétent se manifeste-t-il dans l'accompagnement mentorale vécu par les enseignants-mentors jumelés à de nouveaux enseignants ? Cette recherche, ancrée dans le paradigme interprétatif, a tenté d'obtenir une meilleure compréhension du phénomène étudié à partir de la réalité et des points de vue des participants. L'accompagnement mentorale a donc été étudié selon le point de vue des différents acteurs qui y étaient engagés (mentors, mentorés et experts du PIPNPE). Puisque la recherche se situait dans une dynamique interactive entre le chercheur et les participants et dans un contexte teinté de leurs représentations et de leurs expériences personnelles, une posture interprétative a été adoptée. Plus particulièrement, l'étude de cas portant sur un cas unique, l'accompagnement mentorale d'enseignants-mentors prodigué dans le cadre du PIPNPE, a été employée. Afin de répondre adéquatement aux questions de recherche, onze dyades mentorales (dont dix mentors et dix mentorés jumelés dans le cadre du PIPNPE) ainsi que deux experts associés au PIPNPE ont été recrutés et ont participé à un entretien de recherche individuel semi-dirigé. Afin de diversifier les sources de données, l'analyse de documents sur le PIPNPE et d'un journal de bord a également été effectuée. L'étude a permis, en plus d'approfondir les connaissances sur des thèmes encore peu explorés dans le domaine, d'établir des pistes de réflexion quant à l'élaboration de dispositifs de formation et d'encadrement répondant aux besoins particuliers des mentors et à la façon de maximiser la réussite des programmes de mentorat déjà en place. Par la mise en relation des résultats de la recherche concernant l'expérience d'accompagnement mentorale avec le modèle de l'agir compétent, cette thèse a permis de mieux comprendre les dynamiques derrière la construction de la compétence des enseignants-mentors. Il a donc été possible d'identifier un certain nombre de leviers à propos desquels des décisions peuvent être prises concernant la préparation, la formation, l'encadrement et les ressources à l'accompagnement des enseignants-mentors de même que le contexte dans lequel ils évoluent, pouvant ainsi maximiser le développement de leur compétence.

Proulx, L. (2017). [L'expérience étudiante d'immigrants de première génération à travers leur processus d'intégration réussie au collégial francophone en Ontario](#). Thèse de doctorat inédite, Université d'Ottawa, Ottawa, Ontario.

Un grand nombre des nouveaux immigrants au Canada, âgés de 15 à 44 ans, envisagent de poursuivre leurs études ou leur formation au postsecondaire puisque, pour eux, la formation et la connaissance des langues officielles du Canada constituent la clé de la réussite sur le marché du

travail (Bonikowska, Green et Riddell, 2008 ; Statistique Canada, 2003, 2005). Or, des recherches démontrent que bien qu'ils aient accès aux études postsecondaires, leur niveau de performance scolaire est plus faible que la moyenne des étudiants natifs du pays où ils se sont établis (Bonikowska, Green et Riddell, 2008 ; La Cité collégiale, 2005 ; Marmolejo, Manley-Casimir et Vincent-Lancrin, 2008 ; Organisation de coopération et de développements économiques [OCDE], 2006). De plus, des difficultés d'ordres linguistique, scolaire et socioculturel font obstacle à leur apprentissage et à leur intégration au milieu scolaire (Gaudet et Loslier, 2009). Ces difficultés freinent la réussite scolaire et l'intégration à la communauté d'accueil et risquent même de décourager les immigrants au point de les voir quitter la communauté francophone en milieu minoritaire au profit de la majorité anglophone (Quell, 2008). Pourtant, bien que le taux de décrochage soit élevé chez cette portion de la population immigrante (Statistique Canada, 2008) et malgré les difficultés rencontrées durant leur parcours scolaire, plusieurs obtiennent leur diplôme de fin d'études et certains le font avec mention de succès (Proulx et Duchesne, 2012). Dans ce contexte, nous avons étudié les expériences étudiantes des immigrants de première génération inscrits au collégial et tenté de comprendre leur processus d'intégration sociale et scolaire au milieu francophone en situation minoritaire en Ontario. À partir de leur expérience, la visée de cette recherche était de répondre à la question de recherche suivante : Quelles expériences étudiantes d'intégration sociale et scolaire réussie vivent les étudiants immigrants de première génération au collégial en milieu scolaire francophone minoritaire en Ontario ? Cette recherche visait notamment à répondre aux sous-questions de recherche suivantes : a) Comment les étudiants immigrants de première génération au collégial définissent-ils une intégration réussie au milieu scolaire francophone en situation minoritaire ?, b) Quel(s) processus d'intégration vivent-ils ? et finalement c) Comment contribuent-ils à leur nouvelle communauté scolaire et sociale francophone en situation minoritaire ? Pour y arriver, cinq grands concepts constituaient notre cadre conceptuel afin de délimiter notre espace de recherche et de mieux saisir les enjeux de notre sujet : l'intégration scolaire et l'intégration sociale de Tinto (1993, 2012), le métier d'étudiant de Coulon (2005), l'expérience étudiante de Dubet (1994) et la représentation sociale de Jodelet (2009). Nous avons également conduit une recherche qualitative interprétative par l'application de la méthode descriptive phénoménologique de Giorgi (1997, 2012) pour recueillir et analyser les données recueillies au cours d'entrevues semi-dirigées auprès de quinze étudiants immigrants âgés de 20 à 39 ans. Tous les répondants étaient inscrits dans un programme technique d'une institution d'enseignement collégiale à Ottawa (Ontario) en contexte francophone minoritaire. Notre étude nous a permis d'élaborer les définitions de l'intégration scolaire et sociale réussie découlant des représentations des participants. Nous avons été en mesure de proposer un modèle interdépendant de leurs processus d'intégration scolaire et sociale réussie. Ensuite, les récits de leur expérience étudiante suivis des défis rencontrés par les participants et des stratégies qu'ils ont mises en place pour surmonter ceux-ci ont été exposés. Enfin, les résultats de notre recherche ont offert une description des principales contributions que les participants ont pu apporter à leur communauté. Tous les résultats ont également été discutés à l'aide de la recension des écrits et du cadre conceptuel.

Roy, M. (2017). [Les dispositifs d'évaluation certificative mis en œuvre par des enseignants pour évaluer les attitudes dans un programme d'études collégiales : étude de cas](#). Mémoire de maîtrise inédit, UQAM, Montréal, Québec.

L'approche par compétences a été implantée au collégial en 1993. À ce moment, le gouvernement du Québec met en place, de manière progressive, les devis ministériels par compétences, ainsi que la

Commission d'évaluation de l'enseignement collégial. Dans ce contexte, les enseignants doivent évaluer les compétences et ses composantes, dont les attitudes. Cependant, la recension des écrits témoigne de la difficulté à évaluer cette composante. Ainsi, la question posée dans cette recherche est : au collégial, quels dispositifs d'évaluation certificative sont utilisés par les enseignants afin de prendre en compte les attitudes prescrites par les devis ministériels? L'évaluation dans une approche par compétences comporte certaines caractéristiques s'appliquant aux dispositifs d'évaluation certificative suivant une démarche d'évaluation des apprentissages (planification, prise d'information, jugement et décision). Entre autres, les dispositifs doivent tenir compte des attitudes prescrites et permettre de juger de leur développement afin de les certifier. L'objectif de cette recherche est de comprendre les dispositifs d'évaluation certificative prenant en compte des attitudes mis en œuvre par des enseignants de Techniques d'éducation à l'enfance d'un collège. Ce programme est le cas visé par cette étude qualitative. La collecte des données a été effectuée à l'aide de documents écrits et de quatre entretiens individuels semi-dirigés. Ainsi, l'analyse de contenu a permis de décrire les dispositifs d'évaluation certificative selon les étapes de la démarche d'évaluation. La planification de l'évaluation des attitudes se retrouve dans les plans de cours. Cependant, la prise d'information au niveau des attitudes semble difficile pour les enseignants. D'ailleurs, ils n'en tiennent pas toujours compte dans leur jugement. Ainsi, lors de la décision concernant la réussite ou l'échec de l'étudiant, l'évaluation des attitudes ne semble pas avoir un poids considérable, sauf dans le cas de l'épreuve synthèse de programme et des stages. Bref, les enseignants désirent évaluer les attitudes en classe, mais les dispositifs d'évaluation mis en œuvre ne permettent pas de certifier que l'étudiant a acquis les attitudes requises par la profession.

Hussar, W. J. & Bailey, T. M. (2017). [Projections of Education Statistics to 2025](#). Washington, DC : National Center for Education Statistics (NCES), U.S. Department of Education.

This publication provides projections for key education statistics. It includes statistics on enrollment, graduates, teachers, and expenditures in elementary and secondary schools, and enrollment and earned degrees conferred expenditures of degree-granting institutions. For the Nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and projections to the year 2025. For the 50 States and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2025. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

National Academy of Engineering (2017). [Engineering Technology Education in the United States](#). Washington, DC : The National Academies Press.

The vitality of the innovation economy in the United States depends on the availability of a highly educated technical workforce. A key component of this workforce consists of engineers, engineering technicians, and engineering technologists. However, unlike the much better-known field of engineering, engineering technology (ET) is unfamiliar to most Americans and goes unmentioned in most policy discussions about the US technical workforce. Engineering Technology Education in the United States seeks to shed light on the status, role, and needs of ET education in the United States.

OECD (2017). [OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications](#). Paris : OECD Publishing.

For well over two decades, the OECD has developed and published a broad range of comparative indicators published yearly in the flagship publication Education at a Glance. These provide insights into the functioning of education systems, such as the participation and progress through education, the human and financial resources invested, and the economic and social outcomes associated with educational attainment. Through the set of harmonised indicators and definitions, they enable countries to view their education system in the light of other countries' performance, practices, and resources.

Fundamental to the credibility and understanding of these comparisons are the concepts, definitions, classifications and methodologies that have been developed over the years to underpin the statistics and indicators. This Handbook draws these methodologies together in a single reference volume, complementing and providing an invaluable aid to users of Education at a Glance. In doing so, the Handbook aims to facilitate a greater understanding of the education statistics and indicators produced and so allow for their more effective use in policy analysis. Equally, it provides a ready reference of international standards and conventions for others to follow in the collection and assimilation of educational data.

OECD (2017). [PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science](#). Paris : OECD Publishing.

his handbook draws methodologies together in a single reference volume, complementing and providing an invaluable aid to users of Education at a Glance. In doing so, the handbook aims to facilitate a greater understanding of the education statistics and indicators produced and so allow for their more effective use in policy analysis.

Repéré sur : Education.gouv.fr

Joëlle Grille. [En 2015, la formation continue universitaire a délivré près de 100 000 diplômes](#). Note d'information, 17.22, octobre 2017

Les établissements d'enseignement supérieur publics (les universités, les écoles et le Conservatoire national des arts et métiers – CNAM) ont accueilli près de 460 000 stagiaires en formation continue, en 2015. La durée moyenne des stages s'élève à 152 heures, dont 122 de nature pédagogique et 30 en stage pratique. 95 800 diplômes ont été délivrés en formation continue dont près des deux tiers sont des diplômes nationaux. C'est ainsi 12 % des titres nationaux qui sont délivrés en 2015 en formation continue ; + 1 point par rapport à 2014. Trois groupes de spécialités de formation regroupent plus d'un stagiaire sur deux : les « Services aux personnes » (24 %), les « Sciences humaines et droit » (18 %) et les « Échanges et gestion » (15 %).

[Rapport d'activité 2016 de l'inspection générale de l'éducation nationale \(IGEN\)](#). Rapport IGEN - Septembre 2017

Ce rapport d'activité 2016 de l'inspection générale de l'éducation nationale s'ouvre sur une cartographie du corps, décrit son organisation, son fonctionnement et ses missions. Au-delà de la présentation des travaux et réalisations de l'IGEN, il met surtout en lumière la part non visible des activités de l'IGEN, ses missions permanentes en interaction avec les directions du ministère de l'éducation nationale, les autres ministères, les instances partenaires et le secteur international.

Joëlle Grille. [En 2015, la formation continue universitaire a délivré près de 100 000 diplômes](#). Note d'information, n° 22, Octobre 2017

Les établissements d'enseignement supérieur publics (les universités, les écoles et le Conservatoire national des arts et métiers – CNAM) ont accueilli près de 460 000 stagiaires en formation continue, en 2015. La durée moyenne des stages s'élève à 152 heures, dont 122 de nature pédagogique et 30 en stage pratique.

95 800 diplômes ont été délivrés en formation continue dont près des deux tiers sont des diplômes nationaux.

C'est ainsi 12 % des titres nationaux qui sont délivrés en 2015 ; + 1 point par rapport à 2014. Trois groupes de spécialités de formation regroupent plus d'un stagiaire sur deux : les « Services aux personnes » (24 %), les « Sciences humaines et droit » (18 %) et les « Échanges et gestion » (15 %).

Repéré sur : Esen.education.fr

Agnès FLORIN, Philippe GUIMARD. [La qualité de vie à l'école : Rapport scientifique](#). Paris : CNESCO, octobre 2017

Ce dossier présente les résultats d'une enquête menée dans les établissements scolaires du second degré sur la restauration et l'architecture scolaires, des contributions sur la qualité de vie à l'école ainsi que les conclusions et recommandations du Cnesco.

Concernant la restauration scolaire, le Cnesco constate une "disparité d'accès et de service". Il estime également que l'architecture scolaire actuelle est inadaptée aux "nouvelles orientations pédagogiques".

Clément Dherbécourt et Nicolas Le Ru. [Élèves, professeurs et personnels des collèges publics sont-ils équitablement répartis ?](#) France Stratégie, Septembre 2017

Cette étude des moyens consacrés aux collèges montre une dispersion importante. Ces écarts de dotations qui ne sont pas toujours cohérents avec la politique d'éducation prioritaire mise en œuvre. Les auteurs de l'étude analysent les facteurs pouvant expliquer ces variations et proposent des pistes pour mieux allouer les moyens aux collèges.

Bertrand Martinot. [Apprentissage professionnel : les trois clés d'une véritable transformation](#). Paris : Institut Montaigne, Septembre 2017

Convaincu que l'apprentissage est l'une des pistes les plus fécondes pour favoriser l'accès à l'emploi des jeunes, le think tank propose trois mesures concrètes pour faire de l'apprentissage la voie professionnelle initiale de droit commun :

- confier aux régions, en lien avec les professionnels, le pilotage territorial de la formation professionnelle initiale ;
- introduire des systèmes de préparation à l'apprentissage, que ce soit pour les élèves en formation ou les jeunes déscolarisés ;
- adapter le système de certifications aux mutations de l'économie.

Union Européenne - Programme Erasmus +, Claus Michelsen, Nadia Rahbek Dyrberg Kristensen. [Pratiques interdisciplinaires et transversales dans le second degré \(cross-curricular teaching\) :](#)

[enquête de terrain](#). Lyon : Institut français de l'Éducation (IFÉ) ; Centre international d'études pédagogiques (CIEP), Septembre 2017

Ce document donne un aperçu de l'état actuel des activités d'enseignement transversales selon deux aspects, les curricula prescrits et les pratiques réelles dans les établissements scolaires. Il vise à identifier ce qui favorise et ce qui empêche un enseignement transversal efficace. Ces données sont le fruit de différentes enquêtes menées dans cinq pays européens : France, Portugal, Pologne, Norvège et Danemark.

Repéré sur : halshs.archives-ouvertes.fr

Dai Nguyen Tan. [Les TIC au service de la qualité des formations : le cas des programmes vietnamiens évalués par l'ASEAN University Network](#). Education. Université de Strasbourg, 2017. Français.

Résumé : Depuis plus d'une vingtaine d'années, la qualité de l'éducation au Vietnam est souvent remise en cause et le système éducatif fait l'objet de plusieurs débats et initiatives de rénovation, sans pour autant atteindre les résultats attendus. Innover par le numérique et intégration internationale figurent parmi les priorités fixées dans la politique nationale, notamment au niveau d'enseignement supérieur. Beaucoup de programmes d'enseignement supérieur au Vietnam ont été évalués par l'ASEAN University Network (AUN). Parmi de nombreux critères de cette démarche d'évaluation, 15 sous-critères concernent de près ou de loin l'usage des TIC dans les formations. L'analyse des résultats de quatre programmes vietnamiens évalués en 2009 et 2011 montre qu'il existe une différence dans la perception réelle des sous-critères liés aux TIC entre les parties prenantes internes et les évaluateurs externes de ces programmes. À partir de ce constat, nous élaborons un instrument de mesure susceptible de[...]

Siegfried Rouvrais, Bernard Remaud, Morgan Saveuze. [Work-based Learning Models in French Engineering Curricula](#). Brennan; Edström; Röslof; Songer; Spooner. CDIO 2017 : 13th International Conceive, Design, Implement, Operate Conference, Jun 2017, Calgary, Canada. Proceedings CDIO 2017 : 13th International Conceive, Design, Implement, Operate Conference, pp.766 - 781, 2017. <hal-01599738>

Résumé : In the 90s, the French engineering education accreditation body introduced in its quality standards a compulsory internship period. Based on this national experience, this paper presents an in-depth background and description of the use of internships and apprenticeships models in French engineering education. The elements of analysis presented may provide some inputs to programme designers in other contexts. Thus, this paper proposes to extend the CDIO framework to systematically include Work-based Learning as integrated activities in educational programme, to better match industry requirements and student competency expectations as future engineers.

Ghislaine Gueudet, Laetitia Bueno-Ravel, Simon Modeste, Luc Trouche. [Curriculum in France: A National Frame in Transition](#). D. Thompson, M.A. Huntley, & C. Suurtamm. International Perspectives on Mathematics Curriculum, International Age Publishing, pp.41-70, 2017, 978-1-64113-043-1. <<http://www.infoagepub.com/products/International-Perspectives-on-Mathematics-Curriculum>> . <hal-01599059>

Résumé : In this chapter, we first present an overall picture of the French mathematics curriculum, in particular since 2000; then we focus on the primary school curriculum and its recent evolutions. We

follow with considerations of the controversies raised by the new curriculum (starting September 2016) for students aged 12 to 15. Next we focus on a particular content area, algorithmics across different grades. Textbooks are crucial resources for teaching, influencing the implemented curriculum (Pepin & Haggarty, 2001; Valverde et al., 2002). Deep changes in curriculum have resulted in the development of digital resources so we also focus on the development of a particular French e-textbook. In the conclusion, we synthesize the main aspects of curriculum content, design, and implementation in France

Maria Antonietta Impedovo, Jacques Ginestié, John Williams. [Technological education challenge: A European perspective](#). Australasian Journal of Technology Education , 2017. <hal-01599088>
Résumé : This paper is a reflection on Technological education in the light of the changes that this subject has undergone recently. The first part of the paper provides a theoretical presentation of Technological education from a European perspective. Then a more specific exploration is developed focussing on the middle schools in two selected contexts (France and Italy), considered here as examples of curriculum. Finally, the implications of this subject on current society are explored.

Laurence Marty, Patrice Venturini, Jonas Almqvist. [Teaching traditions in science education in Switzerland, Sweden and France: A comparative analysis of three curricula](#). European Educational Research Journal, Symposium Journals (with European Educational Research Association), 2017, 42 (1), pp.155 - 163. <10.1177/1474904117698710> . <halshs-01599133>
Résumé : Classroom actions rely, among other things, on teaching habits and traditions. Previous research has clarified three different teaching traditions in Science Education: the academic tradition builds on the idea that simply the products and methods of science are worth teaching; the applied tradition focuses on students' ability to use scientific knowledge and skills in their everyday life; and the moral tradition opens up a relationship between science and society, focusing on students' decision making concerning socio scientific issues. The aim of this paper is to identify and discuss similarities and differences between the Science curricula in Sweden, France and Western Switzerland in terms of teaching traditions. The study considers the following dimensions in the analysis: 1) The goals of science education as presented in the initial recommendations of the curricula; 2) The organization and division of the core contents; and 3) The learning outcomes expected from the students in[...]

Monique Gaëtan, Roland Gaëtan. [Recherche-Action Au Lycée, Favoriser le Sentiment de Sûreté \(SDS\)* pour améliorer l'empathie.Améliorer l'empathie pour favoriser le Sentiment de Sûreté \(SDS\)* ?](#). Eduquer à l'Empathie: où en sommes nous?, May 2017, LE MANS, France. <hal-01599131>

Résumé : Sentiment de sûreté secure: état de sécurité intérieure qui se traduit par une sérénité vécue qui permet mentalisation, régulation des émotions, et tout à la fois, ouverture aux autres, à la connaissance, à l'avenir. Empathie: Comprendre comment l'autre "fonctionne", se mettre à la place de l'autre tout en gardant sa place. (Nous proposons cette définition épurée : la notion d'empathie ne fait pas l'unanimité et de nombreuses dimensions restent à explorer). Des ateliers menés sur l'Horaire d'Accompagnement personnalisé au Lycée, basés sur un travail visant l'amélioration de la dimension exploratoire du Sentiment de Sûreté (régulation des émotions et qualité de la relation) , constituent la variable expérimentale de cette Recherche Action menée au Lycée . Les résultats

mettent en évidence le lien entre l'amélioration du Sentiment de Sûreté sécurisée et celui de l'Empathie, tout comme des bénéfices cognitifs au niveau individuel (amélioration de[...])

