

**Veille de l'IREDU n° 5**  
**1<sup>er</sup> mars 2018**

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# 1. Ressources sur le Web

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

Stéphane Beaud. [Entretien : Les enjeux cachés de la réforme du bac](#). Alternatives économiques, 15/02/2018

Aude Martin. [Réussite scolaire et équité ne vont pas toujours de pair](#). Alternatives économiques, 15/02/2018

Marie Duru-Bellat. [Un bac pour les lycéens... ou pour les futurs étudiants ?](#) Alternatives économiques, 15/02/2018

Martin Anot. [La maternité, ultime frein à l'égalité salariale ?](#) Alternatives économiques, 20/02/2018

Vincent Grimault. [Pourquoi les patrons peinent à recruter](#). Alternatives économiques, 22/02/2018

Coralie Perez et Stéphane Carcillo. [La formation n'est pas la solution miracle au chômage](#). Alternatives économiques, 26/02/2018

Alors que la ministre du Travail doit présenter demain son « big bang » de la formation professionnelle, deux économistes, Coralie Perez et Stéphane Carcillo, analysent un système qui reste inégalitaire

[Stéphane Beaud : « La jeunesse populaire a été abandonnée à son sort »](#) . Alternatives économiques, 27/02/2018

Dans une France désindustrialisée, l'intégration est de plus en plus difficile pour les jeunes non diplômés, désormais perçus comme irrécupérables.

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

[Espaces scolaires : quels usages pour quels enjeux ?](#) L'expresso du 16 février 2018

Comment adapter les bâtiments scolaires aux nouvelles pratiques pédagogiques à commencer par le numérique ? Comment améliorer le bien être des élèves dans ces bâtiments ? Comment rentabiliser ces locaux en les ouvrant à leur environnement ? Autant de questions qui sont soulevées par un nouveau numéro de la revue Administration & Education, une publication de l'AFAE. Sur des questions qui soulèvent beaucoup d'intérêt depuis quelques années, la revue interroge des acteurs variés, permettant ainsi des éclairages croisés.

[Vous avez dit démission parentale ?](#) L'expresso du 16 février 2018

"La thèse d'une démission parentale – s'agissant de parents qui ne s'investiraient pas suffisamment dans le suivi et l'encadrement de la scolarité de leurs enfants – est le symptôme d'un vrai problème", explique Jean Pierre Terrail dans "Le magazine de l'éducation", la revue de l'université de Cergy Pontoise. "Visant bien sûr à expliquer l'échec scolaire, elle revient en effet à admettre la difficulté de l'école à assurer par elle-même la réussite des apprentissages dont elle a la charge. Mais la solution du problème est-elle à chercher du côté des parents ?"

[Comment évaluer l'éducation prioritaire ?](#) L'expresso du 19 février 2018

"Ces indicateurs doivent être interprétés davantage comme un état des lieux initial de la réussite scolaire des élèves en REP+ que comme une évaluation de ce dispositif. En effet, le dispositif REP+ n'est entré en application qu'à la rentrée 2015". Dans une nouvelle Note la Depp, division des études du ministère, publie un prudent "état des lieux" de l'éducation prioritaire. Il chiffre l'écart existant aussi bien en moyens qu'en résultats entre l'éducation prioritaire. Survenant après un article publié par la Depp qui mettait en doute l'efficacité du dispositif, alors que la carte de l'éducation prioritaire arrive à terme, cette Note alimente un débat que le ministre va bientôt trancher.

[La forte croissance du périscolaire.](#) L'expresso du 18 février 2018

" La réforme des rythmes éducatifs mise en place à partir de la rentrée 2013 a induit une forte augmentation de l'activité des accueils périscolaires déclarés auprès des services du ministère en charge de la jeunesse", analyse une étude de l'Injep. "Ainsi, on estimait à 2,6 millions le nombre de places ouvertes à des mineurs âgés de moins de 12 ans sur le temps périscolaire au cours de l'année 2015-2016, contre seulement 840 000 trois ans auparavant. Au cours de l'année scolaire 2015-2016, la moitié des communes pourvues d'une école disposaient aussi d'un accueil périscolaire à destination des mineurs âgés de moins de 12 ans ; 86 % des élèves des classes maternelles ou élémentaires étaient scolarisés au sein d'une de ces communes." Un essor maintenant remis en question avec la réforme Blanquer.