Jean Heutte. [L'environnement optimal d'apprentissage : contribution de la recherche empirique sur les déterminants psychologiques de l'expérience positive subjective aux sciences de l'éducation et de la formation des adultes](#). Sciences et bonheur, 2017, pp.82-99. <<https://sciences-et-bonheur.org/2017/09/>>

Résumé : En tant que pionnier de la recherche empirique sur les déterminants psychologiques de l'expérience positive subjective, via l'élaboration de la théorie de l'autotélisme-flow, Mihaly Csikszentmihalyi est l'inspirateur de la psychologie positive. Afin de mieux illustrer la portée de cette théorie majeure de la psychologie scientifique contemporaine, nous mettrons en lumière son importante contribution à la recherche fondamentale en sciences de l'éducation et de la formation des adultes, tout au long et tout au large de la vie (éducation formelle, non formelle ou informelle). Enfin, après un focus sur la dimension sociale de la motivation, dans un dernier temps, nous élargirons notre propos pour souligner la portée universelle du modèle de la « sélection psychologique » (cf. « 3e paradigme de l'évolution ») selon lequel le flow serait l'un des catalyseurs fondamentaux des processus biologiques, culturels et psychologiques au cœur de l'évolution[...]

Mélissa Arneton, Amélie Courtinat-Camps. [Participer au suivi longitudinal d'une cohorte d'enfants pour mieux comprendre l'environnement des élèves à besoins éducatifs particuliers](#). La nouvelle revue de l'adaptation et de la scolarisation, Éd. de l'INS-HEA, 2016, 1 (73), pp.337-343. <hal-01523560>

Résumé : Dans le cadre de la promotion d'une société inclusive, disposer de plus d'informations sur l'environnement et les parcours des enfants en situation de handicap, et plus largement à besoins éducatifs particuliers (BEP), peut concourir aux développements de pratiques professionnelles nouvelles. Dans cette perspective, les bases de données quantitatives construites avec un recueil longitudinal sont une opportunité pour étudier et comprendre les liens entre le contexte familial, les éléments socioéconomiques et les expériences vécues durant la scolarisation. L'exemple d'une recherche participative menée dans le cadre du volet « école » de l'enquête longitudinale française depuis l'enfance (ELFE) en collaboration avec l'Institut français de l'Éducation (IfÉ) est présentée. Cette coproduction entre chercheurs et professionnels contribue à éclairer comment la famille, l'école et les autres partenaires éducatifs s'organisent concernant les[...]

Joshua Abah, Paul Anyagh, Terungwa Age. [A flipped applied mathematics classroom : nigerian university students' experience and perceptions](#). ABACUS, The Mathematical Association of Nigeria, 2017, Mathematics Education Series, 42 (1), pp.78-87. <hal-01596571>

Résumé : This study was designed to determine university students' experience and perceptions in a flipped Applied Mathematics classroom. Survey research design was employed to measure students' responses after a successful seven-week deployment of the flipped model of instruction delivery in a University in North Central Nigeria. An intact class of 32 students was used for the study, out of which 21 students returned the adopted Feedback Questionnaire on Flipped Classroom Activity. Analysis of the results of the study shows a positive level of students' perception (grand mean = 2.765) and an enriched learning experience in terms of curiosity, engagement and enlightenment. Based on the findings of the study, it was recommended that teachers at all levels of mathematics education should always seek instructional approaches that are student-driven like the flipped classroom to

sustain interest and improve academic performance.

Marie Duru-Bellat. [Comment l'évaluation des politiques publiques contribue t'elle à la vie démocratique ?](#). [Rapport de recherche] CNESCO (Conseil national d'évaluation du système scolaire). 2017, pp.35-38. <halshs-01614260>



Résumé : Le Conseil national d'évaluation du système scolaire (Cnesco) engage, en partenariat avec le Conseil économique, social et environnemental (CESE), France Stratégie et le laboratoire interdisciplinaire d'évaluation des politiques publiques (LIEPP -Sciences Po) une réflexion sur le lien entre vie démocratique et évaluation des politiques publiques. Dans ce cadre, des acteurs et des usagers de l'évaluation des politiques publiques ont été sollicités afin de fournir une contribution sur la thématique suivante : " Comment l'évaluation des politiques publiques contribue-t-elle à la vie démocratique ?".

Cédric Fluckiger. [Les technologies numériques à l'école, quel bilan ?](#) . 2017. <hal-01613680>

Résumé : extrait paru dans dans F. Thibault et C.Garbay, dir., La recherche sur l'éducation, vol. 2, Contribution des chercheurs, rapport remis à M Thierry Mandon, p. 103-104.

Christine Guégnard, Olivier Joseph, Jake Murdoch. [Seven years of youth transition to work before and during the economic crisis in France](#). 3rd International Conference on Transitions in Youth, Young Adulthood and Beyond, Sep 2017, Bern, Switzerland. 2017. <halshs-01614275>



Résumé : The transition from school-to-work is a process structured by demand for labour, employer behaviour, public policy measures and structural employment changes. However youths experience also other temporalities, that are context related, and that take place in a given country at the beginning of their working careers. In general youths entering the labour market are overexposed to economic fluctuations (Fondeur and Minni, 2004). The aim of this paper is to identify the consequences of the 2008 financial crisis in France, by comparing the trajectories of two youth cohorts over seven years. We use labour market segmentation theory developed by Doeringer and Piore (1971). According to this theory, precarious or unstable jobs are more the fate of young people at the beginning of their transition to work. However we can wonder what happens in the time of crisis. Does this lead to more or less the same difficult transition for all workers? Or does the precarious employment remain constant for[...]

Jean-François Giret. [Retour sur quelques facteurs favorisant l'orientation](#). Université d'été du CNESCO, Aug 2017, Paris, France. <halshs-01614249>



Julien Calmand. [French PhDs employed in private sector. The signal effect of chaotic pathways](#). Pathways into, through and out of higher education, Sep 2017, Hannover, Germany. 2017, <<http://www.dzhw.eu/pathways>> . <halshs-01614339>



Résumé : This research deals with the question of french PhDs' career trajectories and especially those that lead to private sector employment. Using longitudinal survey "Generation" from Cereq, which allows to observe professional paths over the first five years of working life, we show that for PhDs graduated in 2010, public-sector research remains the main opening. There are few career paths leading to private sector and PhDs working in firms found their job at a very early stage in their

working life. Using data analysis and econometrics methods we find that thesis conditions, professional expectations and chaotic pathways are obstacles to employment in firms.

Inès Albandea. [Wage penalties for post-secondary education interruption in France](#). The XXVI meeting of the Economics of Education Association (AEDE), Jun 2017, Murcia, Spain. 2017. (halshs-01614312)



Résumé : In France, more and more young people are interrupting their post-secondary education (Mora, 2014) even if re-entering higher education implies all kinds of costs. Yet, little attention has been given so far to the effect of temporary dropout on future wages but it has been studied in other countries. We have attempted to measure the net effect of schooling discontinuities on young wages on the basis of a study of a sample of youth who left post-secondary education in 1998 and returned a few years later. Firstly, from an OLS regression, temporary interruption seems to have a positive effect on wages. However, people who interrupted temporary their education could have characteristics that employers value better in the labour market. However, there is a potential endogeneity of schooling and variable reflecting the education interruption should not be ignored when examining its impact on wages. Non-linear pathway may be correlated with unobserved variables such as ability or motivation[...]

Repéré sur : ife.ens-lyon.fr

[Bilan social 2015-2016 : ministère dédié à l'ESR](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, 10/2017

Le bilan social 2015-2016 dresse un portrait de l'ensemble des personnels, enseignants et autres personnels de l'éducation nationale, de l'enseignement supérieur et de la recherche. Nous vous présentons la partie concernant les personnels exerçant leurs fonctions dans les établissements d'enseignement supérieur, au sein du réseau des œuvres universitaires et scolaires ou dans les directions de l'administration centrale en charge de l'enseignement supérieur, ainsi que les personnels de la recherche en exercice au sein des établissements publics à caractère scientifique et technologique (E.P.S.T.).

[Rapport de situation comparée Femmes/Hommes au sein du M.E.S.R. 2015-2016](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, octobre 2017

Le Rapport de situation comparée 2015 relatif à l'égalité professionnelle entre les femmes et les hommes du ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche a été réalisé à partir des informations figurant dans le Bilan social de l'enseignement supérieur et de la recherche et reprend les thématiques étudiées dans le bilan social (effectifs, carrière, formation et organisation du temps de travail) sous l'angle de l'égalité femmes-hommes.

William J Hussar et Tabitha M. Bailey. [Projections of Education Statistics to 2025](#). National Center for Education Statistics (NCES), 10/2017

This publication provides projections for key education statistics. It includes statistics on enrollment, graduates, teachers, and expenditures in elementary and secondary schools, and enrollment and earned degrees conferred expenditures of degree-granting institutions. For the Nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14

years and projections to the year 2025. For the 50 States and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2025. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

[Étude sur l'impact des systèmes d'admission sur les résultats de l'enseignement supérieur \(résumé analytique\)](#). European Commission (EC), 09/2017

Le présent rapport examine les systèmes d'admission à l'enseignement supérieur en Europe. L'admission n'est pas un simple processus qui survient à la fin des études secondaires. Il s'agit plutôt d'un processus qui peut commencer à partir du moment où un élève est placé dans une filière particulière d'enseignement secondaire jusqu'aux étapes de sélection ultérieures à l'admission — dans certains cas — qui interviennent à la fin de la première année des études supérieures. Pour bien comprendre ce processus, l'étude met l'accent sur l'incidence qu'ont les écoles et les établissements d'enseignement supérieur (EES) dans le processus de sélection et sur la manière dont les étudiants eux-mêmes finissent par choisir leur parcours, un programme et un établissement d'enseignement supérieur en particulier.

Le rapport complet est disponible en anglais sous le titre "[Study on the impact of admission systems on higher education outcomes](#)"

[Lutter contre la ségrégation scolaire en Europe par l'éducation inclusive. Document de synthèse.](#)

Conseil de l'Europe (CoE), 09/2017

La ségrégation scolaire – l'une des pires formes de discrimination – reste une triste réalité en Europe. Ses effets négatifs touchent particulièrement les enfants roms, les enfants handicapés, les enfants issus de l'immigration et d'autres enfants, selon leur situation sociale ou personnelle (comme les enfants placés en institution et les enfants qui ont maille à partir avec la justice des mineurs). Malgré l'existence de lois et de politiques antidiscrimination, la pratique consistant à séparer des groupes d'élèves dans des établissements ou des classes spécifiques est peut-être même en train de gagner du terrain, notamment sous l'effet de l'augmentation des arrivées de migrants et de réfugiés en Europe.

De nombreux États ont adopté des mesures importantes pour bâtir des systèmes éducatifs plus inclusifs et garantir le droit à l'éducation de tous les enfants, sans discrimination. Toutefois, dans la pratique, les autorités nationales et locales ne respectent pas toujours leurs obligations et cèdent souvent à différentes pressions exercées notamment par l'administration scolaire, le corps enseignant, d'autres professionnels et par les familles.

L'éducation inclusive ne devrait pas être perçue comme un projet utopique. Elle constitue au contraire un objectif atteignable, qui offre un énorme potentiel pour améliorer la cohésion sociale, les relations interculturelles et les possibilités d'éducation de tous les enfants.

Claus Michelsen, Nadia Rahbek Dyrberg Kristensen. [Crosscut - Cross-curricular teaching - Enquête de terrain - Livrable n°1](#). Centre international d'études pédagogiques (CIEP), 09/2017

Le projet CROSSCUT vise à contribuer au développement professionnel des enseignants du niveau secondaire en les formant à l'élaboration et à la mise en œuvre d'approches interdisciplinaires innovantes, de manière à favoriser l'acquisition par les élèves de compétences-clés. Un apprentissage fondé sur les compétences nécessite une réorientation majeure des méthodes et des pratiques pédagogiques.

Des universités et instituts de l'éducation de six pays européens (Danemark, France, Finlande, Norvège, Pologne, Portugal) collaboreront au sein du Consortium CROSSCUT pour apporter une réponse satisfaisante aux enjeux du développement professionnel des enseignants et des pratiques pédagogiques dans la classe, en se fondant sur un apprentissage mutuel, les expériences de chaque pays et une collecte de données.

Le projet CROSSCUT identifiera les facteurs de réussite contribuant à un enseignement interdisciplinaire efficace ainsi que ses obstacles éventuels, à l'aide d'un état des lieux réalisé dans plusieurs pays.

Les partenaires élaboreront un programme de formation complet en ligne en combinant les résultats de recherche et l'enquête de terrain. Par ailleurs, une plateforme pédagogique aura pour objectif de former le personnel enseignant en le dotant de qualifications et de compétences pédagogiques solides.

Enfin, les résultats du projet permettront de formuler des recommandations à l'intention des décideurs politiques, des structures de formation des enseignants et des chefs d'établissement en vue d'influer sur la formation des enseignants et leur environnement de travail à différents niveaux décisifs, pour créer des conditions favorables à un enseignement interdisciplinaire.

[Taking the future into their own hands. Youth work and entrepreneurial learning : final report.](#)
European Commission (EC), 09/2017

Ce rapport dresse un panorama des initiatives européennes concernant l'engagement des jeunes dans l'acquisition de compétences personnelles, leur permettant d'atteindre leurs propres objectifs et de devenir des citoyens actifs.

L'étude est basée sur une enquête extensive sur l'apprentissage de compétences entrepreneuriales auprès de jeunes européens issus de 28 pays. Elle propose un inventaire de 114 bonnes pratiques et 12 études de cas.

[The Pursuit of Gender Equality: An Uphill Battle.](#) Paris : Organisation for Economic Co-operation and Development (OECD), 10/2017

Gender inequalities persist in all areas of social and economic life and across countries. Young women in OECD countries generally obtain more years of schooling than young men, but women are less likely than men to engage in paid work. Gaps widen with age, as motherhood typically has marked negative effects on gender pay gaps and career advancement. Women are also less likely to be entrepreneurs, and are underrepresented in private and public leadership positions.

The 2013 and 2015 OECD Gender Recommendations provide guidance on how to advance gender equality in education, employment, entrepreneurship and public life; this book discusses recent developments in these areas in one overview chapter and 24 short chapters which each include key findings and policy recommendations. Topics include violence against women, gender budgeting, the unequal sharing of unpaid work, labour market outcomes and migration. The book presents a range of indicators illustrating gender gaps. It also discusses recent policy initiatives, such as pay transparency measures to reduce gender wage gaps and policy reform aimed at fathers taking parental leave. Overall, progress has been slow and there is a strong need for further policy action to close gender gaps in education, employment, entrepreneurship and public life.

ABDULLATIF Ahmed. [Les pratiques numériques des étudiants de l'Université des Comores dans le processus d'apprentissage](#). Thèse en Sciences de l'éducation, soutenue en 2015, sous la dir. de Eric BRUILLARD (Université Paris-Saclay)

"L'évolution des technologies entraîne des changements et des transformations dans tous les domaines économiques, sociaux et culturels notamment par leurs usages multiples et complexes. Dans le secteur de l'éducation, le déploiement de ces technologies pour l'enseignement et l'apprentissage soulève des questions fondamentales liées, par exemple, à la manière dont elles sont sollicitées par les enseignants et les étudiants. Cette étude, qui s'inscrit dans la lignée des usages des technologies de l'information et de la communication (TIC) en contexte scolaire, s'articule autour des concepts d'usages et de pratiques en contexte universitaire africain. Elle a pour objectif de comprendre le rapport que les étudiants entretiennent avec les technologies numériques dans leurs activités d'apprentissage en s'attachant à enrichir la réflexion sur les pratiques numériques des étudiants. De quelles manières les technologies sont sollicitées dans le processus d'apprentissage des étudiants ? Quelles sont les habitudes de travail avec ces technologies en classe et en dehors de la classe ? Comment accèdent-ils aux ressources en ligne et avec quelles compétences ? Dans quelles mesures l'institution universitaire permet-elle et facilite-t-elle l'ancrage et l'utilisation des technologies à des fins pédagogiques ? Ce travail s'est intéressé à une population d'étudiants inscrits en Licence dans cinq départements issus de trois facultés de l'université des Comores. Afin de documenter et d'analyser les pratiques numériques des étudiants dans leur processus d'apprentissage, nous avons opté pour une approche mixte regroupant une enquête quantitative basée sur un questionnaire et une étude qualitative par entretiens. L'enquête par questionnaire auprès d'un échantillon de 548 étudiants a permis d'établir un profil des étudiants en se basant sur leur niveau d'accès aux TIC, leur formation, leurs compétences, leurs usages des technologies en classe ou en dehors du milieu universitaire. Les entretiens ont enrichi les résultats quantitatifs et ont permis d'identifier quatre thèmes essentiels : les types d'usages, les conditions d'usages, les capacités d'utilisation et les conceptions des étudiants à propos de l'utilisation des TIC à des fins pédagogiques. L'étude confirme le faible usage des TIC à des fins d'apprentissage, un niveau d'accès difficile en milieu universitaire et peu de formations académiques. En même temps, elle indique un meilleur niveau d'équipement individuel des étudiants. Elle apporte un éclairage, sans doute nouveau, sur les stratégies de contournement, des difficultés d'usages et témoigne d'une volonté des jeunes à persister dans leurs pratiques numériques pour leurs apprentissages"

GRAVE Bruno. [Formes, dynamiques identitaires et professionnelles des chefs d'établissements privés du 1er degré : une typologie d'entretiens à partir de régimes de temporalités formatives et professionnelles](#). Thèse en Sciences de l'éducation, soutenue en 2016, sous la dir. de Pascal ROQUET (Université Montpellier 3)

"L'enseignement privé catholique, à la différence de l'enseignement public, a donné aux directeurs d'écoles primaires un statut de chef d'établissement, leur attribuant ainsi des responsabilités élargies. Ces derniers valident leur formation initiale par l'obtention d'un titre professionnel inscrit au RNCP (2014). Près de quarante années se sont déroulées entre la reconnaissance d'un enseignant chargé de direction (1976) et la création du statut de chef d'établissement (2006-2010). Cette évolution s'est réalisée progressivement, portée par la publication de plusieurs textes institutionnels et réglementaires. Notre thèse vise à comprendre en quoi ces mutations institutionnelles ont impacté les dynamiques identitaires de ces chefs d'établissements au cours de ces quarante dernières années. Les processus de professionnalisation à l'œuvre s'inscrivent dans un temps social

vécu. Aussi, les propos des acteurs recueillis sous forme d'entretiens compréhensifs / biographiques sont traités grâce à un instrument d'analyse composite : les régimes de temporalités formatives et professionnelles. Ce dernier est décalqué du concept de régime d'historicité, emprunté à la philosophie de l'histoire. Un corpus de douze entretiens a été traité avec cet instrument. La démarche inductive utilisée (théorisation ancrée) conduit ainsi à la construction d'une typologie de formes identitaires de chefs d'établissements selon ces régimes de temporalités formatives et professionnelles et reflète leurs différentes dynamiques identitaires. L'ensemble s'inscrit dans une approche compréhensive et phénoménologique de la professionnalisation de ces chefs d'établissements, plutôt entendue ici au sens de l'émergence d'un groupe professionnel. Mots-clés : Professionnalisation – groupe professionnel – chef d'établissement – identité professionnelle – dynamique professionnelle – dynamique identitaire – régimes d'historicité – temporalités sociales – régimes de temporalités formatives et professionnelles."

ZINGRAFF-VIGOUROUX Nadine. [Les politiques d'ouverture sociale des classes préparatoires aux grandes écoles : le cas d'un dispositif expérimental singulier, la C.P.E.S. \(Classe Préparatoire aux Études Supérieures\)](#). Thèse en Sciences de l'éducation, soutenue en 2017, sous la dir. de Jean-Michel BARREAU (Université de Lorraine)

"La mise en œuvre d'initiatives en faveur de la mixité sociale dans les classes préparatoires aux grandes écoles s'est largement développée depuis 2001. Des dispositifs expérimentaux d'ouverture sociale ont ainsi été lancés à l'initiative d'établissements prestigieux. Cette recherche présente dans un premier temps le système sélectif des classes préparatoires basé sur le principe de méritocratie, analyse les mécanismes de sélection sociale qui s'y opèrent et donne un éclairage sur le contexte national et international qui a contribué à mettre ce système en mouvement. Une réflexion est ensuite menée sur les enjeux de cette volonté récente d'ouverture sociale de l'accès aux filières élitistes puis sont examinés des dispositifs porteurs de solutions nouvelles en faveur de la diversité. Une enquête de terrain évalue la pertinence et l'efficacité de l'un d'entre eux créé en 2006 par le lycée Henri IV et repris depuis par d'autres établissements : la Classe Préparatoire aux Études Supérieures. Cette année de mise à niveau post-baccalauréat à destination d'élèves boursiers prometteurs souhaite remédier aux injustices sociales et culturelles produites en amont et lutter ainsi contre la forte reproduction sociale des classes préparatoires aux grandes écoles. Une analyse des données quantitatives et qualitatives recueillies auprès d'étudiants et de responsables de CPES est menée afin de vérifier si cette année de rattrapage a véritablement rempli sa mission en améliorant le parcours scolaire de jeunes boursiers à fort potentiel et s'il s'agit bien là d'une amorce de rétablissement de l'égalité des chances au sein du système éducatif. "

Repéré sur : cesifo-group.de

[Ifo Education Survey 2017: Do Germans Fear Digitalization?](#)

When it comes to digitalization, Germans are surprisingly confident: 54 percent see themselves as winners, only 16 percent see themselves as losers of digitalization. This is one of the results of the new Ifo Education Survey, a representative opinion survey of the adult population in Germany. There is broad support for expanding digitalization in schools: digital and media competences should be taught starting in primary school, schools should be equipped with broadband Internet, WLAN and computers, and more teaching time should be devoted to independent work on the computer. Overall, schools in Germany were assessed less favorably than in previous years. The survey again covered a wide variety

of educational policy issues. For example, an overwhelming majority supports the introduction of nationwide school exit exams.

[Short- and Long-term Effects of Grade Repetition](#)

Should students with poor performance have to repeat the grade? Ifo research professors Guido Schwerdt (Konstanz) and Martin West (Harvard), together with Marcus Winters (Boston), exploit the test-based promotion policy in the US state of Florida to estimate the effects of grade repetition. Originating in the Ifo Center for the Economics of Education and now being published in the *Journal of Public Economics*, the study finds that test-based retention in third grade improves students' reading and math achievement in the following years. The positive effects fade out over time, but no negative effects are found.

[Occupational Skills Key for Decision to Migrate](#)

How do migrants differ from the population that remains in their country of origin? A new *CESifo Working Paper* by former members of the Ifo Center for the Economics of Education, Jens Ruhose (Hannover) and Simon Wiederhold (Eichstätt-Ingolstadt), together with Alexander Patt and Miguel Flores, addresses this question for the case of Mexicans migrating to the US. They find that the migrant Mexicans have better manual skills but lower cognitive skills than those who remain in Mexico. The selection of migrants is much better described by their occupational skills than by their formal education level or income.

[Skills Important for Employment and Earnings.](#)

Better skills are rewarded highly on modern labor markets. This is shown by Franziska Hampf, Simon Wiederhold, and Ludger Woessmann of the Ifo Center for the Economics of Education in a paper just published in the journal *Large-scale Assessments in Education* that supplements previous work on the "adult PISA" (PIAAC). On average, each of the five skill levels in the PIAAC test is associated with 20 percent higher earnings and an 8 percent higher employment probability. But the results differ significantly between the 32 countries studied.

Repéré sur : Insee.fr

Emmanuel Berger, Odran Bonnet, Eva Julia et Tony Vuillemin. [Salaires dans le secteur privé : En 2015, le salaire net moyen augmente de 1,1 % en euros constants](#). Insee Première, N° 1669, octobre 2017

Emmanuel Berger, Odran Bonnet, Eva Julia et Tony Vuillemin, département de l'Emploi et des revenus d'activité, Insee

En 2015, le salaire mensuel en équivalent temps plein (EQTP) d'une personne travaillant dans le secteur privé atteint, en moyenne, 2 250 euros nets. Il augmente de 1,1 % en euros constants (après + 0,5 % en 2014), dans un contexte de croissance économique modérée et d'inflation quasi nulle. Il croît pour chaque catégorie socioprofessionnelle, de façon plus marquée pour les cadres (+ 1,2 %) et les ouvriers (+ 1,1 %).

La hausse des effectifs en contrats aidés atténue la progression du salaire net moyen en 2015 : hors contrats aidés et de professionnalisation, le salaire net moyen augmente de 1,3 %. L'évolution de la structure des emplois, et notamment l'élévation tendancielle des qualifications et de l'expérience des salariés, contribue pour près de la moitié à la hausse du salaire net moyen. En outre, un salarié en 2015 perçoit en moyenne 0,7 % de plus qu'un salarié en 2014 de mêmes âge, sexe, catégorie

socioprofessionnelle, condition d'emploi (temps complet ou partiel) et secteur d'activité. Les disparités salariales augmentent dans la moitié supérieure de la distribution. Hors contrats aidés et de professionnalisation, le salaire net en EQTP des femmes est inférieur de 18,4 % en moyenne à celui des hommes ; de 9,3 % en tenant compte du secteur d'activité, de l'âge, de la catégorie socioprofessionnelle, de la taille de l'entreprise et de la condition d'emploi.

Le salaire net moyen des personnes qui restent en place dans le même établissement d'une année sur l'autre, soit un peu plus d'un salarié du privé sur deux, augmente de 2,8 % en euros constants. Cette hausse reflète en grande partie les progressions de carrière et les gains d'ancienneté de ce groupe, où les contrats à durée indéterminée, les hommes et les salariés à temps complet sont surreprésentés.

Repéré sur : ladocumentationfrancaise.fr

Cour des comptes. [Gérer les enseignants autrement : une réforme qui reste à faire](#). Paris : Cour des comptes, Octobre 2017

L'objectif de réussite de tous les élèves exige un effort significatif de transformation du système scolaire. Dans son rapport de mai 2013, la Cour montrait qu'une gestion renouvelée des enseignants, acteurs clé du fonctionnement du système éducatif, était un levier reconnu et important pour améliorer sa performance. Or selon la Cour, l'Etat n'a pas mis à profit l'effort budgétaire important et croissant consacré ces dernières années à l'éducation nationale pour procéder à des réformes de structure. Les mesures sur les effectifs prises en 2012 et celles sur les rémunérations de 2016 n'ont pas été assorties de contreparties dans les conditions d'exercice du métier d'enseignant, dans l'organisation ou dans le temps de travail.

Repéré sur : Nber.org

Pei-Ju Liao, Ping Wang, Yin-Chi Wang, Chong Kee Yip. [Educational Choice, Rural-urban Migration and Economic Development](#). NBER Working Paper No. 23939, October 2017

Observing rapid structural transformation accompanied by a continual process of rural to urban migration in many developing countries, we construct a micro founded dynamic framework to explore how important education-based migration is, as opposed to work-based migration, for economic development, urbanization and city workforce composition. We then calibrate our model to fit the data from China over the period from 1980 to 2007, a developing economy featuring not only large migration flows but major institutional reforms that may affect work and education based migration differently. We find that, although education-based migration only amounts to one-fifth of that of work-based migration, its contribution to the enhancement of per capita output is larger than that of work-based migration. Moreover, the abolishment of the government job assignment for college graduates and the relaxation of the work-based migration have limited effects on economic development and urbanization. Furthermore, the increase in college admission selectivity for rural students plays a crucial but negative role in China's development, lowering per capita output and worsening the high-skilled employment share in urban areas.

Mark Chin, Thomas J. Kane, Whitney Kozakowski, Beth E. Schueler, Douglas O. Staiger. [School District Reform in Newark: Within- and Between-School Changes in Achievement Growth](#). NBER Working Paper No. 23922, October 2017

In 2011-12, Newark launched a set of educational reforms supported by a gift from Facebook CEO Mark Zuckerberg and Priscilla Chan. Using data from 2009 through 2016, we evaluate the change in Newark students' achievement growth relative to similar students and schools elsewhere in New Jersey. We measure achievement growth using a "value-added" model, controlling for prior achievement, demographics and peer characteristics. By the fifth year of reform, Newark saw statistically significant gains in English and no significant change in math achievement growth. Perhaps due to the disruptive nature of the reforms, growth declined initially before rebounding in recent years. Aided by the closure of low value-added schools, much of the improvement was due to shifting enrollment from lower- to higher-growth district and charter schools. Shifting enrollment accounted for 62 percent of the improvement in English. In math, such shifts offset what would have been a decline in achievement growth.

Atila Abdulkadiroglu, Parag A. Pathak, Jonathan Schellenberg, Christopher R. Walters. [Do Parents Value School Effectiveness?](#) NBER Working Paper No. 23912, October 2017

School choice may lead to improvements in school productivity if parents' choices reward effective schools and punish ineffective ones. This mechanism requires parents to choose schools based on causal effectiveness rather than peer characteristics. We study relationships among parent preferences, peer quality, and causal effects on outcomes for applicants to New York City's centralized high school assignment mechanism. We use applicants' rank-ordered choice lists to measure preferences and to construct selection-corrected estimates of treatment effects on test scores and high school graduation. We also estimate impacts on college attendance and college quality. Parents prefer schools that enroll high-achieving peers, and these schools generate larger improvements in short- and long-run student outcomes. We find no relationship between preferences and school effectiveness after controlling for peer quality.

James J. Heckman, John Eric Humphries, Gregory Veramendi. [The Non-Market Benefits of Education and Ability](#). NBER Working Paper No. 23896, October 2017

This paper analyzes the non-market benefits of education and ability. Using a dynamic model of educational choice we estimate returns to education that account for selection bias and sorting on gains. We investigate a range of non-market outcomes including incarceration, mental health, voter participation, trust, and participation in welfare. We find distinct patterns of returns that depend on the levels of schooling and ability. Unlike the monetary benefits of education, the benefits to education for many non-market outcomes are greater for low-ability persons. College graduation decreases welfare use, lowers depression, and raises self-esteem more for less-able individuals.

Richard Murphy, Judith Scott-Clayton, Gillian Wyness. [The End of Free College in England: Implications for Quality, Enrolments, and Equity](#). NBER Working Paper No. 23888, September 2017

Despite increasing financial pressures on higher education systems throughout the world, many governments remain resolutely opposed to the introduction of tuition fees, and some countries and states where tuition fees have been long established are now reconsidering free higher education. This paper examines the consequences of charging tuition fees on university quality, enrolments, and equity. To do so, we study the English higher education system which has, in just two decades,

moved from a free college system to one in which tuition fees are among the highest in the world. Our findings suggest that England's shift has resulted in increased funding per head, rising enrolments, and a narrowing of the participation gap between advantaged and disadvantaged students. In contrast to other systems with high tuition fees, the English system is distinct in that its income-contingent loan system keeps university free at the point of entry, and provides students with comparatively generous assistance for living expenses. We conclude that tuition fees, at least in the English case supported their goals of increasing quality, quantity, and equity in higher education.

Repéré sur : OCDE.fr

Kristina Sonmark, Nóra Révai, Francesca Gottschalk, Karolina Deligiannidi, Tracey Burns. [Understanding teachers' pedagogical knowledge](#). Report on an international pilot study. OECD Education Working Papers, n°159, Oct 2017. 150 p.

What is the nature of teachers' pedagogical knowledge? The Innovative Teaching for Effective Learning Teacher Knowledge Survey (ITEL TKS) set out to answer this question in a pilot study that ran in five countries: Estonia, Greece, Hungary, Israel and the Slovak Republic. Using convenience samples, the pilot assessed the pedagogical knowledge base of teachers, teacher candidates and teacher educators. Pedagogical knowledge was broken down into the domains of assessment, instructional processes and learning processes. The link between teachers' knowledge and characteristics of teacher education systems, opportunities to learn and motivational characteristics was also examined.

The ITEL TKS pilot demonstrated the feasibility of researching teachers' pedagogical knowledge profiles across countries, and validated an innovative instrument for assessing general pedagogical knowledge in an internationally comparative way. It also allowed for reflection on potential adaptations to strengthen the design of future work. The results serve as a template for a larger-scale study to explore teacher knowledge and competences in nationally representative samples.

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

[Gender-matching School Effects on Girls' Cognitive and Non-cognitive Performance —Empirical Evidence from South Korea](#)

Seo-Young Cho (Philipps-Universität Marburg)

Gender-matching school environments may provide benefits for girls to enhance their performance. By using PISA data from South Korea, this paper suggests that the effects of single-sex schooling and a student-teacher's gender matching are heterogeneous across different student groups. The gender-matching school environments are most positive to non-cognitive outcomes of girls at the highest tail of cognitive performance levels. By attending an all-girls school and being taught by a female teacher, high performing girls are as motivated and interested in pursuing careers in STEM fields as boys. However, single-sex schooling and female teachers do not produce positive effects on girls in lower performing groups. For median girls, single-sex schooling can even be detrimental to their non-cognitive performance. These results corroborate that gender-matching school environments can be a useful tool to promote female talent in STEM fields, but the effect cannot be generalized for public education for all students.



L'IREDU a accès
à ces
publications.
Demandez les
codes à la doc !

[How do schools compensate for socio-economic disadvantage?](#)

OECD

As educators know well, there are many barriers to learning that originate outside of school, such as those that arise from socio-economic disadvantage. In many education systems, the concentration of disadvantaged students in certain schools poses an additional challenge. Yet it is also true that schools with effective learning environments and high-quality resources can compensate, at least partially, for larger social inequalities. If school systems are to level the playing field, so that all children, regardless of their family background, are offered the best possible education, then the types of practices and resources that are related to better student performance need to be used in every school, not just in advantaged schools.

[Educational Attainment and Neighbourhood Outcomes: Differences between Highly-Educated Natives and Non-Western Ethnic Minorities in the Netherlands](#)

de Vuijst, Elise (Delft University of Technology) ; van Ham, Maarten (Delft University of Technology)

In the Netherlands, obtaining a higher education increases the chance to move to a better neighbourhood for native Dutch adults who grew up in a deprived parental neighbourhood. For non-Western minorities, education does not have this positive effect on socio-spatial mobility. In this study we investigate potential explanations for these ethnic differences in the relationship between educational attainment and neighbourhood outcomes over time. We use longitudinal register data from the Netherlands to study a complete cohort of parental home leavers who attained a higher education by the end of the measurement period (1999 to 2012). We supplemented this data with information gathered in the WoON-survey. We examined differences in income trajectories for highly-educated native Dutch and non-Western ethnic minorities; investigated the strength of intergenerational transmission of income for both groups; and assessed individual neighbourhood experiences and contentment. We find that the highly-educated native Dutch in our subpopulation have a substantially higher average income over time, and a weaker association to the income of their parents compared to the non-Western ethnic minorities. Additionally, for ethnic minorities, our results show that the level of contentment with their neighbourhood is highest in deprived neighbourhoods compared to more affluent residential environments, and they more often reside in close proximity to their parents compared to the native Dutch, both suggesting an element of choice in neighbourhood selection.

[Vocational and Career Tech Education in American High Schools: The Value of Depth Over Breadth](#)

Daniel Kreisman ; Kevin Stange

Vocational education is a large part of the high school curriculum, yet we have little understanding of what drives vocational enrollment or whether these courses help or harm early careers. To address this we develop a framework for curriculum choice, taking into account ability and preferences for academic and vocational work. We test model predictions using detailed transcript and earnings information from the NLSY97. Our results are two-fold. First, students positively sort into vocational courses, suggesting the belief that low ability students are funneled into vocational coursework is unlikely true. Second, we find higher earnings among students taking more upper-level vocational courses – a nearly 2% wage premium for each additional year, yet we find no gain from introductory vocational courses. These results suggest (a) policies limiting students' ability to take vocational courses may not be welfare enhancing, and (b) the benefits of vocational coursework accrue to those who focus on depth over breadth.

"The Relationships between Personal Values, Institutional Values and Affective Commitment (A Case of Graduate Students at A FaithBased Institution in Indonesia)"

Martinus Parnawa Putranta (Universitas Atma Jaya Yogyakarta, Graduate School, Indonesia.)

"Objective – This research aimed at sketching personal values of graduate students at a faith-based institution in Indonesia. It also investigated the possible influence of these personal values and the students' perceptions towards the values of their institution on their emotional attachment (affective commitment) to the institution. Methodology/Technique – A cross-sectional survey was employed as the primary method in the collection of the data. The fieldwork comprised the distribution of a self-administered questionnaire to potential respondents through direct contact. A convenience sampling was used to invite respondent participation. A total of 250 questionnaires were distributed of which 143 were usable, representing an overall response rate of 53 %. Findings – Results derived from the research suggested that the students, in general, embraced religious and intellectual values in their personal life. These dominant values seemed to be congruous with the demands of academic life in a faithbased educational institution as well as the demand of business worlds in the future. Likewise, a high level of affective commitment was exhibited by the students. Findings of the research also showed perceived institutional and personal values of students were more strongly predictors of students' affective commitment than either one alone. Novelty – There has been little research on the relationships between personal values, institutional values and affective commitment in the Indonesian higher education institution contexts. Thus, this research fills this gap. "

ICT use at home for school-related tasks: what is the effect on a student's achievement? Empirical evidence from OECD PISA data

Agasisti, Tommaso ; Gil-Izquierdo, María ; Han, Seong Won

In this paper, we have employed data from the OECD's Programme for International Student Assessment (PISA, 2012 edition) on the EU-15 countries in order to investigate the relationship between (i) the way in which students use ICT at home for school-related purposes and (ii) their test scores in reading, mathematics and science. By employing two different econometric techniques – namely, propensity score matching and instrumental variables – we can provide evidence that in most countries there is an association between using computers intensely for homework and achieving lower test scores across all subjects. No clear pattern emerges for differences between students with higher socio-economic status (SES) and their low-SES counterparts, although some models suggest that the negative effect of using ICT at home is slightly greater for high-SES students. These findings suggest that a more cautious approach should be taken with regards to the widespread use of digital innovation as a means to support students' out-of-school work. Such an indication can potentially suggest that teachers should be trained to integrate this practice effectively into their strategies for assigning homework.

(II)legal Assignments in School Choice

Lars EHLERS ; Thayer MORRILL

In public school choice, students with strict preferences are assigned to schools. Schools are endowed with priorities over students. Incorporating different constraints from applications, priorities are often modeled as choice functions over sets of students. It has been argued that the most desirable criterion for an assignment is fairness; there should not be a student having justified envy in the following way: he prefers some school to his assigned school and has higher priority than

some student who got into that school. Justified envy could cause court cases. We propose the following fairness notion for a set of assignments : a set of assignments is legal if and only if any assignment outside the set has justified envy with some assignment in the set and no two assignments inside the set block each other via justified envy. We show that under very basic conditions on priorities, there always exists a unique legal set of assignments, and that this set has a structure common to the set of fair assignments : (i) it is a lattice and (ii) it satisfies the rural-hospitals theorem. This is the first contribution providing a “set-wise” solution for many-to-one matching problems where priorities are not necessarily responsive and schools are not active agents.

[Are They All Like Bill, Mark, and Steve? The Education Premium for Entrepreneurs](#)

Michelacci, Claudio ; Schivardi, Fabiano

We rely on the Survey of Consumer Finances to study the return to education of US entrepreneurs since the late 1980s. We calculate the average yearly income that an entrepreneur expects to obtain during his venture, combining labor income, dividend payments, and capital gains upon selling the business. We find that the premium for postgraduate education has increased substantially more for entrepreneurs than for employees. Today an entrepreneur with a postgraduate degree earns on average $\$100,000$ a year more than one with a college degree. And the difference is substantially greater at the higher quantiles of the income distribution. In the late 1980s, the differences had been close to zero. The rise in the postgraduate premium is mainly due to increased complementarity between the advanced formal skills provided by higher education and the applied practical expertise acquired through past labor market experience. In combination, these two factors have become increasingly valuable to running successful businesses.

[Ready for Boarding? The Effects of a Boarding School for Disadvantaged Students](#)

Luc Behaghel (PSE - Paris School of Economics) ; Clément De Chaisemartin (University of Warwick [Coventry]) ; Marc Gurgand (PJSE - Paris Jourdan Sciences Economiques - UP1 - Université Panthéon-Sorbonne - ENS Paris - École normale supérieure - Paris - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENPC - École des Ponts ParisTech - CNRS - Centre National de la Recherche Scientifique)

Boarding schools substitute school to home, but little is known on the effects this substitution produces on students. We present results of an experiment in which seats in a boarding school for disadvantaged students were randomly allocated. Boarders enjoy better studying conditions than control students. However, they start outperforming control students in mathematics only two years after admission, and this effect mostly comes from strong students. Boarders initially experience lower levels of well-being but then adjust. This suggests that substituting school to home is disruptive: only strong students benefit from the school, once they have adapted to their new environment.

[The Short- and Long-Term Effects of Student Absence: Evidence from Sweden](#)

Cattan, Sarah (Institute for Fiscal Studies, London) ; Kamhöfer, Daniel A. (University of Paderborn) ; Karlsson, Martin (University of Duisburg-Essen) ; Nilsson, Therese (Lund University)

Instructional time is seen as an important determinant of school performance, but little is known about the effects of student absence. Combining historical records and administrative data for Swedish individuals born in the 1930s, we examine the impacts of absence in elementary school on short-term academic performance and long-term socio-economic outcomes. Our siblings and individual fixed effects estimates suggest absence has a moderate adverse effect on academic

performance. The detrimental effect fades out over time. While absence negatively correlates with final education, income and longevity, we only find robust evidence that it lowers the probability of employment at age 25–30.