[Hausse des "préjudices numériques" envers les enseignants.](#) L'expresso du 20 février 2018

La Croix publie le 20 février les résultats du "baromètre du climat scolaire" réalisé par la Fédération des autonomes de solidarité. Selon le quotidien, "cette édition confirme une nouvelle augmentation, de 19 %, du nombre de « préjudices numériques » (288 cas traités)" cette année.

[Alain Duran chargé d'une mission sur l'école rurale.](#) L'expresso du 20 février 2018

Alors que les critiques se multiplient sur les fermetures de classes en zone rurale du fait de l'application des dédoublements de Cp et Ce1 Rep+ sans moyens suffisants, le premier ministre confie à un sénateur une mission sur "le service public d'éducation dans les territoires ruraux et de montagne". Elle est confiée au sénateur socialiste Alain Duran, sénateur de l'Ariège.

[Formation à l'entrepreneuriat : Un divorce à la française ?](#) L'expresso du 21 février 2018

"Notre premier devoir, c'est donc de stimuler l'esprit d'entreprise, l'initiative, dans tous les domaines. C'est d'abord le rôle de l'école. (...) Il est donc prévu, de la sixième à la terminale, un programme sur l'entrepreneuriat". Cinq ans après cette promesse de François Hollande force est de constater que l'éducation à l'entrepreneuriat piétine dans le système éducatif français. Dans la Revue française en sciences sociales n°140, Sylvain Starck, laboratoire interuniversitaire des sciences de l'éducation, analyse ce relatif échec. Il montre le rôle de différents acteurs dans sa timide entrée dans l'enseignement et les tentatives pour dépolitiser ce qui est apparu dès le début comme une question très politique

[La Cour des Comptes veut revoir l'évaluation de l'Ecole et des enseignants.](#) L'expresso spécial du 21 février 2018

Le rapport de la Cour des Comptes sur l'évaluation de l'Education nationale "pour améliorer sa performance" appelle à une rupture complète avec la culture de l'institution scolaire. La Cour demande la mise en place de batteries de tests automatisés, pilotés par une nouvelle institution à créer, susceptible d'évaluer les performances du système éducatif, des élèves et des enseignants. Ce rapport peut devenir un levier puissant pour supprimer le Cnesco et, bien au delà, piloter de façon très hiérarchique et coercitive l'Ecole et

les enseignants. Il importerait en France des modes d'évaluation américains qui n'ont apporté que désillusions.

[Hors contrat : Le Sénat a adopté la loi Gatel.](#) L'expresso du 22 février 2018

Cette proposition de loi sur le hors contrat ne soumet toujours pas l'ouverture d'une école privée à une autorisation. Rien ne change sur le fond : délai de 3 mois pour l'administration pour s'y opposer. La majorité de droite du Sénat est prise entre son soutien aux écoles privées traditionalistes et sa peur des écoles musulmanes.

[Lycée professionnel : Un rapport qui laisse les mains libres au ministre.](#) L'expresso du 23 février 2018

"Tous les acteurs de la voie professionnelle, particulièrement les professeurs, doivent sentir un vent de renouveau". Ces propos de JM Blanquer ouvrent le 22 février la présentation du rapport sur la voie professionnelle de la députée EM Céline Calvez et du cuisiner Régis Marcon. Quelques jours après la publication des rapports sur l'apprentissage et sur la réforme du lycée, ce texte aurait pu clore la réorganisation de l'enseignement secondaire. En fait il donne des pistes assez vagues, teintées de bons sentiments, reprenant de vieilles idées du ministère, qui n'engagent en rien le ministre. En se basant sur ses points les plus inquiétants, JM Blanquer pourrait faire passer des mesures conduisant à une déprofessionnalisation de la voie professionnelle.