[Broken Tax Breaks? Evidence from a Tax Credit Information Experiment with 1,000,000 Students](#)

Bergman, Peter (Columbia University) ; Denning, Jeffrey T. (Brigham Young University) ; Manoli, Dayanand (University of Texas at Austin)

There is increasing evidence that tax credits for college do not affect college enrollment. This may be because prospective students do not know about tax benefits for credits or because the design of tax credits is not conducive to affecting educational outcomes. We focus on changing the salience of tax benefits by providing information about tax benefits for college using a sample of over 1 million students or prospective students in Texas. We sent emails and letters to students that described tax benefits for college and tracked college outcomes. For all three of our samples – rising high school seniors, already enrolled students, and students who had previously applied to college but were not currently enrolled – information about tax benefits for college did not affect enrollment or reenrollment. We test whether effects vary according to information frames and found that no treatment arms changed student outcomes. We conclude that salience is not the primary reason that tax credits for college do not affect enrollment.

[The Non-Market Benefits of Education and Ability](#)

James J. Heckman (The University of Chicago) ; John Eric Humphries (Yale University) ; Gregory Veramendi (W.P. Carey School of Business, Arizona State University)

This paper analyzes the non-market benefits of education and ability. Using a dynamic model of educational choice we estimate returns to education that account for selection bias and sorting on gains. We investigate a range of non-market outcomes including incarceration, mental health, voter participation, trust, and participation in welfare. We find distinct patterns of returns that depend on the levels of schooling and ability. Unlike the monetary benefits of education, the benefits to education for many non-market outcomes are greater for low-ability persons. College graduation decreases welfare use, lowers depression, and raises self-esteem more for less-able individuals.

[Maternal Employment and Child Outcomes: Evidence from the Irish Marriage Bar](#)

Vincent Aidan O'Sullivan ; Robert Wright ; Irene Mosca

This paper empirically investigates the relationship between maternal employment and child outcomes using micro-data collected in the third wave of The Irish Longitudinal Study on Ageing. A novel source of exogenous variation in the employment decisions of women is used to investigate this relationship. Between the 1920s and the 1970s, women working in certain sectors or in certain jobs were required to leave paid employment upon getting married in Ireland. The majority of women affected by this “Marriage Bar” then became mothers and never returned to work, or returned only after several years. Regression analysis is used to compare the educational attainment of the children of mothers who were required to leave employment on marriage because of the Marriage Bar to the educational attainment of the children of mothers who were not required to do so. It is found that the children of mothers affected by the Marriage Bar have a much higher probability of completing university education than the children of mothers who were not. The difference is around seven percentage points. This is a sizeable effect when compared to the observation that about 40% of the children in the sample completed university education. This effect

is found to be robust to alternative specifications that include variables aimed at controlling for differences in maternal occupation and personality traits and differences in paternal education.

[Cohort at Risk: Long-Term Consequences of Conflict for Child School Achievement](#)

Jürges, Hendrik (University of Mannheim) ; Stella, Luca (Bocconi University) ; Hallaq, Sameh (University of Wuppertal) ; Schwarz, Alexandra (LVR)

We investigate the long-term effects of households' exposure to violent conflict on children's educational attainment in primary school, studying cognitive and non-cognitive skills as possible causal channels. Our identification strategy exploits the locality-level variation in the intensity of the Israeli-Palestinian conflict in the West Bank during the Second Intifada (2000–2005). We show that an increase in family experience of conflict has large negative long-term effects on the educational attainment of children measured by grade point averages. Impaired non-cognitive rather than cognitive skills are identified as channels through which exposure affects children's educational achievement.

[Policies and Programs to Improve Secondary Education in Developing Countries: A Review of the Evidence](#)

Clair Null ; Clemencia Cosentino ; Swetha Sridharan ; Laura Meyer

This white paper summarizes rigorous evidence on approaches to increasing participation, improving learning, and enhancing the relevance of secondary education in developing countries. It should be of particular interest to policymakers and implementers seeking to improve secondary school enrollment, quality and relevance.

[Happiness in Higher Education Leader](#)

Ninik Setiyowati (Psychology Faculty, State University of Malang, Indonesia Author-2-Name: Irtaji Author-2-Workplace-Name: Psychology Faculty, State University of Malang, Indonesia)

"Objective – This study examines Happiness Leaders in the higher education context. Methodology/Technique – Using Positive Psychology perspective, data were collected through an in-depth interview with 30 Indonesian heads of Department in some faculties of Higher Education Malang from December 2016 to February 2017. Respondents were selected using non-probability purposive sampling technique. Findings – The results of this study indicate that the respondents focused their happiness factor more on relationship (R) and meaningfulness (M), but less on positive emotion (P), engagement (E) and accomplishment (A). Almost all respondents agreed that good relationship ensured a sense of safety and comfort and helped gain social support, especially when they were in Bad Condition. Otherwise, most respondents tended to lack focus in setting targets and did not enjoy through the process of achieving the target. Responsibilities were exercised only to meet the demand of the institution. Novelty – This research developed five aspects: positive emotion, engagement, relationship, meaningfulness and accomplishment (PERMA) as a key question and tested it in the context of Indonesia."

[Does Student Work Really Affect Educational Outcomes? A Review of the Literature](#)

Neyt, Brecht (Ghent University) ; Omeij, Eddy (Ghent University) ; Verhaest, Dieter (KU Leuven) ; Baert, Stijn (Ghent University)

We review the theories put forward, methodological approaches used, and empirical conclusions found in the multidisciplinary literature on the relationship between student employment and

educational outcomes. A systematic comparison of the empirical work yields new insights that go beyond the overall reported negative effect of more intensive working schemes and that are of high academic and policy relevance. One such insight uncovered by our review is that student employment seems to have a more adverse effect on educational choices and behaviour (study engagement and the decision to continue studying) than on educational performance (in particular, graduation).

[The Effects of Accountability Incentives in Early Childhood Education](#)

Daphna Bassok ; Thomas Dee ; Scott Latham

In an effort to enhance the quality of early childhood education (ECE) at scale, nearly all U.S. states have recently adopted Quality Rating and Improvement Systems (QRIS). These accountability systems give providers and parents information on program quality and create both reputational and financial incentives for program improvement. However, we know little about whether these accountability reforms operate as theorized. This study provides the first empirical evidence on this question using data from North Carolina, a state with a mature QRIS. Using a regression discontinuity design, we examine how quasi-random assignment to a lower quality rating influenced subsequent outcomes of ECE programs. We find that programs responded to a lower quality rating with comparative performance gains, including improvement on a multi-faceted measure of classroom quality. Programs quasi-randomly assigned to a lower star rating also experienced enrollment declines, which is consistent with the hypothesis that parents responded to information about program quality by selectively enrolling away from programs with lower ratings. These effects were concentrated among programs that faced higher levels of competition from nearby providers.

[Intergenerational Transmission of Education in Japan: Nonparametric Bounds Analysis with Multiple Treatments](#)

Nobuyoshi Kikuchi

This paper investigates the intergenerational effects of education in Japan using a nonparametric bounds approach. The educational levels of parents are considered key factors in explaining children's educational success. Nevertheless, the literature has not reached consensus on the causal effects of parents' education on their child's schooling. This is because both parents' and the child's schooling depend on unobserved heterogeneity. Moreover, the strong positive correlation of the mother's and father's schooling makes it difficult to separate the effects of each parent's schooling, making it unclear how to control spousal schooling in the analysis. Therefore, this paper estimates a set of semi-ordered vectors of both parents' schooling as an application of the nonparametric bounds method with multiple treatments. It thus derives bounds depending on relatively weak semi-monotonicity assumptions on treatment response, selection, and instrumental variables. A combination of these assumptions provides informative bounds on the average treatment effect of both parents' education on their child's schooling. The main results show that the tightest lower bounds suggest the positive causal effects of parents' schooling, but the tightest upper bounds on the effects are lower than the point estimates that rely on the assumptions of an exogenous selection for parents' schooling. These results suggest that simple regressions overestimate the true causal effect of parents' education.

[Differences in Wealth, Education, and History](#)

James Edward, Curtis Jr

ABSTRACT An understanding of the freedoms (or the lack of freedoms) and their economic consequences on early black Americans provides an informative understanding to the freedoms (or the lack of freedoms), and their economic consequences on other, modern ethnic groups. James Curtis Jr (2017) investigates the link between the social asymmetry and economic asymmetry among early blacks and whites in the United States of America. For the empirical study, James Curtis Jr (2017) uses cross-sectional variables from the Integrated Public Use Microdata Sample (IPUMS), developed informative conditional ratios, and employed least squares statistical analyses. **FINDINGS** This study finds that economic differences among ethnic groups, as measured by differences between early blacks and whites, are intertwined with asymmetrical freedoms, leading to statistically insignificant returns to education, as measured by literacy. One might conclude that the individual's basic protection of life, liberty, and the pursuit of happiness must proceed any expectations of measured returns to schooling, particularly among individuals in disenfranchised groups. Furthermore, one might propose education policy such that modern higher education investment programs prioritize education entrepreneurs and/or state/social planners with academic research familiarity of differences in wealth. This research is a revision of November 2002, November 2010 and January 2012 working papers. Copyright 2017. James Edward Curtis, Jr. is the President & Research Economist of The James Edward Curtis Jr Education Foundation, Correspond with James Edward Curtis, Jr. at PO Box 3126, Washington, District of Columbia 20010, or phone (202) 739-1962, email jamesjr@jecjef.net Learn more at jecjef.net.

[Youth Enfranchisement, Political Responsiveness, and Education Expenditure: Evidence from the U.S.](#)

Bertocchi, Graziella ; Dimico, Arcangelo ; Lancia, Francesco ; Russo, Alessia

This paper studies the effect of preregistration laws on government spending in the U.S. Preregistration allows young citizens to register before being eligible to vote and has been introduced in different states in different years. Employing a difference-in-differences regression design, we first establish that preregistration shifts state-level government spending toward expenditure on higher education. The magnitude of the increase is larger when political competition is weaker and inequality is higher. Second, we document a positive effect of preregistration on state-provided student aid and its number of recipients by comparing higher education institutions within border-county pairs. Lastly, using individual-level data on voting records, we show that preregistration promotes a de facto youth enfranchisement episode. Consistent with a political economy model of distributive politics, the results collectively suggest strong political responsiveness to the needs of the newly-enfranchised constituent group.

[Does slow and steady win the race? An Italian case](#)

Anna Bussu (Faculty of Health & Social Care, University of Edge Hill, Ormskirk, UK) ; Claudio Detotto (Laboratoire Lieux, Identités, eSpaces et Activités (LISA)) ; Laura Serra (Department of Experimental and Health Sciences, Pompeu Fabra University, Barcelona, Spain)

This paper presents an empirical study focusing on students' drop-out and irregular careers at the University of Sassari (Sardinia, Italy). The analysis is based on 1167 students registered in a full-time undergraduate program (three years according to the Italian system), which have both not changed and not abandoned the degree course. Using a Probit model, our findings document the individual, background and environmental factors that play the main role in explaining the likelihood of irregular careers' occurrence. We observe that residential students perform worse than the commuter students. Furthermore, other factors seem to explain the success in attending an academic

institution, here measured as the probability to finish the undergraduate programme in the nominal duration, namely individual characteristics (like gender and age), students' background (family income, secondary schools and final marks obtained), institutions' environment (department's teaching and research quality) and students well-being (students' satisfaction). Finally, some policy implications are discussed.

[March Madness: NCAA Tournament Participation and College Alcohol Use](#)

Dustin R. White ; Benjamin W. Cowan ; Jadrian Wooten

We examine the impact of the NCAA Men's Basketball Tournament on college students' drinking behavior using a nationally representative sample of American institutions. While success in intercollegiate athletics may augment the visibility of a university to prospective students and thereby benefit the school, it may also have a negative effect on the current student body by influencing risky behavior, especially the consumption of alcohol commonly associated with game day festivities. Using the Harvard School of Public Health College Alcohol Study (CAS), we find that a school's participation in the NCAA Tournament is associated with a 30% increase in binge drinking and a 9% increase in self-reported drunk driving by male students at that school. The results suggest that this increase is not offset by less alcohol use before or after the tournament (intertemporal substitution) but instead seems to represent a net increase in the amount of alcohol consumed by students at participating schools.

[The effect of neighbourhoods and school quality on education and labour market outcomes in South Africa](#)

Asmus Zoch (Department of Economics, University of Mannheim)

This study evaluates the relative importance of family, neighbourhood and school quality in explaining variation in standardized test results, reaching and passing matric, university attendance and labour market earnings. It adds to the literature, by using a spatial approach to link a neighbourhood wealth index from the Census 2011 community survey to a unique administrative school data set from the Western Cape. For the long-term perspective the household and school information from the National Income Dynamics Study are explored. The results from administrative school data show how student wealth and differences in school quality produce vastly different outcomes for a cohort of grade 6 to 12 learners in Cape Town. It shows how grade 6 children going to the richest 20% of all schools are 30% more likely to pass matric in time, furthermore by grade 9 the learning gap is approximately four grade-levels worth of learning in comparison to children going to the poorest 20% of schools. However, this study also demonstrates that even children from the poorest neighbourhood would perform well if they go to one of the richest 20% of schools. Yet, given the limited number of quality schools, the segregated location of quality schools, financial as well as transport constraints, only very few children from the poorest 60% actually attend a top quintile schools. These results can be replicated for the national data set and show that in order to achieve more equal education outcomes, the quality of schools in the poor neighbourhoods have to be drastically improved. In addition, using the new school wealth index as an instrument for school quality, there seems to be a significant premium for quality education in labour markets earnings regressions, which show the long-term implications of the schooling system.

[Evaluating classroom innovations for motivation and learning: Principles of microeconomics specific course case](#)

Felipe Bedoya Maya ; Mónica Ospina ; Santiago Sánchez González

The objective of this research is piloting and evaluating the introduction of teaching innovations for better learning in a general microeconomics course for undergraduate students. The assessment is based on the Self Determination Theory and student-centered methodologies (SDT)(Deci and Ryan, 1985; Deci et al., 1991a), which remark the individual motivation as crucial for learning. The piloting of the instrument was implemented with a sample of 323 students grouped into 14 classes, giving evidence that the most relevant course problem is that students do not feel that what they are learning is really useful in their specific professions, despite the fact that they agree with the importance to know about such topics. This piloting allowed us to validate the used instrument which implements two psychometric scales: Knowledge transfer and self-determination scales. The impact evaluation was implemented for a sample of 204 students, distributed in treated and control groups. The assignment of students to treatment is random. Results provide evidence that the intervention significantly improves the self-determined motivation as well as the academic performance of students, although in a modest magnitude.

[The Typology of Parental Engagement and its Relationship with the Typology of Teaching Practices, Student Motivation, Self-Concept and Academic Achievement](#)

Nor Aniza Ahmad (Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia. Author-2-Name: Siti Aishah Hassan Author-2-Workplace-Name: Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia. Author-3-Name: Abdul Razak Ahmad Author-3-Workplace-Name: Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia. Author-4-Name: Chua Lay Nee Author-4-Workplace-Name: Raja Melewar Teacher Trainee College, Malaysia. Author-5-Name: Nor Hashim Othman Author-5-Workplace-Name: SMK Mambau, Jalan Port Dickson, Malaysia)

Objective – The aim of this study is to identify and explore the relationship of parental engagement on teaching practices, student motivation, self-concept and academic achievement. Methodology/Technique – This study applies the perspectives of relevant ecological, socio-cultural and psychological theories. Samples comprise 1075 high school students who were randomly stratified across Malaysia. Data were extracted from questionnaires which were analyzed by Structural Equation Modeling (SEM) AMOS. Findings – Findings show that parental engagement, teaching practices, student motivation and self-concept have a significant relationship with academic achievement. Novelty – This study provides significant implications to the development of theoretical models for parental engagement, teaching practices, student motivation, self-concept and academic achievement in the Malaysian education system.

[Internationalization of the higher education in Romania and EU countries](#)

Oancea, Bogdan ; Pospisil, Richard ; Dragoescu, Raluca Mariana

Internationalization of higher education has become a part of the globalization process. In this paper we analyze the internationalization of the higher education in Romania and EU countries, identifying the forms of the internationalization, the main statistical indicators available to measure the process of internationalization. The figures presented in this article show that although Romania took some measures to support the internationalization and the number of foreign students started to increase especially after 2007, it has one of the lowest rates of student mobility among EU countries. The asymmetry ratio of students' mobility shows that Romania is not currently an attractive country for tertiary education. Only medicine seems to attract foreign students mainly because the tuition fee is much lower than in other European countries. The determinants of the student mobility were

investigated through some simple regression models which showed that the GDP per capita and the ratio between the number of students and professors influence the decision to study abroad.

[Post Conflict Reconstruction Efforts in Tribal Areas of Pakistan through Informal Education](#)

Mamoon, Dawood

The paper is a first effort of its kind to discuss the issue of post conflict reconstruction efforts in the tribal belt of Pakistan by focusing on soft skills and peaceful behavior of locals on account of informal means of delivering education. The paper explains why informal education in comparison to formal schooling is a preferred strategy to change the behaviors of locals towards subtle national integration in short time span. The paper presents the learning initiatives and possible outcomes with help of academic literature that focuses on post conflict reconstruction efforts in regions like Africa and Asia.

[The effect of immigrant peers in vocational schools](#)

Tommaso Frattini (University of Milan, LdA, CReAM and IZA) ; Elena Meschi (Department of Economics, University Of Venice Cà Foscari)

This paper provides new evidence on how the presence of immigrant peers in the classroom affects native student achievement. The analysis is based on longitudinal administrative data on two cohorts of vocational training students in Italy's largest region. Vocational training institutions provide the ideal setting for studying these effects because they attract not only disproportionately high shares of immigrants but also the lowest ability native students. We adopt a value added model, and exploit within-school variation both within and across cohorts for identification. Our results show small negative average effects on maths test scores that are larger for low ability native students, strongly non-linear and only observable in classes with a high (top 20%) immigrant concentration. These outcomes are driven by classes with a high average linguistic distance between immigrants and natives, with no apparent role played by ethnic diversity.

[The return to higher education: evidence from Romania](#)

Oancea, Bogdan ; Pospisil, Richard ; Dragoescu, Raluca

Education is one of the most important components of the human capital, and an important determinant of the personal income. Estimating the rate of return to education is a main topic of economic research. In this paper we analyzed the rate of return to higher education in Romania using the well-known Mincer equation. Besides the educational level and the number of years of experience on the labor market we also used a series of socio-demographic variables such as gender, civil status, the area of residence. We were interested mainly in calculating the rate of return to higher education, therefore we computed this rate for bachelor, master and doctoral degrees separately. We also investigated the rate of return to higher education on technical, science, economics, law, medicine, and arts fields. Our results showed that the rate of return to higher education has a greater value than most of the developed countries of EU and the field of higher education that brings the highest rate of return is medicine

[Classroom Arrangement through Computer: A New Approach](#)

Irshad Ullah (Education Department, Government of Khyber Pakhtunkhwa, Pakistan Author-2-Name: Aamna Irshad Author-2-Workplace-Name: Centre for Counseling and Career Advisory, National University of Sciences and Technology, Pakistan)

"Objective – In the classroom, computers can be used for its better learning arrangements. Computers can be used either by the teacher or the learner but whatever way it is used, it is an important tool in the teaching-learning environment. Without proper class room arrangement and management, it becomes difficult to create a proper environment for learning. It can also affect the learning behaviors of students. Student may learn more effectively and efficiently in a cool environment. Different educationalists from the education field put in a lot of effort in this respect, suggesting many different methods for solving learning problems. In this paper an attempt has been made to demonstrate how computers may assist in the arrangement of classes for better learning environments. Methodology/Technique – Different perspectives are investigated by collecting data from both students and teachers with different levels of familiarity with the use of computers in the learning environment. Findings – Based on the analysed results, different techniques and strategies are proposed for use in the classroom to achieve better learning environments. Novelty – The study suggests an approach for classroom arrangement though the use of computers."

["The Application of Bandura's Social Learning Theory in the Teaching of Academic Writing"](#)

Zarihan Samsudin (School of Humanities and Social Sciences, Kolej Universiti Poly-Tech MARA, Malaysia. Author-2-Name: Zainon Shamsudin Author-2-Workplace-Name: Faculty of Education and Social Sciences, Universiti Selangor (UNISEL), Malaysia. Author-3-Name: Mohd. Faisal Mohd Arif Author-3-Workplace-Name: School of Humanities and Social Sciences, Kolej Universiti Poly-Tech MARA, Malaysia.)

"Objective – This experimental study seeks to ascertain whether Bandura's (1977) Social Learning Theory can be used to teach academic writing. Interpreted in terms of an approach to the teaching of writing, the theory suggests that students can learn to write a particular text by observing closely the structural as well as the linguistic features of that text. Methodology/Technique – By observing how the text is written, students obtain an idea of how it is formed, and on later occasions they can use this information as a guide to produce similar texts. The sample of this study consists of 100 students from College University Poly-Tech MARA, Kuala Lumpur. The study adopts a pre/post-assessment of the students' writing performances for three types of academic essays. T-tests were used to compare the results of the 3 pretests with the results of the 3 post-tests which were administered to the participants after they underwent each of the 3 treatment sessions. Findings – The study reveals that the Social Learning Theory speaks the truth about the human natural learning process. Thus, this implies that this potent theory be used in designing varying approaches to teaching students the skills to write academic texts. Novelty – The study suggests that observational learning of sample texts provides students with guidance on how to improve their writing as it makes them aware of the different ways texts are organized for different communicative purposes, thereby promoting their confidence and positive attitude towards writing."

[Wealth Disparities for Early Childhood Anthropometrics and Skills: Evidence from Chilean Longitudinal Data](#)

Jere Behrman ; Dante Contreras ; Isidora Palma ; Esteban Puentes

We study wealth disparities in the formation of anthropometrics, cognitive skills and socio-emotional skills. We use a sample of preschool and early school children in Chile. We extend the previous literature by using longitudinal data, which allow us to study the dynamics of child growth and skills formation. Also, we include information on mother's and father's schooling attainment and mother's cognitive ability. We find that there are no significant anthropometric differences favoring the

better-off at birth (and indeed length differences at birth to the disadvantage of the better-off), but during the first 30 months of life wealth disparities in height-for-age z scores (HAZ) favoring the better-off emerge. Moreover, we find wealth disparities in cognitive skills favoring the better-off emerge early in life and continue after children turn 6 years of age. We find no concurrent wealth disparities for and socio-emotional skills. Thus, even though the wealth disparities in birth outcomes if anything favor the poor, significant disparities favoring the rich emerge in the early post-natal period. Mother's education and cognitive ability also are significantly associated with disparities in skill formation.

[A logit model for the estimation of the educational level influence on unemployment in Romania](#)

Oancea, Bogdan ; Pospisil, Richard ; Dragoescu, Raluca

Education is one of the main determinants of the unemployment level in all EU countries. In this paper we used a logit model to estimate the effect of the educational level on the unemployment in Romania using data recorded at the Population and Housing Census 2011. Besides the educational level we also used other socio-demographic variables recorded at the Census like gender, marital status, residential area. Data processing was achieved using R software system and since the data set used for model estimation was very large we used special techniques suited for big data processing. The results showed that the lowest odds ratio to be unemployed was recorded for population with tertiary education which is consistent with other studies at international level and with the official statistics data, but our study indicates that tertiary education has a greater impact on unemployment in Romania than in other EU countries.

[Information, perceived education level, and attitudes toward refugees: Evidence from a randomized survey experiment](#)

Simon, Lisa ; Piopiunik, Marc ; Lergetporer, Philipp

From 2014 onwards, Europe has witnessed an unprecedented influx of refugees. We conducted a survey experiment with almost 5,000 university students in Germany in which we randomly shifted the perception of refugees' education level through information provision. We find that the perceived education level significantly affects respondents' concerns regarding labor market competition, but these concerns do not translate into general attitudes toward refugees.

["Job Satisfaction and Absenteeism on the Performance of Lecturer in Private Higher Education in Semarang"](#)

Arnis Budi Susanto (University of Jember, Indonesia. Author-2-Name: Suyatno Author-2-Workplace-Name: STIE AKA Semarang, Citarum No. 44, 50122, Semarang, Indonesia Author-3-Name: Theresia Susetyarsi Author-3-Workplace-Name: STIE Semarang, Menoreh Utara Raya No. 11 50236, Semarang, Indonesia)

"Objective – The lecturer is a key element in higher education. This study aims to examine the relationship of job satisfaction lecturer on the performance of lecturer in private higher education in Semarang. Framework constructs in this study presents a variable relationship to one another, illustrating both individual performance and job satisfaction awoke from elements of soft and hard approach. Methodology/Technique – The sample of this research was determined by using two stage random sampling of 200 lecturers at private higher education in Semarang. Data were analyzed with structural equation modeling (SEM). Findings – The empirical results showed that job satisfaction is

able to reduce absenteeism and improve the performance of lecturer in private higher education, both directly and indirectly. Novelty – This research findings supported by original data."

[Enhancing advanced skills to better meet labour market demand in the Slovak Republic](#)

Gabriel Machlica (OECD) ; Ján Toman (OECD) ; Martin Haluš (OECD) ; Dávid Martinák (OECD)

Changing labour market demand and moving up the global value chain requires high-skilled workers. However, the share of adults with high skill levels in the Slovak Republic is one of the lowest in the OECD. Improving the education system would raise quality and better align students' skills with new labour market needs and help them face further changes in the work environment. The contribution of the tertiary education system to skills improvement is one of the lowest in the OECD. It has to open itself more to the outside world: by easing the conditions for foreign professors and researchers to teach at Slovak universities, promoting internationally respected research and intensifying the cooperation with the business sector. Another challenge is to secure an adequate supply of skilled workers in the face of rapid population ageing and increasing emigration of young high-skilled workers. Ageing of the population will not only lead to shrinking labour supply, but a growing part of the workforce will need to be retrained. Bolstering the supply of skills requires lifelong learning and attracting skilled migrants, including returning Slovaks. This Working Paper relates to the 2017 OECD Economic Survey of the Slovak Republic (www.oecd.org/eco/surveys/economic-survey-slovak-republic.htm).

[Does early child care attendance influence children's cognitive and non-cognitive skill development?](#)

Kuehnle, Daniel ; Oberfichtner, Michael

While recent studies mostly find that attending child care earlier improves the skills of children from low socio-economic and non-native backgrounds in the short-run, it remains unclear whether such positive effects persist. We identify the short- and medium-run effects of early child care attendance in Germany using a fuzzy discontinuity in child care starting age between December and January. This discontinuity arises as children typically start formal child care in the summer of the calendar year in which they turn three. Combining rich German survey and administrative data, we follow one cohort from age five to 15 and examine standardised cognitive test scores, non-cognitive skill measures, and school track choice. We find no evidence that starting child care earlier affects children's outcomes in the short- or medium-run. Our precise estimates rule out large effects for children whose parents have a strong preference for sending them to early child care.

[The Trend of Academic Achievement among Malaysian Boys and Girls: Where are the Boys?](#)

Nor Aniza Ahmad (Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia Author-2-Name: Siti Aishah Hassan Author-2-Workplace-Name: Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia Author-3-Name: Abdul Razak Ahmad Author-3-Workplace-Name: Faculty of Education, Universiti Kebangsaan Malaysia Author-4-Name: Chua Lay Nee Author-4-Workplace-Name: Raja Melewar Teacher Trainee College, Malaysia Author-5-Name: Nor Hashim Othman Author-5-Workplace-Name: SMK Mambau, Malaysia)

"Objective – Gender differences in education remain as one of the global issues that has been widely and comprehensively discussed. This study aims at exploring the pattern of academic achievement of boys and girls in Malaysia. Methodology/Technique – The study analyzes the data of student achievement in public examination from 2008 until 2014, which were obtained from the Malaysian Examination Board. Findings – The findings showed that Malaysian girls performed better than

Malaysian boys. The findings also showed that there were significant differences in academic achievement between the boys and the girls. Novelty – This study implicated the need to identify the factors causing the achievement gap across genders. Hence, strategies and interventions can be undertaken to reduce the gap."

[Entrepreneurship, College and Credit: The Golden Triangle](#)

M Samaniego, Roberto (The George Washington University) ; Yu Sun, Juliana (School of Economics, Singapore Management University)

We develop a model to evaluate the impact of college education finance on welfare, inequality and aggregate outcomes. Our model captures the stylized fact that entrepreneurs with college are more common and more profitable. Our calibration to US data suggests this is mainly because higher labor earnings allow college educated agents to ameliorate credit constraints when they become entrepreneurs. The welfare benefits of subsidizing education are greater than those of eliminating financing constraints on education because subsidies ameliorate the impact of financing constraints on would-be entrepreneurs.

[Concept Formation Teaching Model: An Innovation in Teaching](#)

Aamna Irshad ("Centre for Counseling and Career Advisory, National University of Sciences and Technology, Pakistan" Author-2-Name: Irshad Ullah Author-2-Workplace-Name: "Education Department, Government of Khyber Pakhtunkhwa, 44000, Islamabad, Pakistan ")

"Objective – In the study, a teaching model was devised named as “concept formation teaching model” and its effect on grade IX students’ academic achievement was investigated over lecture method. Methodology/Technique – Experimental group (143 students) and control group (147 students) were chosen for experiment from three Government Girls and Boys High Schools of Rawalpindi. Pretest, posttest Non-equivalent-Groups Design was selected for the study. Pre and post-test were given to experimental and control groups at the start and end of the study. Lessons plans were based on the format of direct instruction. Experimental and control groups were compared by applying t-test and analysis of covariance. Findings – The results showed that concept formation teaching model was more effective for clarification and strengthening of concepts than lecture method. Novelty – The study proves that this model is better than lecture method for strengthening Chemistry concepts. "

["Students’ Knowledge and Attitude on Preventive Behaviour of Zika Disease"](#)

Mahirah Abdul Rahman (International Islamic University, Malaysia Author-2-Name: Norhani Mohd Jais Author-2-Workplace-Name: International Islamic University, Malaysia Author-3-Name: Saodah Wok Author-3-Workplace-Name: International Islamic University, Malaysia)

"Objective – The purpose of this paper is to identify knowledge and attitude on preventive behaviour of the Zika disease. Using the Social Learning Theory, the present study aims: (1) to evaluate levels of knowledge, attitude and preventive behaviour on Zika disease; (2) to examine the relationship between knowledge and attitude with preventive behaviour; and (3) to determine the best predictor for Zika preventive behaviour. Methodology/Technique – This study employs the quantitative research design using the survey method. Data are collected using the self-administered questionnaire. A total of 207 students from a public university participated in the study. Findings – The levels of knowledge, attitude and preventive behaviour are high. There are positive correlations among knowledge, attitude and preventive behaviour. Attitude is the best predictor for preventive

behaviour. With knowledge and positive attitude towards the disease, the preventive behaviours are practiced. Novelty – Very limited studies have been done in Malaysia regarding the Zika disease. This study provides valuable insights of knowledge and attitude that influence prevention behaviour of the disease especially among university students."

[Yes we can! Teaching DSGE models to undergraduate students](#)

Solis-Garcia, Mario

Dynamic stochastic general equilibrium (DSGE) models have become the workhorse of modern macroeconomics and the standard way to communicate ideas among applied macroeconomists. Undergraduate students, however, often remain unaware of their existence. The lack of specialized knowledge can hurt them if they decide to attend graduate school. Indeed, many first-year PhD students discover that the material they are currently learning differs significantly from what they mastered in college. But this can change. In this essay, I describe how to teach a full-fledged macroeconomics course where DSGE models take center stage. I discuss how to arrange such a course within a one-semester time frame, detail the main components of instruction, and finish with some thoughts based on my teaching experience at Macalester College.

[The Effect of Quality of Education on Violence: Evidence from Colombia](#)

Andres Giraldo; Manini Ojha ; Manini Ojha

This paper evaluates the impact of quality of education on violence and crime using student performances on a mandatory examination as the measure of quality. The paper exploits transfers of funds from central government to municipalities for investments in education as a source of exogenous variation and finds that better education quality has a negative impact on economic crimes such as kidnapping rates, rate of theft on persons and presence of illegal armed groups. The findings are consistent with an opportunity cost effect of education, that is, high quality education increases expectations of being absorbed by the labor market and discourages engaging in criminal activities. Results also point to perhaps a pacifying effect of education such that improvement of education quality generates less violent environments, promotes social and political stability. The results are found to be robust to a number of econometric concerns and different measures of quality of education.

[Healthy Business? Managerial Education and Management in Healthcare](#)

Nicholas Bloom ; Renata Lemos ; Raffaella Sadun ; John Van Reenen

We investigate the link between hospital performance and managerial education by collecting a large database of management practices and skills in hospitals across nine countries. We find that hospitals that are closer to universities offering both medical education and business education have higher management quality, more MBA trained managers and lower mortality rates. This is true compared to the distance to universities that offer only business or medical education (or neither). We argue that supplying joint MBA-healthcare courses may be a channel through which universities increase medical business skills and raise clinical performance.

[Does Quality of Early Childhood Education and Care Affect the Home Learning Environment of Children?](#)

Susanne Kuger ; Jan Marcus ; C. Katharina Spiess

Both, a high quality of the Early Childhood Education and Care (ECEC) setting and a high quality of the home learning environment foster children's development. However, we know little about the interactions between ECEC quality and the home learning environment. We examine whether the child's attendance in a high ECEC quality setting improves the quality of her home learning environment. We use very rich data from the NICHD Study of Early Child Care and Youth Development (SECCYD), which provides detailed panel information through children's age of 6 months to 9 years on ECEC quality and on the child's home learning environment. Our analysis is based on a sample of 700 children who have been in non-family child care for at least 10 hours/week. We estimate level and value-added specifications and show that ECEC quality improves the home learning environment at various measurement points. The effects sizes indicate that an increase in ECEC quality by one standard deviation increases the home learning environment by about 0.08 standard deviations. Furthermore, results differ by sub-groups: The home learning environment from more advantaged children benefits more from higher ECEC quality. Thus the potential of high ECEC quality on the home learning environment is not effectively used for disadvantaged children. Policies could work on this potential link, in particular.

[The End of Free College in England: Implications for Quality, Enrolments, and Equity](#)

Richard Murphy ; Judith Scott-Clayton ; Gillian Wyness

Despite increasing financial pressures on higher education systems throughout the world, many governments remain resolutely opposed to the introduction of tuition fees, and some countries and states where tuition fees have been long established are now reconsidering free higher education. This paper examines the consequences of charging tuition fees on university quality, enrolments, and equity. To do so, we study the English higher education system which has, in just two decades, moved from a free college system to one in which tuition fees are among the highest in the world. Our findings suggest that England's shift has resulted in increased funding per head, rising enrolments, and a narrowing of the participation gap between advantaged and disadvantaged students. In contrast to other systems with high tuition fees, the English system is distinct in that its income-contingent loan system keeps university free at the point of entry, and provides students with comparatively generous assistance for living expenses. We conclude that tuition fees, at least in the English case supported their goals of increasing quality, quantity, and equity in higher education.

[Delivering Education to the Underserved Through a Public-Private Partnership Program in Pakistan](#)

Felipe Barrera-Osorio ; David S. Blakeslee ; Matthew Hoover ; Leigh Linden ; Dhushyanth Raju ; Stephen P. Ryan

We contribute to the school-competition literature by evaluating a program that randomly assigned private schools to underserved villages in Pakistan. Program schools were provided a per-student subsidy to provide tuition-free primary education, with half of the treated villages receiving a higher subsidy for female students. The program increased enrollment by 30 percentage points, and test scores by 0.63 standard deviations. The effects were similar across genders, and across the two subsidy treatments. Program schools were of higher quality than nearby government schools, and a structural model for the supply and demand of school inputs indicates that program schools selected inputs similar to those of a social planner who internalizes all the educational benefits to society.

[Impact of a Tertiary Eligibility Threshold on Tertiary Education and Earnings: A Discontinuity Approach](#)

Nordin , Martin (Department of Economics, Lund University) ; Heckley , Gawain (Health Economics Unit, Lund University) ; Gerdtham , Ulf-G (Department of Economics, Lund University)

This study evaluates the impact of achieving tertiary eligibility in upper-secondary education on tertiary education and earnings in Sweden. Using a regression discontinuity design, we estimate the impact of tertiary eligibility and show that it has a substantial impact on the probability of enrolling in tertiary education. For students who achieve tertiary eligibility, the probability of enrolling in tertiary education increases by around 15 and 7 percentage points for an academic and vocational track, respectively. This implies (before age 30) around 8 percent higher earnings (at the intensive margin) for men on an academic track, while for women on an academic track it increases the probability of having positive incomes (the extensive margin) by around 3 percent. Thus, we conclude that (academic) students at the margin of eligibility for enrolling in tertiary education receive a substantial tertiary education payoff.

[Gender and Birth Order Effects on Intra-household Schooling Choices and Education Attainments in Kenya](#)

Fredrick M. Wamalwa ; Justine Burns

In this paper, we investigate the effect of two important family characteristics-gender and birth order-on intra-household investments in, and educational outcomes of, children in Kenya. We measure intra-household education investments in children by household's decision to enrol children in private schools and educational outcomes by two variables, completed years of education and relative grade attainment. We use a large household survey data set that allows us to apply family fixed effects models that address the potential endogeneity of children's gender, birth order and family size as well as factors that are unobservable at the household level. Although we do not find an intra-household gender preference in terms of investments in children's education, there is a female advantage in terms of the two measured education outcomes. Our results show significant negative birth order effects on private enrolment, completed years of education and relative grade attainment. Family wealth plays a significant role in propagating the gender and birth order effects we observe.

[The Effects of Student-Teacher Gender Matching on Students f Performance in Junior High Schools in Japan](#)

Hisanobu Kakizawa (Graduate School of Economics, Osaka University)

This study analyzes the student-teacher gender matching effect on students f academic performance and questioning behavior. The results indicate as follows: 1. Positive effects of same gender teachers on students f performance are observed, especially for girls. 2. The gender-matching effect appears to be most significant in the study of English, followed by math and science. 3. Gender matching has an effect on students f questioning behavior. 4. Changes in questioning behavior may partly explain the improvement in performance. 5. Even when the effects of questioning behavior are controlled for, female teachers still have a positive effect on girls f performance.

[Paralyzed by Panic: Measuring the Effect of School Closures during the 1916 Polio Pandemic on Educational Attainment](#)

Keith Meyers ; Melissa A. Thomasson

We leverage the 1916 polio pandemic in the United States as a natural experiment to test whether short-term school closures result in reduced educational attainment as an adult. With over 23,000

cases of polio diagnosed in 1916, officials implemented quarantines and closed schools. Since the pandemic occurred during the start of the 1916 school year, children of working age may have elected not to return to school. Using state-level polio morbidity as a proxy for schooling disruptions, we find that children ages 14-17 during the pandemic had less educational attainment in 1940 compared to their slightly older peers.

[Sleep and Student Success: The Role of Regularity vs. Duration](#)

Phuc Luong (University of California Davis) ; Lester Lusher (University of Hawaii at Manoa) ; Vasil Yassenov (Goldman School of Public Policy, University of California Berkeley)

Recent correlational studies and media reports have suggested that sleep regularity - the variation in the amount of sleep one gets across days - is a stronger determinant of student success than sleep duration - the total amount of sleep one receives. We identify the causal impacts of sleep regularity and sleep duration on student success by leveraging over 165,000 student-classroom observations from a large university in Vietnam where incoming freshmen were randomly assigned into course schedules. These schedules varied significantly: some had the same daily start time across the week, while others experienced extreme shifts. Across a multitude of specifications and samples, we precisely estimate no discernible differences in achievement between students with highly varying start times versus students with consistent schedules. Moreover, we find much smaller gains to delayed school start times compared to previous studies.

[Emergent structures in faculty hiring networks, and the effects of mobility on academic performance](#)

Cowan, Robin (UNU-MERIT, Maastricht University) ; Rossello, Giulia (UNU-MERIT, Maastricht University)

This paper is about the South African job market for PhDs. PhD to first job mobility involves the preferences of both the hiring institution and the candidate. Both want to make the best choice and here institutional prestige plays a crucial role. A university's prestige is an emergent property of the hiring interactions, so we use a network perspective to measure it. Using this emergent ordering, we compare the subsequent scientific performance of scholars with different changes in the prestige hierarchy. We ask how movements between universities of different prestige from PhD to first job correlates with academic performance. We use data of South African scholars from 1970 to 2004 and we find that those who make large movements in terms of prestige have lower research ratings than those who do not. Further, those with higher prestige PhD or first job have high research ratings throughout their careers.

[Lowering the minimum age of criminal responsibility: Consequences for juvenile crime and education](#)

Anna Piil Damm (Department of Economics and Business Economics, Aarhus University, Denmark) ; Britt Østergaard Larsen (The Danish Centre for Applied Social Science) ; Helena Skyt Nielsen (Department of Economics and Business Economics, Aarhus University, Denmark) ; Marianne Simonsen (Department of Economics and Business Economics, Aarhus University, Denmark)

This paper exploits a Danish policy reform combined with population-wide administrative registers to investigate whether being above the minimum age of criminal responsibility deters juveniles from crime. We study young individuals' tendency to commit crime as well as their likelihood of recidivism by exploiting police records on offenses committed by the population of children and youth, including those below the minimum age of criminal responsibility. The reform lowered the minimum age of criminal responsibility from 15 to 14 years. We find that the reform did not deter 14-year-olds

from committing crime. Moreover, conditional on committing crime in the first place, youths affected by the lower minimum age of criminal responsibility were more likely to recidivate and less likely to be enrolled in the 9th grade, just as they have lower grades at the 9th grade exit exam, conditional on participating. The latter results are consistent with labeling effects of processing in the criminal justice system.