[Enseignement professionnel : Comment c'est ailleurs ?](#) L'expresso du 23 février 2018

" Un nombre croissant de pays s'accordent à reconnaître qu'un enseignement et une formation professionnels de qualité peuvent contribuer de façon déterminante à leur compétitivité économique. Dans le deuxième cycle du secondaire, les filières d'Enseignement et Formation Professionnelle (EFP) sont plus fortement corrélées à l'employabilité que les filières générales", reconnaît une étude de l'OCDE. Mais l'enseignement professionnel traîne une image négative qui rend difficile les poursuites d'études. Selon l'OCDE c'est plus vrai en France qu'ailleurs.

***Repéré sur : cedefop.europa.eu***

[National qualifications framework developments in European countries.](#) Analysis and overview 2015-16. CEDEFOP, ISBN: 978-92-896-2529-6

The sixth Cedefop national qualifications framework (NQF) monitoring report confirms that NQFs play a key role in the European qualifications framework (EQF) implementation and in improving transparency and comparability of qualifications nationally and internationally.

[Apprenticeship review: Greece. Modernising and expanding apprenticeships in Greece.](#)

This publication is the final report of the thematic country review of apprenticeships (TCR) in Greece. The review took place between October 2015 and March 2017 at the request of the Greek Ministry of Education and the Greek Ministry of Labour.

***Repéré sur : Cereq.fr***

Catherine Béduwé, Arnaud Dupray. [D'une Génération à l'autre : l'inquiétude des jeunes en question.](#) Bref du Céreq, n°361, février 2018

Interrogés à plusieurs reprises par le Céreq sur la manière dont ils envisagent leur avenir professionnel, les jeunes des Générations 1998 comme 2010 se déclarent majoritairement optimistes. Ils sont néanmoins 28 % à se dire inquiets après 3 ans de vie professionnelle dans la Génération 2010, témoignant d'un sentiment d'insécurité professionnelle. Celui-ci mérite d'autant plus d'être analysé, qu'il évolue de manière opposée au sein de chaque Génération, en écho aux aléas de la conjoncture économique.

Catherine Béduwé, Arnaud Dupray, Assâad El Akremi. [Perceived Job Insecurity in early careers and human capital accumulation](#). Working paper n°6, février 2018. 20 p.

The paper explores how perceived job insecurity (PJI) evolves with time among early careers using a cohort of French school leavers over the period 1998-2008. The study intends to clarify why PJI increases both with years of experience and tenure in a firm in contradiction with expectations. The human capital content of experience and tenure is considered in parallel with identifying the main component of PJI: risk of job loss or fear of not regaining equivalent employment conditions.

Main findings are: (i) Declining macroeconomic conditions explain the apparent rise of PJI with experience. (ii) The increase of PJI with years of tenure still remains whatever the specification. A negative correlation was detected in the case where years of tenure reflect the accumulation of transferable human capital and when the probability of job loss is unlikely. (iii) The relation of human capital to subjective job insecurity tends to disappear with the economic downturn of 2008.

***Repéré sur : Cren.univ-nantes.fr***

Marine Roche et Colin de la Higuera et Christophe Michaut. [Enseigner la programmation informatique : comment réagissent les professeurs des écoles ? Les premiers résultats d'une recherche quantitative](#). Note du Cren, n°27, février 2018

Résumé : Depuis la rentrée 2016, les professeurs des écoles doivent initier les élèves à la programmation informatique. Comment les enseignants perçoivent-ils cet enseignement ? Ont-ils rencontré des difficultés pour le mettre en œuvre ? Le CREN et le LS2N ont effectué une recherche auprès de 578 professeurs des écoles. Les premiers résultats de cette recherche montrent que 45% d'entre eux n'ont pas réalisé cet enseignement au cours de l'année scolaire 2016/2017.

***Repéré sur : Crifpe.com***

Ben Alaya, I. (2017). [Bilan des qualités psychométriques du « Questionnaire for Teacher Interaction » \(QTI\) : zones d'ombre sur l'environnement d'apprentissage au Québec et en Tunisie](#). Thèse de doctorat inédite, Université de Sherbrooke (Faculté de sciences de l'éducation), Sherbrooke, Québec.