[Intergenerational effect of education reform: mother's education and children's human capital in Nepal](#)

Vinish Shrestha (Department of Economics, Towson University) ; Rashesh Shrestha (Research Institute for ASEAN and East Asia (ERIA))

We examine a potential intergenerational transfer of human capital by investigating the effect of maternal education on children's educational and labor outcomes in the context of a developing country Nepal. To account for endogeneity of mother's education, we use education reform in the 1970s that had differential impact on women due to their year and district of birth. We also account for birth order effects by implementing a triple-difference strategy. The education reform increased schooling of females that were most affected by the reform. Furthermore, an increase in mother's highest level of schooling increased the child's probability of finishing 5th grade only among mothers from a higher caste households. We find modest effects of mother's education on child labor outcomes, with the IV estimate indicating that a year increase in mother's education reduces a child's weekly work by approximately an hour. A lack of intergenerational impact among relatively lower caste households suggests that exclusionary social structure should be considered when promoting maternal education as a medium to improve children's well-being.

[Skilled but unaware of it: Occurrence and potential long-term effects of females' financial underconfidence](#)

Bannier, Christina E. ; Schwarz, Milena

We find strong gender- and education-related differences in the distribution of actual and perceived financial sophistication: Whereas financial literacy rises in formal education, confidence increases in education for men but decreases for women. We show that the financial decisions of highly-educated men benefit strongly from this excess confidence, while the underconfidence of highly-educated women, in contrast, impairs their long-term financial planning.

[Healthy Business? Managerial Education and Management in Healthcare](#)

Nicholas Bloom ; Renata Lemos ; Raffaella Sadun ; John Van Reenen

We investigate the link between hospital performance and managerial education by collecting a large database of management practices and skills in hospitals across nine countries. We find that hospitals that are closer to universities offering both medical education and business education have higher management quality, more MBA trained managers and lower mortality rates. This is true compared to the distance to universities that offer only business or medical education (or neither). We argue that supplying joint MBA-healthcare courses may be a channel through which universities increase medical business skills and raise clinical performance.

[Private Returns to Education in Belgium: an Empirical Note](#)

Jean-Luc J.-L. Demeulemeester Demeulemeester ; Denis Rochat

In this note, we present new econometric estimates of the (private) rate of return to education in Belgium. Our estimates of the return to education lie around 6.5% to 6.8% following model

specifications. Our estimations of classical Mincerian earning functions also highlight the potential existence of a screening/signalling process in the Belgian labour market, as the rate of return in the private sector is lower than in the public sector, and as the self-employed workers do not seem to benefit from their prior schooling. The results confirm previous estimates on the Belgian labour market by Nonneman and Cortens (1995).

[Academic rankings and pluralism : the case of Brazil and the new version of Qualis](#)

Ian Coelho de Souza Almeida (Cedeplar-UFMG) ; Rafael Galvão de Almeida (Cedeplar-UFMG) ; Lucas Resende de Carvalho (Cedeplar-UFMG)

The paper approaches the theme of the relatively higher level of pluralism in Brazilian economics, when compared to the other countries, from a different approach used in the literature. Considering the Qualis as an instrument of great impact in the research of the Brazilian graduate education centers, mainly because of its impact in the CAPES evaluation of the centers, we analyze the abrupt change in the journal ranking that occurred in 2016. Before presenting this data, we first focused in understanding the metrics that are part of the Qualis, and how relevant the biases from other indexes than the Impact Factor are. Afterwards, we present a review of the national literature concerning the academic production in economics, showing how some problems due to incentives and structure still persist. We, then, present our results: we found out that the increase of journals in the higher strata of the Qualis without a research agenda bias, and with a great inclusion of specialized sub-fields of the discipline. Besides, the impact that this change will cause in the 2017 CAPES' evaluation cannot be seen as favoring centers by their division in mainstream and non-mainstream. Having this in mind, we argue that the modifications keep incentives to pluralism, besides correcting many problems in the ranking.

[The transient and persistent efficiency of Italian and German universities: A stochastic frontier analysis](#)

Agasisti, Tommaso ; Gralka, Sabine

Despite measures on the European level to increase the compatibility between the HE sectors of the member states, the recent literature exposes variations in their efficiencies. To gain insights into these differences we split the efficiency term according to the two management levels each university is confronted with. Utilizing a recent advancement in the method to measure efficiency, we separate short-term (transient) and long-term (persistent) efficiency, while controlling for unobserved institution specific heterogeneity. While the first term reflects the efficiency of the individual universities working within the country, the second term echoes the influence of the country specific overall HE structure. The cross-country comparison displays if the overall efficiency difference between countries is related to individual performance of their universities or their HE structure. This allows more purposeful policy recommendation and expands the literature regarding the efficiency of universities in a fundamental way. Choosing Italy and Germany as two important illustrative examples we can take advantage of a novel dataset including characteristics of institutions in both countries for an exceptional long period of time from 2001 to 2011. We show that the Italian universities exhibit a higher overall efficiency value than their German counterparts. With the individual universities working at the upper bound of efficiency in both countries, the overall inefficiency as well as the gap between the countries is caused by persistent, structural inefficiency. To expedite a true European Area of Higher Education future measures should hence aim at the country specific structure, not solely at affecting the activities of single universities.

[From Childhood to Adult Inequality: Parental Investments and Early Childhood Development](#)

Diego Daruich (New York University)

Standard macroeconomic analysis of inequality focuses on the optimal choice of progressive taxation. However, early childhood environment has been shown to significantly impact adult outcomes. Using children's time diaries, we show that parental quality time with children is strongly associated with children's skills—which is later associated with their education. To compare the quantitative role of standard policies to ones that target early childhood, we extend the standard general-equilibrium heterogeneous-agent life-cycle model with earnings risk and credit constraints to allow for endogenous education, parental time and money investments towards children's skill development, and family transfers. The model includes two types of college majors: STEM and non-STEM. We evaluate three policies: progressive taxation, college tuition subsidies, and parenting education. Progressive taxation is the most effective at reducing disposable income inequality, but it does not promote the development of skills necessary to increase college graduation or social mobility. College subsidies promote only non-STEM graduation, since STEM is a better alternative only for high-skilled individuals. Parenting education is the most effective at increasing intergenerational mobility and the only one able to promote STEM graduation.

[Location Choices of Graduate Entrepreneurs](#)

Larsson, Johan P (Jönköping International Business School) ; Wennberg, Karl (The Ratio Institute) ; Wiklund, Johan (Whitman School of Management) ; Wright, Mike (Imperial College London South Kensington Campus)

We review complementary theoretical perspectives on location choices of university graduate entrepreneurs derived from the individual-opportunity nexus and local embeddedness perspectives on entrepreneurship. Analysis of the full population of 215,388 graduates from Swedish institutions of higher education between 2002 and 2006 provides support for both location choice perspectives. Overall, 63 % of graduate entrepreneurs start businesses locally in their region of graduation while 37 % start businesses elsewhere. The likelihood of starting locally is substantially higher in metropolitan regions, if the graduate was born locally or has university peer entrepreneurs and entrepreneurial family members in the region of graduation. Implications for theory and public policy are discussed.

[High Performing Peers and Female STEM Choices in School](#)

Mouganie, Pierre ; Wang, Yaojing

Women have historically been underrepresented in science, technology, engineering and math (STEM) jobs. There are concerns that the persistence of this gap over time is in part due to path dependence and the historical lack of high-performing women in these fields. This paper uses administrative data from China to examine the extent to which the presence of high-performing peers in mathematics affects the likelihood that women choose a science track during high school. Results indicate that exposure to a higher proportion of high-performing females increases girls' likelihood of majoring in STEM, while exposure to more high-performing males reduces it. There is little evidence that boys' major decisions are affected by their peers. Our results indicate that high-achieving girls in quantitative fields may have a role model or affirmation effect that encourages their female classmates to pursue a path in science.

[Educational Choice, Rural-urban Migration and Economic Development: The Role of Zhaosheng in China](#)

Yin-Chi Wang (Chinese University of Hong Kong) ; Ping Wang (Washington University in St. Louis) ; Chong Yip (Chinese University of Hong Kong) ; Pei-Ju Liao (Institute of Economics, Academia Sinica)

Observing China's rapid skill-enhanced development and urbanization process accompanied by continual reforms of the household registration system, we explore the underlying drivers, highlighting the channel of rural to urban migration. In addition to conventional work-based migration, we incorporate education-based migration by constructing a dynamic spatial equilibrium model of migration decisions with educational choice. We then calibrate our model to fit the data from China over the 1980--2007 period. We find that the effects of education-based migration on total per capita output cannot be ignored. There also exist rich interactions between the two migration channels. Furthermore, our results suggest that the increase in the college admission selectivity for rural students seriously depresses China's development. Policy experiments on migration and labour-market regulations are also conducted to assess their quantitative significance.

Repéré sur : worldbank.org

[World Development Report 2018: Learning to Realize Education's Promise](#). World Bank, October 2017. ISBN: 978-1-4648-1096-1

Every year, the World Bank's World Development Report takes on a topic of central importance to global development. The 2018 Report, Learning to Realize Education's Promise, is the first ever devoted entirely to education. Now is an excellent time for it: education has long been critical for human welfare, but is even more so in a time of rapid economic change. The Report explores four main themes. First, education's promise: Education is a powerful instrument for eradicating poverty and promoting shared prosperity, but fulfilling its potential requires better policies - both within and outside the education system. Second, the learning crisis: Despite gains in education access, recent learning assessments show that many young people around the world, especially from poor families, are leaving school unequipped with even the most foundational skills they need for life. At the same time, internationally comparable learning assessments show that skills in many middle-income countries lag far behind what those countries aspire to. Third, promising interventions to improve learning: Research from areas such as brain science, pedagogical innovations, or school management have identified interventions that promote learning by ensuring that learners are prepared, that teachers are skilled as well as motivated, and that other inputs support the teacher-learner relationship. Fourth, learning at scale: Achieving learning throughout an education system will require more than just scaling up effective interventions. Change requires overcoming technical and political barriers by deploying salient metrics for mobilizing actors and tracking progress, building coalitions for learning, and being adaptive when implementing programs.

2. Sommaires de revues en éducation

Revues francophones :

[Éducation & formations, n° 94, Septembre 2017](#)

Mathématiques : clefs de lecture des résultats TIMSS 2015

- Quelles mathématiques pour l'école élémentaire ? Une perspective historique (1945-début XXIe siècle)
Renaud d'Enfert
- Programmes scolaires et apprentissage de la notion de fraction à l'école élémentaire. Quelques enseignements tirés de TIMSS 2015
Sylvain Martinez, Éric Roditi
- Nouvelles analyses de l'étude TIMSS Advanced 2015 en mathématiques : Une application du modèle d'analyse des niveaux de mise en fonctionnement des connaissances (NMFC)
Franck Salles
- L'allocation des moyens dans le premier degré public. Mise en œuvre d'un nouveau modèle
Sylvie Le Laidier, Olivier Monso
- Une meilleure mesure de la performance des lycées. Refonte de la méthodologie des IVAL (session 2015)
Franck Evain, Laetitia Évrard
- Insertion professionnelle des apprentis et des lycéens. Comparaison sur le champ des spécialités communes
Béatrice Le Rhun
- Est-il raisonnable de ne pas croire au diplôme ? Le cas des décrocheurs scolaires
Joël Zaffran, Juliette Vollet

[Savoirs, 2017/2 \(N° 44\)](#)

Fabriquer des managers, des patrons, des dirigeants

- Fabriquer des managers, des patrons ou des dirigeants...
Jean-Yves Robin, Benoît Raveleau
- Développement des compétences en matière de littératie en santé : portrait d'un apprentissage professionnel
Maud Bouffard, Claudie Solar

- Le dispositif « Plus de maîtres que de classes » : un dispositif professionnalisant ?
Quentin Magogeat

[Diversité, n° 188, 2e trimestre 2017](#)

Justice et droit à l'école

- « Connaître le droit, ses droits, est aussi une manière de mieux les faire appliquer »
ENTRETIEN AVEC JACQUES TOUBON
- « C'est un adulte qui est le vecteur de la rencontre des jeunes avec la loi »
ENTRETIEN AVEC DENIS SALAS

La justice (en questions) à l'école

- De la question des droits au sentiment de justice à l'école
VALÉRIE CAILLET
- L'enseignant et le juriste : réflexions et émotions
ANTONY TAILLEFAIT
- 3 questions à l'AVIDEJ
ALEXA CHAPOTEL, NÉVINE LAHLOU
- Construction et statut de la règle dans les établissements scolaires
AGNÈS GRIMAUULT-LEPRINCE
- Justice préventive et restaurative à l'école
MYRIAM OUAFKI
- Les personnels de direction et l'usage du droit
JEAN-PIERRE OBIN
- « La médiation est un véritable processus d'autonomie et de responsabilisation »
ENTRETIEN AVEC EMMANUEL LAMBERT
- Les médiateurs, tisserands du lien social en contexte migratoire
TEMOIGNAGE MICHÈLE GUILLAUME-HOFNUNG
- « Être médiateur, ce n'est pas être juge »
ENTRETIEN AVEC NATACHA DUMAY

L'éducation au droit

- Former le citoyen au droit. Un impératif pour l'éducation à la citoyenneté
FRANÇOIS AUDIGIER
- L'enseignement moral et civique, la règle et le droit
PIERRE KAHN
- Enseigner la loi et les valeurs de la République. Quelles pratiques de classe pour la formation du citoyen ?/
TÉMOIGNAGE DENIS SESTIER
- L'éducation au droit et à la règle.
TÉMOIGNAGE / JEAN-FRANÇOIS VINCENT
- Pédagogie Freinet et construction de la citoyenneté.
TÉMOIGNAGE / CATHERINE CHABRUN
- Droit et réciprocité
TÉMOIGNAGE / CLAIRE HÉBER-SUFFRIN
- Éducation au droit par le débat. Des compétences sociales pour un comportement citoyen.
TÉMOIGNAGE / FRANÇOISE BRÜCHER-WERCKMANN
- L'éducation au droit pour accompagner le devenir citoyen des enfants.
TÉMOIGNAGE / GUILLAUME ALBERT
- Mettre en actes l'éducation aux droits et au droit
TÉMOIGNAGE / SYLVIE TOUCHARD

L'accès aux droits des jeunes

- Agir sur le non-recours aux droits. Le travail d'accueil d'une association de lutte contre le décrochage scolaire
BENJAMIN VIAL
- Les jeunes délinquants et les lois. Le cas de Marseille
DAPHNÉ BIBARD
- Les mineurs privés de liberté... point d'accès au droit ?
NADIA BEDDIAR
- Le droit à une éducation scolaire de qualité pour les Roms
JEAN-PIERRE LIÉGEOIS
- Aux frontières du droit : les jeunes isolés étrangers
TÉMOIGNAGE / JEAN-PIERRE FOURNIER

- L'accès au droit pour l'accès aux droits
TÉMOIGNAGE / DOMINIQUE SEGETCHIAN
- Droits des mineurs et protection des données personnelles à l'ère numérique
TÉMOIGNAGE / SOPHIE VULLIET-TAVERNIER
- Laïcité : de la confusion à l'apaisement.
TÉMOIGNAGE / Le Cercle des enseignant.e.s laïques

[Travail et emploi, 2017/1 \(n° 149\)](#)

Marges de l'emploi et protection sociale

- [Marges de l'emploi et protection sociale]
Mathieu Grégoire, Odile Join-Lambert
- [La retraite des salariés du secteur privé en France]
Karine Briard
- [L'artisan, son comptable et sa retraite]
Marielle Poussou-Plesse
- [L'emploi et la protection sociale dans l'agriculture au filtre des rapports de genre]
Jean-Louis Escudier

Revue anglophones :

[Acta Sociologica, Volume: 60, Number: 4 \(November 2017\)](#)

- Elite mobility among college graduated men in Sweden
Erik Bihagen, Magnus Nermo, Charlotta Stern, and Yvonne Åberg
- Ethnic choice effects at the transition into upper-secondary education in Switzerland
Jasper Dag Tjaden and Katja Scharenberg
- The educational gradient in self-rated health in Europe
Patrick Präg, Rafael Wittek, and Melinda C Mills
- Familiarity as a tool of populism
Tuukka Ylä-Anttila
- Zygmunt Bauman's moral saint
Nicholas Hookway

[American Educational Research Journal- Volume: 54, Number: 5 \(October 2017\)](#)

- The Roles of STEM Faculty Communities of Practice in Institutional and Departmental Reform in Higher Education
Sean Gehrke and Adrianna Kezar
- The Production of Schoolchildren as Enlightenment Subjects
Holly Link, Sarah Gallo, and Stanton E. F. Wortham
- Affirming Race, Diversity, and Equity Through Black and Latinx Students' Lived Experiences
Rican Vue, Siduri Jayaram Haslerig, and Walter R. Allen
- Learning to Support Adolescent Literacy: Teacher Educator Pedagogy and Novice Teacher Take Up in Secondary English Language Arts Teacher Preparation
Sarah Schneider Kavanagh and Emily C. Rainey
- Research Use as Learning: The Case of Fundamental Change in School District Central Offices
Meredith I. Honig, Nitya Venkateswaran, and Patricia McNeil
- Immigrant Youth Organizing as Civic Preparation
Rand Quinn and Chi Nguyen

[British Journal of Educational Technology, Volume 48, Issue 6, November 2017](#)

- Approaches to teaching online: Exploring factors influencing teachers in a fully online university
Antoni Badia, Consuelo Garcia and Julio Meneses
- Online learning: Cheap degrees or educational pluralization?
Angela T. Ragusa and Andrea Crampton
- Does sequence matter? Productive failure and designing online authentic learning for process engineering
Polly K. Lai, Alisha Portolese and Michael J. Jacobson
- Analysis of critical success factors of online international learning exchange of Korean school pupils with English-speaking counterparts
Jong-Yeon Lee and Sanghoon Park
- Using online discussion forums to support learning of paraphrasing
Kok-Eng Tan
- The effects of instructor participation and class size on student participation in an online class discussion forum
Elizabeth J. Parks-Stamm, Maria Zafonte and Stephanie M. Palenque

- Teaching an old game new tricks: Long-term feedback on a re-designed online role play
Mat Hardy and Sally Totman
- The influence of achievement goals on online help seeking of computer science students
Qiang Hao, Brad Barnes, Ewan Wright and Robert Maribe Branch
- Designing Massive Open Online Courses to take account of participant motivations and expectations
Gilly Salmon, Ekaterina Pechenkina, Anne-Marie Chase and Bella Ross
- Participation patterns in a massive open online course (MOOC) about statistics
Lloyd P. Rieber
- Online professional development embedded with mobile learning: An examination of teachers' attitudes, engagement and dispositions
Glenda A. Gunter and Jennifer L. Reeves
- How do students and lecturers experience the interactive use of handheld technology in large enrolment courses?
Tom Van Daele, Carolien Frijns and Jeroen Lievens
- Mobile devices, learning and clinical workplaces: Medical student use of smartphones in Parisian hospitals
Megan Phelps, Karen M. Scott, Martine Chauffeté-Manillier, Frédéric Lenne and Claire Le Jeune
- Methods and frequency of sharing of learning resources by medical students
Terry Judd and Kristine Elliott
- Delayed instructional feedback may be more effective, but is this contrary to learners' preferences?
David Lefevre and Benita Cox
- Retrospective cognitive feedback for progress monitoring in serious games
Rob J. Nadolski and Hans G. K. Hummel
- Moderating the seductive details effect in multimedia learning with note-taking
Zhe Wang, Narayankripa Sundararajan, Olusola O. Adesope and Yuliya Ardasheva
- Spatial contiguity and incidental learning in multimedia environments
Seungoh Paek, Daniel L. Hoffman and Antonios Saravanos
- Towards a differentiated and domain-specific view of educational technology: An exploratory study of history teachers' technology use

Michiel Voet and Bram De Wever

- Teachers' knowledge in content, pedagogy and technology integration: A comparative analysis between teachers in Saudi Arabia and United States
Emtinan Alqurashi, Elif N. Gokbel and David Carbonara
- The role of transformative leadership, ICT-infrastructure and learning climate in teachers' use of digital learning materials during their classes
Marjan Vermeulen, Karel Kreijns, Hans van Buuren and Frederik Van Acker
- E-portfolio evaluation and vocabulary learning: Moving from pedagogy to andragogy
Maryam Sharifi, Hassan Soleimani and Manoochehr Jafarigohar
- Listening to learners: An investigation into college students' attitudes towards the adoption of e-portfolios in English assessment and learning
Ping Wang and Ricky Jeffrey
- Relation between Alice software and programming learning: A systematic review of the literature and meta-analysis
Joana M. Costa and Guilhermina L. Miranda
- The role of knowledge visualisation in supporting postgraduate dissertation assessment
Karen Renaud and Judy Van Biljon
- A pedagogy for outreach activities in ICT: Promoting peer to peer learning, creativity and experimentation
Catherine Lang, Annemieke Craig and Gail Casey
- Fashion students choose how to learn by constructing videos of pattern making
Michaella Cavanagh and Marí Peté

[Community College Journal of Research and Practice, Volume 41, Issue 12, December 2017](#)

- The Development of a Structural Equation Model to Demonstrate the Correlations Between Marijuana Use and Involvement
Matthew J. Borcharding
- Community College Developmental Writing Programs Most Promising Practices: What the Research Tells Educators
Sim Barhoum
- Exploring a Successful Community College Student Transition to a Research-University Environment
Paul R. DeWine, Marilee Bresciani Ludvik, Mark Tucker, Shaila Mulholland & Wendy Bracken

- Community College and University Student Gambling Beliefs, Motives, and Behaviors
R. Thomas Sherba & Beth E. Gersper
- Motivation and Self-regulation in Community College Transfer Students at a Four-year Online University
Alexandra List & Denise Nadasen
- Navigating Uncharted Waters: Study Abroad Predeparture Activities and the 2-Year-College Student
Angie L. Woods, Susan M. Sipple, Mark R. M. Otten & Michael E. Roos
- Establishing a Framework for Successful Social Network Site Use in the Community College
Rhonda Spells Fentry, Tiffany F. Boykin & Kristen B. Vickery
- Team-based Course Design: Increasing Resource Utilization and Collaboration Across Campus
Mia Ocean, Robbie Allen, Carrie Thompson & Keston S. Lyman
- Infusing Social and Emotional Learning (SEL) into the Community College Curriculum
John Socas

[The Curriculum Journal, Volume 28, Issue 4, December 2017](#)

- Language and education
Dominic Wyse, Louise Hayward, Steve Higgins & Kay Livingston
- L. V. Shcherba: a 'new slant' on modern foreign languages in the school curriculum?
Olga Campbell-Thomson
- The role of teaching experience in language teachers' perceptions of a top-down curriculum change
Mehrak Rahimi & Jalil Alavi
- From divergent evolution to witting cross-fertilisation: the need for more awareness of potential inter-discursive communication regarding students' extended historical writing
James Edward Carroll
- Powerful knowledge: insights from music's case
Graham J. McPhail
- Analysing design and technology as an educational construct: an investigation into its curriculum position and pedagogical identity
Dawne Bell , David Wooff, Matt McLain & David Morrison-Love
- Reconsidering the technologies of intellectual inquiry in curriculum design

Cristina Costa & Lisa Harris

- Tests as boundary signifiers: level 6 tests and the primary secondary divide
Mike Coldwell & Ben Willis
- Enrolment, content and assessment: a review of examinable senior secondary (16–19 year olds) physical education courses: an international perspective
Rachael Jayne Whittle, Amanda Clare Benson & Amanda Telford
- Project-based learning in post-WWII Japanese school curriculum: an analysis via curriculum orientations
Kazuyuki Nomura

[Education and Urban Society, Volume: 49, Number: 8 \(November 2017\)](#)

- What's RITE in St. Louis? Empowering Urban Youth Through a Community Tutoring Collaborative
Judith A. Cochran, Anna Gardner-Andrews, Prescott W. Benson, Timothy Durbin, and Michelle Peeler
- The Role of Cultural Discontinuity in the Academic Outcomes of Latina/o High School Students
Amanda Taggart
- Bridging the Gap Between Home and School—Perceptions of Classroom Teachers and Principals: Case Studies of Two Jamaican Inner-City Schools
Zoyah Kinkead-Clark
- What Makes a Social Encounter Meaningful: The Impact of Social Encounters of Homeschooled Children on Emotional and Behavioral Problems
Oz Guterman and Ari Neuman

[Education Economics, Volume 25, Issue 6, December 2017](#)

- Disability discrimination in higher education: analyzing the quality of counseling services
Eva Deuchert, Lukas Kauer, Helge Liebert & Carl Wuppermann
- The heterogeneous impacts of business cycles on educational attainment
Ernest Boffy-Ramirez
- Does autonomy over teacher hiring affect student math and science achievement?
Youngran Kim
- Impacts of playing after school on academic performance: a propensity score matching approach

Yajuan Li, Marco A. Palma & Zhicheng Phil Xu

- Does teacher certification program lead to better quality teachers? Evidence from Indonesia
Prita Nurmalia Kusumawardhani
- The dynamics of study-work choice and its effect on intended and actual university attainment
Xiaodong Gong
- Updating higher education expectations and choices with learning
Joniada Milla

[Educational Management Administration & Leadership, Volume: 45, Number: 6 \(November 2017\)](#)

- Gender and leadership in primary education
Tony Bush
- Constructing identities
Deborah Jones
- Emotional expression at different managerial career stages
Khalid Arar
- Good cop, bad cop
Izhak Berkovich and Ori Eyal
- The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment
Diya Dou, Geert Devos, and Martin Valcke
- Distribution dilemmas
Denise Mifsud
- School leadership preparation in Malaysia
Ashley Yoon-Mooi Ng
- Examining the perceptions of curriculum leaders on primary school reform
Alan CK Cheung and Timothy WW Yuen
- Networked leadership in Educational Collaborative Networks
Jordi Díaz-Gibson, Mireia Cívís Zaragoza, Alan J Daly, Jordi Longás Mayayo, and Jordi Riera Romaní

[Educational Policy- Volume: 31, Number: 7 \(November 2017\)](#)

- Charter School Teacher Job Satisfaction Christine H. Roch and Na Sai
Interpreting Early Career Trajectories
- Joan Barnatt, Dianna Gahlsdorf Terrell, Lisa Andries D'Souza, Cindy Jong, Marilyn Cochran-Smith, Kara Mitchell Viesca, Ann Marie Gleeson, Patrick McQuillan, and Karen Shakman
- Individualized Coaching to Improve Teacher Practice Across Grades and Subjects: New Experimental Evidence
Matthew A. Kraft and David Blazar

[Educational Psychologist, Volume 52, Issue 4, October-December 2017](#)

Changing Epistemic Cognition in Teaching and Teacher Education: A Focus on Reflection and Reflexivity

- Moving Beyond Reflection: Reflexivity and Epistemic Cognition in Teaching and Teacher Education
Florian C. Feucht , Jo Lunn Brownlee & Gregory Schraw
- Changing Teachers' Epistemic Cognition: A New Conceptual Framework for Epistemic Reflexivity | Open Access
Jo Lunn Brownlee, Leila E. Ferguson & Mary Ryan
- Teachers' Epistemic Cognition in the Context of Dialogic Practice: A Question of Calibration?
Ivar Bråten, Krista R. Muis & Alina Reznitskaya
- Teachers' Epistemic Cognition in Classroom Assessment
Helenrose Fives, Nicole Barnes, Michelle M. Buehl, Julia Mascadri & Nathan Ziegler
- Informed Reflexivity: Enacting Epistemic Virtue
Michael Weinstock , Dorothe Kienhues , Florian C. Feucht & Mary Ryan
- Shaping the Epistemology of Teacher Practice Through Reflection and Reflexivity
Barbara K. Hofer
- Reflection and Reflexivity in Practice Versus in Theory: Challenges of Conceptualization, Complexity, and Competence
Patricia A. Alexander

[Higher Education Quarterly, Volume 71, Issue 4, October 2017](#)

- The landscapes of institutional life
Dr Celia Whitchurch

- Analysing the literature on university social responsibility: A review of selected higher education journals
Manuel Larrán Jorge and Francisco Javier Andrades Peña
- Processes and stages of differentiation in European higher education
Valentina Goglio and Marino Regini
- The legislative requirements for measuring quality in transnational education: Understanding divergence while maintaining standards
Duncan Bentley, Fiona Henderson and Choon Boey Lim
- The PhD conundrum in South African academia
Mignonne Breier and Chaya Herman
- When empathy hurts: Modelling university students' word of mouth behaviour in public vs. private universities in Syria
Ali Bassam Mahmoud and Nicholas Grigoriou

[Higher Education Research & Development, Volume 36, Issue 7, December 2017](#)

- Conversations on cultural sustainability: stimuli for embedding Indigenous knowledges and ways of being into curriculum
Renaë Acton, Peta Salter, Max Lenoy & Robert (Bob) Stevenson
- Committed to learn: student engagement and care in higher education
Robyn Barnacle & Gloria Dall'Alba
- Visualising the future: surfacing student perspectives on post-graduation prospects using rich pictures
Tessa Berg, Tracey Bowen, Colin Smith & Sally Smith
- Supervising research in Māori cultural contexts: a decolonizing, relational response
Mere Berryman, Ted Glynn & Paul Woller
- Teaching social work students against the grain: negotiating the constraints and possibilities
Angela A. Daddow & Britta Schneider
- Unpacking the career aspirations of Australian school students: towards an evidence base for university equity initiatives in schools
Jennifer Gore, Kathryn Holmes, Max Smith, Leanne Fray, Patrick McElduff, Natasha Weaver & Claire Wallington
- For want of a better word: unlocking threshold concepts in natural sciences with a key from the humanities?
David A. Green, Jennifer Loertscher, Vicky Minderhout & Jennifer E. Lewis

- The internationality imperative in academia. The ascent of internationality as an academic virtue
Julian Hamann & Lena M. Zimmer
- Peer feedback on college students' writing: exploring the relation between students' ability match, feedback quality and essay performance | Open Access
Bart Huisman, Nadira Saab, Jan van Driel & Paul van den Broek
- 'They want more of everything': what university middle managers' attitudes reveal about support for off-campus doctoral students
Olga Kozar & Juliet F. Lum
- Trust: the power that binds in team supervision of doctoral students
Margaret J. Robertson
- Simulating the global workplace for graduate employability
Susanne Schech, Maryanne Kelton, Colin Carati & Verity Kingsmill
- The River of Learning: building relationships in a university, school and community
Indigenous widening participation collaboration
Gail Whiteford, John Hunter, Joanne Jamie, Rhonda Pitson, Deborah Breckenridge, Yaegl Elders, Subramanyam Vemulpad, David Harrington & Ian Jamie
- Evaluating academic development in the higher education sector: academic developers' reflections on using a toolkit resource
Jennie Winter, Rebecca Turner, Lucy Spowart, Reema Muneer & Pauline Kneale

[Innovations in Education and Teaching International, Volume 54, Issue 5, October 2017](#)

- T2 (teaching & thinking)-in-action skills of highly rated medical teachers: How do we help faculty attain that expertise?
Robert G. Bing-You, Whitney Blondeau, George K. Dreher & David M. Irby
- Are high achievers successful in collaborative learning? An explorative study of college students' learning approaches in team project-based learning
Hye-Jung Lee, Hyekyung Kim & Hyunjung Byun
- Application of research-informed teaching in the taught-postgraduate education of maritime law
Ling Zhu & Wei Pan
- Nurturing competitive teamwork with individual excellence in an engineering classroom
Kant E. Kanyarusoke

- Dream team or odd couple? Examining the combined use of lectures and podcasting in higher education
David Jiménez-Castillo , Raquel Sánchez-Fernández & Gema M. Marín-Carrillo
- Crossing conceptual thresholds in doctoral communities
Sioux McKenna
- Student perceptions of effective discussion in online forums: A case study of pre-service teachers
Alice Ebrahimi, Esmail Faghih & Mohammad Dabir-Moghaddam
- Learning-by-teaching. Evidence and implications as a pedagogical mechanism
David Duran
- Wiki acceptance by university students to improve collaboration in higher education
Liezal Cilliers
- Sometimes fish, sometimes fowl? Liminality, identity work and identity malleability in graduate teaching assistants
Naomi Winstone & Darren Moore
- The effectiveness of PowerPoint presentation and conventional lecture on pedagogical content knowledge attainment
Muhlise Cosgun Ögeyik
- Willingness to adopt or reuse an e-learning system: The perspectives of self-determination and perceived characteristics of innovation
Hsin Hsin Chang, Chen Su Fu & Ching Ying Huang

[International Journal for Academic Development, Volume 22, Issue 4, December 2017](#)

- Moving beyond orthodoxies in academic development
Tansy Jessop & Klara Bolander Laksov
- Conceptualising strategic alignment between curriculum and pedagogy through a learning design framework
Bopelo Boitshwarelo & Sivaram Vemuri
- What can Interpersonal Process Recall (IPR) offer academic development?
Rob Wass & Adon Christian Michael Moskal
- Tracing a developer's development: a self-study in teaching
Emily O. Gravett
- Academics at work: mentoring in research, teaching, and service

Jane L. Fowler

- Collaborating with colleagues for the sake of academic and professional development in higher education
Leah Shagrir
- Educational development units in Spain: current status and emerging trends
Idoia Fernández & M. Dolors Márquez
- Evidencing the impact of teaching-related CPD: beyond the 'Happy Sheets'
Lucy Spowart, Jennie Winter, Rebecca Turner, Reema Muneer, Colleen McKenna & Pauline Kneale

[International Journal of Inclusive Education, Volume 21, Issue 11, November 2017](#)

Identity, belonging and education for young people from refugee and asylum-seeker background

- Belonging and rejection: racism, resistance and exclusion
Julie White, André de Quadros & Dave Kelman
- Arts practice as method, urban spaces and intra-active faiths
C. Hickey-Moody
- 'I haven't lost hope of reaching out ... ': exposing racism in sport by elevating counternarratives
Alison Baker-Lewton, Christopher C. Sonn, David Nyuol Vincent & Fletcher Curnow
- At home, song, and fika – portraits of Swedish choral initiatives amidst the refugee crisis
Andre de Quadros & Kinh T. Vu
- The public positioning of refugees in the quasi-education market: linking mediascapes and social geographies of schooling
Joel Windle
- The banality of exclusion in Australian universities
Julie White
- Stealing meanings – does measuring quality in the arts mean imposing cultural values?
Dave Kelman
- Strategies of resistance to anti-Islamic representations among Australian Muslim women: an intersectional approach
Lutfiye Ali & Christopher C. Sonn
- Positioning young refugees in Australia: media discourse and social exclusion
Fiona MacDonald

[Journal of Career Assessment- Volume: 25, Number: 4 \(November 2017\)](#)

- Expanding Women's Participation in STEM
Nikki A. Falk, Patrick J. Rottinghaus, Tracy N. Casanova, Fred H. Borgen, and Nancy E. Betz
- STEM Stereotypes and High School Students' Math/Science Career Goals
Patton O. Garriott, Kristin M. Hultgren, and Julian Frazier
- The Mediating Impact of Parental Support on the Relationship Between Personality and Career Indecision in Adolescents
Jenny Marcionetti and Jérôme Rossier
- Interactive Support Effects on Career Agency and Occupational Engagement Among Young Adults
Lyndsey Jenkins and Debora Jeske
- A Study of Negative Reputation in the Workplace
Robert Zinko, Christopher P. Furner, L. Melita Prati, Mariano L. M. Heyden, and Charles Tuchtan
- Enhancing Self-Help Career Planning Using Theory-Based Tools
Robert C. Reardon
- A Contribution Toward the Adaptation and Validation of the Entrepreneurial Self-Efficacy Scale in Italy and Portugal
Paola Spagnoli, Susana C. Santos, and António Caetano
- Career Calling in India and the United States
Kelsey L. Autin, Blake A. Allan, Meenakshi Palaniappan, and Ryan D. Duffy
- The Wind Beneath My Wings
Shiri Lavy, Hadassah Littman-Ovadia, and Maayan Boiman-Meshita
- Career Decision Ambiguity Tolerance and Its Relations With Adherence to the RIASEC Structure and Calling
Hui Xu and Terence J. G. Tracey

[Journal of European Social Policy- Volume: 27, Number: 4 \(October 2017\)](#)

Special Issue: Education as social policy: Institutions, public support and outcomes over the life course

- Education as social policy: An introduction
Valentina Di Stasio and Heike Solga

- Who is minding the kids? New developments and lost opportunities in reforming the British early education workforce
Ludovica Gambaro
- Different systems, same inequalities? Post-compulsory education and young adults' literacy in 18 OECD countries
Camilla Borgna
- The interplay of educational and labour market institutions and links to relative youth unemployment
Christian Brzinsky-Fay
- 'Diversion or safety net?' Institutions and public opinion on vocational education and training
Valentina Di Stasio
- Academic, vocational or general? An analysis of public opinion towards education policies with evidence from a new comparative survey
Marius R Busemeyer and Julian L Garritzmann
- Going across Europe for an apprenticeship? A factorial survey experiment on employers' hiring preferences in Germany
Paula Protsch and Heike Solga

[Journal of Higher Education Policy and Management, Volume 39, Issue 6, December 2017](#)

- You can't ignore us: what role does family play in student engagement and alienation in a Ghanaian university?
Samuel Asare , Helen Nicholson & Sarah Stein
- Representation and conflict of interest among students on higher education governing boards
Jon Lozano & Rodney Hughes
- Equity in higher education and graduate labour market outcomes in Australia
Ian W. Li, Stephane Mahuteau, Alfred M. Dockery & P.N. (Raja) Junankar
- Role stressors, engagement and work behaviours: a study of higher education professional staff
Tara M. Curran & David J. Prottas
- A fair slice of the pie? Problematising the dispersal of government funds to Australian universities
Troy A. Heffernan

[Journal of Studies in International Education- Volume: 21, Number: 5 \(November 2017\)](#)

- A Comparison of China's "Ivy League" to Other Peer Groupings Through Global University Rankings
Ryan M. Allen
- Studying Abroad as a Sorting Criterion in the Recruitment Process: A Field Experiment Among German Employers
Knut Petzold
- Financing Study Abroad: An Exploration of the Influence of Financial Factors on Student Study Abroad Patterns
Melissa Whatley
- The Stories They Tell: Understanding International Student Mobility Through Higher Education Policy
Doria Abdullah, Mohd Ismail Abd Aziz, and Abdul Latiff Mohd Ibrahim
- English-Medium Instruction and Intercultural Sensitivity: A Korean Case Study
Jeongyeon Kim, Jinsook Choi, and Bradley Tatar
- The Teaching Excellence Framework in the United Kingdom: An Opportunity to Include International Students as "Equals"?
Aneta Hayes

[Open Learning: The Journal of Open, Distance and e-Learning, Volume 32, Issue 3, November 2017](#)

- Different perspectives on evaluation
Chris Douce
- Unravelling Facebook: a pedagogical tool during the Syrian crisis
Reem Ramadan
- The effectiveness of farm programmes on Bangladesh Betar in educating farmers
Md. Mahedi Hasan, Md. Nazrul Islam Mondal, Md. Nurul Islam & Md. Aminul Hoque
- Adoption of open educational resources (OER) textbook for an introductory information systems course
Shouhong Wang & Hai Wang
- Case report: the impact of a resubmission intervention on level 1 distance learning students
Jessica Pinchbeck & Caroline Heaney
- Perceived ability and success: which self-efficacy measures matter? A distance learning perspective
Lerato Sonia Tladi

- Facilitating attitudinal learning in an animal behaviour and welfare MOOC
Sunnie Lee Watson
- Making sense of learner and learning Big Data: reviewing five years of Data Wrangling at the Open University UK
Bart Rienties, Simon Cross, Vicky Marsh & Thomas Ullmann

[Oxford Review of Education, Volume 43, Issue 5, October 2017](#)

Special issue: Muslims, schooling and the limits of religious identity

- Muslims, schooling and the limits of religious identity
Farid Panjwani & Daniel Moulin-Stožek
- Secular normativity and the religification of Muslims in Swedish public schooling
Jenny Berglund
- Is tolerance of faiths helpful in English school policy? Reification, complexity, and values education
Robert Bowie
- The religious and social correlates of Muslim identity: an empirical enquiry into religification among male adolescents in the UK
Leslie J. Francis & Ursula McKenna
- Beyond myths of Muslim education: a case study of two Iranian ‘supplementary’ schools in London
Reza Gholami
- Identification and disidentification in reported schooling experiences of adolescent Muslims in England
Daniel Moulin-Stožek & Bertram J. Schirr
- No Muslim is just a Muslim: implications for education
Farid Panjwani
- The religious–secular interface and representations of Islam in phenomenological religious education
Shiraz Thobani
- On the ‘front lines’ of the classroom: moral education and Muslim students in French state schools
Kirsten Wesselhoeft

[Quality in Higher Education, Volume 23, Issue 2, August 2017](#)

- Academic achievement standards and quality assurance
D. Royce Sadler
- Recognition organisations that evaluate agencies accrediting medical education programmes: Quis custodiet ipsos custodes?
Marta van Zanten
- Modelling success networks to improve the quality of undergraduate education
Geoff Woolcott, Robyn Keast, Daniel Chamberlain & Ben Farr-Wharton
- The distinction between academic standards and quality: implications for transnational higher education
Keith Sharp
- Reclaiming quality in higher education: a human factor approach
Ming Cheng
- Mapping next generation learning spaces as a designed quality enhancement process
Simon N. Leonard, Robert N. Fitzgerald, Matt Bacon & Danny Munnerley

[Race Ethnicity and Education, Volume 21, Issue 1, January 2018](#)

- Enoch Powell, empires, immigrants and education
Sally Tomlinson
- The devil is not in the detail: representational absence and stereotyping in the 'Trojan Horse' news story
Sara Cannizzaro & Reza Gholami
- Critical Race Theory, policy rhetoric and outcomes: the case of Muslim schools in Britain
Damian Breen
- Educational Cultural Negotiators for students of color: a descriptive study of racial advocacy leaders
April Warren Grice & Laurence Parker
- A complicated passport: racialized realities and lessons from visible minority women teachers
Sonia Aujla-Bhullar
- Model (undocumented) minorities and "illegal" immigrants: centering Asian Americans and US carcerality in undocumented student discourse
Tracy Lachica Buenavista

- Border stories: using critical race and Latino critical theories to understand the experiences of Latino/a children
Sandra L. Osorio
- Korean American social studies teachers' perceptions and experiences of teaching profession in multicultural urban high schools
Yoonjung Choi
- "But I'm not a racist!" Phenomenology, racism, and the body schema in white, pre-service teacher education
Tyson E. Lewis
- Whiteness and national identity: teacher discourses in Australian primary schools
Jessica Walton , Naomi Priest, Emma Kowal, Fiona White, Brandi Fox & Yin Paradies
[Regional Science and Urban Economics, Volume 67, November 2017](#)
- Home purchase restriction and housing price: A distribution dynamics analysis
Victor Jing Li, Andy Wui Wing Cheng, Tsun Se Cheong
- The distributional effect of commuting subsidies - Evidence from geo-referenced data and a large-scale policy reform
Daniel F. Heuermann, Franziska Assmann, Philipp vom Berge, Florian Freund
- The causal effects of regional industrial policies on employment: A synthetic control approach
Victoria Castillo, Lucas Figal Garone, Alessandro Maffioli, Lina Salazar
- Output growth thresholds for the creation of employment and the reduction of unemployment: A spatial analysis with panel data from the Spanish provinces, 2000–2011
José Daniel Buendía Azorín, María del Mar Sánchez de la Vega
- Next train to the polycentric city: The effect of railroads on subcenter formation
Miquel-Àngel Garcia-López, Camille Hémet, Elisabet Viladecans-Marsal
- Spatial-difference-in-differences models for impact of new mass rapid transit line on private housing values
Mi Diao, Delon Leonard, Tien Foo Sing
- Demand for new cities: Property value capitalization of municipal incorporation
Carlianne Patrick, Christopher Mothorpe
- All aboard? Commuter train access and labor market outcomes
Olof Åslund, Ina Blind, Matz Dahlberg
- Informal borrowing and home purchase: Evidence from urban China

Ying Fan, Jing Wu, Zan Yang

- The economic contribution of unauthorized workers: An industry analysis
Ryan Edwards, Francesc Ortega
- Gender and racial peer effects with endogenous network formation
Chih-Sheng Hsieh, Xu Lin

[Research Policy, Volume 46, Issue 10, December 2017](#)

- Journal rankings in management and business studies: What rules do we play by?
Rick Vogel, Fabian Hattke, Jessica Petersen
- Crowdfunding and regional entrepreneurial investment: an application of the CrowdBerkeley database
Sandy Yu, Scott Johnson, Chiayu Lai, Antonio Cricelli, Lee Fleming
- Ideas production and international knowledge spillovers: Digging deeper into emerging countries
Kul B. Luintel, Mosahid Khan
- Public service innovation and multiple institutional logics: The case of hybrid social enterprise providers of health and wellbeing
Ian Vickers, Fergus Lyon, Leandro Sepulveda, Caitlin McMullin
- Exploring preferences for impact versus publications among UK business and management academics
Ammon Salter, Rossella Salandra, James Walker
- NK model as a representation of innovative
Martin Ganco
- Horizon problem and firm innovation: The influence of CEO career horizon, exploitation and exploration on breakthrough innovations
Sam Yul Cho, Sang Kyun Kim
- Too much or too little of R&D offshoring: The impact of captive offshoring and contract offshoring on innovation performance
Philip J. Steinberg, Vivien D. Procher, Diemo Urbig
- Too hot to reject: The effect of weather variations on the patent examination process at the United States Patent and Trademark Office
Balázs Kovács

- Balancing exploration and exploitation in inventions: Quality of inventions and team composition
Pengfei Wang, Vareska Van De Vrande, Justin J.P. Jansen
- Assessing the policy mix of public support to business R&D
Michel Dumont
- Impact of research collaboration cosmopolitanism on job satisfaction
Jiwon Jung, Barry Bozeman, Monica Gaughan
- The cost-quantity relations and the diverse patterns of “learning by doing”: Evidence from India
Giovanni Dosi, Marco Grazzi, Nanditha Mathew

[Review of International Economics, Volume 25, Issue 5, November 2017](#)

- Exchange rate misalignments and the external balance under a pegged currency system
Blaise Gnimassoun
- Terms of trade volatility, government spending cyclicalities, and economic growth
Markus Brueckner and Francisco Carneiro
- Surplus liquidity, central bank losses and the use of reserve requirements in emerging markets
Andreas Hoffmann and Axel Loeffler
- Trade liberalization, forward-looking firms, and welfare
Kuo-Feng Kao and Cheng-Hau Peng
- Transit migration
Slobodan Djajić
- Government-spending multipliers and the zero lower bound in an open economy
Charles Olivier Mao Takongmo
- Thousands of BEERs: Take your pick
Konrad Adler and Christian Grisse
- Estimating the bilateral impact of nontariff measures on trade
Michael Bratt
- International intellectual property rights protection and economic growth with costly transfer
Kazuyoshi Ohki

- Inequality and public debt: A positive analysis
Ryo Arawatari and Tetsuo Ono

[Teaching Education, Volume 28, Issue 4, December 2017](#)

- Drama and arts-based professional learning: exploring face-to-face, online and transmedia models
Susan Davis
- Is mindfulness training useful for pre-service teachers? An exploratory investigation
Sandra L. Kerr , Lisa J. Lucas, Grace E. DiDomenico, Vipanchi Mishra, Brian J. Stanton, Geeta Shivde, Alexandra N. Pero, Madeline E. Runyen & Gabriella M. Terry
- Insights from teacher leavers: push and pull in career development
Carol R. Rinke & Lynnette Mawhinney
- Coherence, dissonance, and personal style in learning to teach
Kathryn Anderson-Levitt , Jenna van Draanen & Helen M. Davis
- Language use and racial redirect in the educational landscape of ‘just good teaching’
Tonda Liggett, Dyan Watson & Linda Griffin
- Dialogue in the support of learning to teach: a case study of a mentor/mentee pair in a teacher education programme
Melissa Mosley Wetzel, Laura A. Taylor & Saba Khan Vlach
- Pre-service early childhood teachers’ self-efficacy beliefs towards parent involvement
Nur Alaçam & Refika Olgan
- Co-teaching in the college classroom
Katherine K. Smith & Vanessa G. Winn

[The World Bank Economic Review, october 2017](#)

- What Is Considered Development Economics? Commonalities and Differences in University Courses around the Developing World
David McKenzie; Anna Luisa Paffhausen
- Does Financial Education Impact Financial Literacy and Financial Behavior, and If So, When?
Tim Kaiser; Lukas Menkhoff
- A First Step up the Energy Ladder? Low Cost Solar Kits and Household’s Welfare in Rural Rwanda
Michael Grimm; Anicet Munyehirwe; Jörg Peters; Maximiliane Sievert

- The Cost of Fear: The Welfare Effect of the Risk of Violence in Northern Uganda
Marc Rockmore
- Identifying Gazelles: Expert Panels vs. Surveys as a Means to Identify Firms with Rapid Growth Potential
Marcel Fafchamps; Christopher Woodruff
- On Minimizing the Risk of Bias in Randomized Controlled Trials in Economics
Alex Eble; Peter Boone; Diana Elbourne
- Donor Competition for Aid Impact, and Aid Fragmentation
Kurt Annen; Luc Moers
- The Impacts of India's Food Security Policies on South Asian Wheat and Rice Markets
Nelson Benjamin Villoria; Elliot Wamboka Mghenyi
- Effect of Lengthening the School Day on Mother's Labor Supply
Dante Contreras; Paulina Sepúlveda
- Can Agricultural Interventions Improve Child Nutrition? Evidence from Tanzania border
Anna Folke Larsen; Helene Bie Lilleør
- The Impact of Positive and Negative Income Changes on the Height and Weight of Young Children
Thomas Buser; Hessel Oosterbeek; Erik Plug; Juan Ponce; José Rosero
- The Effect of a Transfer Program for the Elderly in Mexico City on Co-Residing Children's School Enrollment
Emilio Gutierrez; Laura Juarez ; Adrian Rubli

3. Livres intéressants

Dominique Ledogar



APPRENTISSAGE :
CE QUE VEULENT LES JEUNES
ET LES ENTREPRISES

Pédagogie proactive
et formation professionnelle

L'Harmattan

Dominique Ledogar. **Apprentissage : ce que veulent les jeunes et les entreprises : Pédagogie proactive et formation professionnelle.** Paris : l'harmattan, octobre 2017. 120 p. EAN : 9782343127903 - 14 €

L'apprentissage en France présente des failles que les primes et les mesures administratives ne peuvent combler. Une expérimentation menée en Île de France a démontré les bienfaits de la pédagogie proactive. L'ouvrage présente les résultats de cette nouvelle méthode et prouve qu'en plaçant les besoins immédiats des entreprises au coeur de la formation, on améliore la réussite scolaire des jeunes, on réduit fortement leurs ruptures de contrat et leur chômage. Cette pédagogie novatrice soutient le travail ambitieux des CFA et revalorise l'apprentissage, une formation trop souvent perçue comme le parent pauvre de l'éducation.

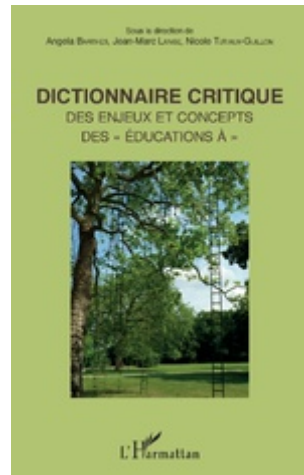


puf

FARGES Géraldine. **Les mondes enseignants : identités et clivages.** Paris : Presses universitaires de France, octobre 2017. 240 p. (Éducation et société) - 25 €

Quelles différences constate-t-on entre un jeune professeur des écoles et un jeune professeur de lycée ? Sont-elles du même ordre que celles observées entre deux enseignants de la génération précédente ? Le métier d'enseignant correspond en effet à des statuts différents et des niveaux de rémunération et de diplômes variés : loin d'être immuables, ces lignes de clivage se redessinent au cours du temps, dans un espace social lui-même changeant.

Dans cet ouvrage, Géraldine Farges analyse la façon dont se constitue cette hétérogénéité des « conditions enseignantes » et dont elle transforme, sur le plan professionnel, la valeur accordée à la profession. Les conditions de travail comme les perspectives de carrière évoluent sans toutefois résulter en un rapprochement entre les niveaux d'enseignement. La « communauté éducative », mise en valeur par les réformes récentes – en vérité trop contraignantes pour permettre son émergence –, apparaît donc comme un leurre. À la place, la distinction entre professeurs des écoles, collèges et lycées se perpétue sous des formes renouvelées.



BARTHES Angela, LANGE Jean-Marc, TUTIAUX-GUILLON Nicole (dir.). **Dictionnaire critique des enjeux et concepts des "éducation à"**. Paris : L'harmattan, octobre 2017. 624 p. 49 €

Depuis le début des années 80, de nombreuses "éducations à" (la santé, la citoyenneté, la solidarité internationale, les médias et l'information...) sont apparues. Ces "éducations à..." se situent à la fois dans la continuité des "actions éducatives" scolaires et en rupture avec cette tradition, car elles ne se cantonnent plus au seul ordre scolaire. Elles s'inscrivent dans un contexte mondialisé. Voici un outil apportant une clarification conceptuelle et une démarche réflexive.



Eirick Prairat, **Éduquer avec tact. Vertu et compétence de l'enseignant**. Paris : ESF Sciences humaines, 2017, ISBN 978-2-7101-3385-8 , 12€

Si certains ont cru bon de remiser le tact au musée des belles manières, Eirick Prairat entend ici le réhabiliter ; mieux, lui donner une vie en pédagogie.

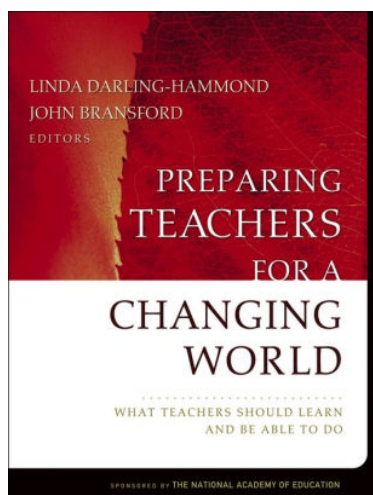
L'auteur montre tout d'abord que le tact n'est pas simple habileté relationnelle, mais qu'il est bel et bien vertu. Certes, c'est une vertu discrète, presque invisible, mais nous aurions tort de la sous-estimer ou de la négliger. Le tact se révèle dans le jeu des échanges et des interactions.

Eirick Prairat poursuit en soulignant, à la suite des philosophes Herbart et de Canguilhem, l'importance du tact pour le pédagogue. En tant que disposition éthique, il est soucieux de ce qui nous fait tenir ensemble. En tant que savoir-faire pédagogique, il est capable de saisir le sens d'une situation pour réagir convenablement.

Reste alors une question : peut-on apprendre le tact aux professeurs ? Il semble que celui-ci se découvre et s'éprouve dans la rencontre et l'expérience. L'auteur esquisse dans la dernière partie de cet ouvrage les grandes lignes d'une formation éthique des professeurs.



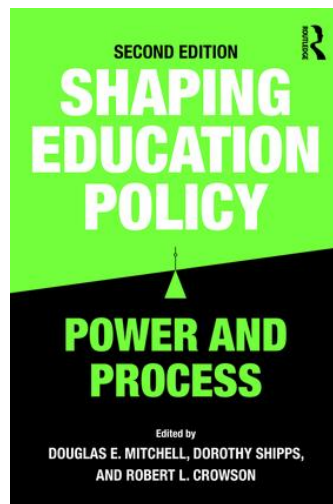
DELAHAYE Jean-Paul, WEIXLER Frédérique. **Le décrochage scolaire : entre parcours singuliers et mobilisation collective, un défi pour l'école**. Paris : Berger-Levrault, octobre 2017. 200 p., 35 €
F. Weixler qui a été conseillère dans le cabinet de N. Vallaut-Belkacem et J.-P. Delahaye, ancien directeur général de l'enseignement scolaire et rédacteur d'un rapport sur les liens entre grande pauvreté et réussite scolaire, proposent ici une réflexion sur les moyens de mettre en place une politique globale de réduction du décrochage scolaire. Ils éclairent l'importance du droit au retour en formation et la nécessité de faire évoluer les pratiques.



Darling-Hammond, L. & Bransford, J. D. (2017). **Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do**. New-York : Wiley. ISBN-13 9781119461166
Based on rapid advances in what is known about how people learn and how to teach effectively, this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Stemming from the results of a commission sponsored by the National Academy of Education, *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession. Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals,

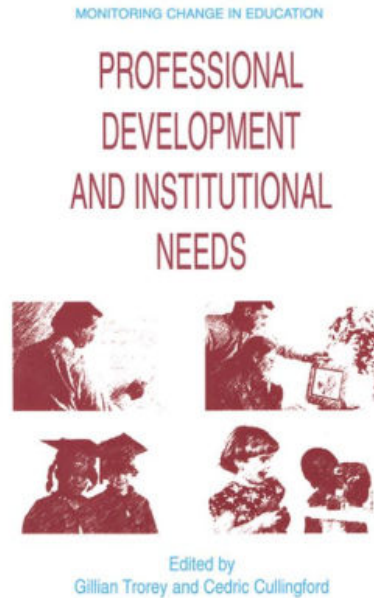
researchers, and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom.

Preparing Teachers for a Changing World recommends that, in addition to strong subject matter knowledge, all new teachers have a basic understanding of how people learn and develop, as well as how children acquire and use language, which is the currency of education. In addition, the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students' needs, the demands of the content, and the social purposes of education: in teaching specific subject matter to diverse students, in managing the classroom, assessing student performance, and using technology in the classroom.



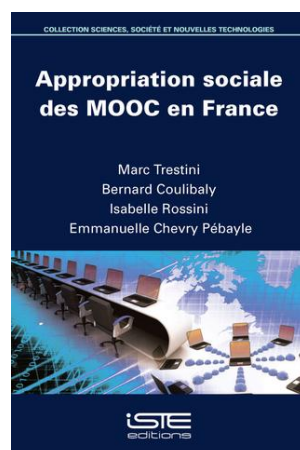
Mitchell, D. E., Shipps, D. & Crowson, R. L. (2017). **Shaping Education Policy Power and Process**. New-York : Routledge, Taylor & Francis Group.

Shaping Education Policy is a comprehensive overview of education politics and policy, which provides conceptual guideposts for future policy development and strategies for change. Leading scholars explore the interacting social processes and the dynamics of power politics as they intersect with democratic ideals and shape school performance. Chapters cover major themes that have influenced education, including the Civil Rights Movement, federal involvement, the accountability movement, family choice, and development of nationalization and globalization. This edited collection examines how education policy in the United States has evolved over the last several decades and how the resulting policies are affecting schools and the children who attend them. This important book is a necessary resource for understanding the evolution, current status, and possibilities of educational policy and politics.



Trorey, G. & Cullingford, C. (2017). **Professional Development and Institutional Needs**. Abingdon, (Oxfordshire, United Kingdom) : Taylor & Francis. ISBN-13 9781351908627

The tension between institutional needs and those of the individual has rarely been higher. Increasing demands on institutions to deliver set targets and value for money whilst adhering to set expectations and external constraints has led to an erosion of the notion of staff development. This book looks at how the conflict between the two outlooks emerges and what can be done to overcome it. Based on empirical evidence, the authors reveal what is happening in a range of institutions and explore the tensions between the personal needs of the individual and the demands of managers. They examine the reasons behind the conflict and discuss what measures can be taken to overcome it. The book will provide a central text on an important but relatively neglected subject of interest to all engaged in the profession.

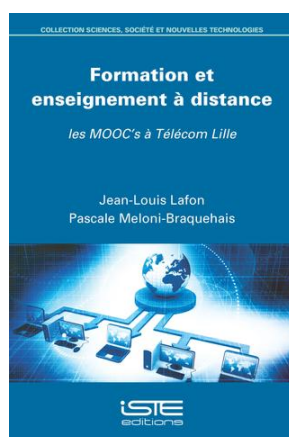


Marc Trestini, Bernard Coulibaly, Isabelle Rossini et Emmanuelle Chevry Pébayle. **Appropriation sociale des MOOC en France**. Londres : ISTE Editions, Juillet 2016. 230 p. ISBN : 978-1-78405-169-3 (papier) - 9.90 €

Alors que les universités américaines ont déjà fait des MOOC l'un des axes majeurs de leur développement international, la France s'interroge sur ses capacités à relever le défi de la diffusion généralisée des savoirs par le biais de ces cours en ligne gratuits et ouverts à tous.

Suite à l'émergence des MOOC au niveau mondial, cet ouvrage retrace leur genèse et examine les processus d'appropriation mis en oeuvre depuis leur adoption en France jusqu'aux premières tentatives d'institutionnalisation (FUN). Implantés sur notre territoire sans remaniement, les modèles des premiers MOOC nord-américains sont confrontés aux conjonctures socio-économiques françaises. Entre tensions et adaptations, les processus de régulation sont ici minutieusement observés et analysés en tenant compte de la dimension interculturelle des MOOC.

Fondée sur des résultats expérimentaux obtenus à partir d'enquêtes et d'entretiens de terrain, cette étude conduit à entrevoir des perspectives plausibles quant au devenir des MOOC en France.



Jean-Louis Lafon, Pascale Meloni-Braquehais, sous la direction de Narendra Jussien. **Formation et enseignement à distance : les MOOC's à Telecom Lille.** Londres : ISTE, Novembre 2016 130 p. (Sciences, société et nouvelles technologies) - ISBN : 978-1-78405-199-0 (papier) - 23 €

Proposer aux étudiants les modalités de l'enseignement à distance, tel était le projet novateur d'une école d'ingénieurs française pionnière dans l'enseignement supérieur, Télécom Lille. Depuis une vingtaine d'années, cette formation à distance perdure dans le fonctionnement de l'établissement, transformant les pratiques du corps enseignant et offrant un soutien permanent aux étudiants.

Formation et enseignement à distance relate la mise en place de ce dispositif qui combine regroupement virtuel et tutorat efficace. Alternant exposés des faits et points de vue des acteurs, il rend ainsi compte des difficultés rencontrées au cours de cette expérience tout en prouvant la réussite de cette nouvelle façon d'enseigner et d'apprendre. Il détaille également la diversité des techniques de communication qui ont permis, tout au long de l'évolution du projet, d'établir et d'enrichir les relations et les échanges entre les deux communautés.

Témoignage d'un bouleversement précurseur, cet ouvrage rappelle l'importance des principes pédagogiques fondés sur l'expérience concrète des étudiants ainsi que sur l'accueil d'un public de formation permanente, soucieux de promotion sociale et diplômante.