Toute étude scientifique commence par une question de recherche. Cependant, trouver la réponse à cette question reste un défi qui peut être relevé dans certains cas, mais qui risque dans d'autres de déboucher sur d'autres questions. Ces dernières pourront former une clé ou un pont permettant dans un futur proche ou lointain de répondre à la question initiale de recherche. La présente étude doctorale n'échappe pas à ce constat. Elle a été menée à partir d'une première question de recherche avide de savoir comment les jeunes élèves tunisiens (du secondaire) perçoivent les comportements interpersonnels de leurs enseignantes et enseignants d'éducation physique et sportive (ÉPS).

Carvalho, J. (2017). [The Design of an Educationally Beneficial Immediate Feedback System](#). Mémoire de maîtrise inédit, University of Guelph (School of Computer Science), Guelph, Ontario.

Student learning is positively affected by the quality, and timeliness of feedback they receive on their assignments and homework. Unfortunately, as class sizes increase, instructors find it increasingly difficult to produce meaningful feedback for students in a timely fashion. To maintain an environment in which a student can continue to receive beneficial feedback, an alternate scalable method of providing feedback needs to be established. This document presents the design of a system capable of providing automated feedback to students on their work immediately after it is requested. A prototype of the design that produces feedback on C programs was developed, and provided to computer science students. An analysis of the usage of the system, and the student work submitted to it shows the design can produce feedback that students find valuable, improves the learning experience, and improves programming ability. The positive results suggest that further research should be conducted.

Tomaszewski, K. (2017). [Examining Social Skills Training and Computer Assisted Technology for Teens with Autism Spectrum Disorder: A Follow-up of the UCLA PEERS Intervention](#). Mémoire de maîtrise inédit, Concordia University (School of graduate studies), Montréal, Québec.

The present study examines a follow-up to the Program for the Education and Enrichment of Relational Skills (PEERS®), with teens with Autism Spectrum Disorder (ASD) and a Computer Assisted Technology (CAT) component. Over the course of the intervention, teens and parents met weekly and participated in a follow-up version of the PEERS® program. Social skills improvements were measured at pre and post intervention using the Social Skills Improvement System-Rating Scales (SSIS-RS; Gresham & Elliot, 2008), the Quality of Play Questionnaire (QPQ; Frankel & Mintz, 2011) and the Test of Adolescent Social Skills Knowledge-Revised (TASSK-R; Laugeson & Frankel, 2010). Results indicated that based on mean scores teens increased their social skills and the majority decreased their problem behaviours. Further, the majority of teens increased their social skills knowledge and increased their attended and hosted get-togethers. Findings also suggest students were motivated and paid more attention to the intervention due to the use of visuals and videos throughout the intervention. Computer homework showed high completion rates across the program and positive parental feedback was observed in its ability to evoke discussions and consolidate learning. Implications of the PEERS® program in collaboration with a technological component for teaching social skills to teens with ASD are discussed.

Zelmanowicz, M. (2018). [Teaching science in a technology rich environment: Probeware's effect on student attitude and achievement](#). Thèse de doctorat inédite, St. John's University (School of Education and Human Services), New York, New York.

**Purpose** The use of technology in the science classroom has been a major part of the initiative toward increasing student attitude and achievement in Science, Technology, Education and Math [STEM] education in the United States. The purpose of this study was to determine the extent to which the use of probeware in a high school science living environment classroom impacts student attitude towards science and/or student achievement on standards-based assessments.

This study sought to answer the following quantitative questions with a qualitative component: To what extent does the use of probeware in a high school level living environment course influence student attitudes toward science compared to students who are not using probeware? What is the impact, if any, on student achievement in a living environment course, as measured by New York State Living Environment Regents [NYSLER] exam grades, between students who use probeware and students who do not? Is there a significant difference between the two groups with regard to achieving mastery on the NYSLER exam?

**Sample** The participants in the study were Living Environment students of a suburban high school outside of New York City

Methods The quasiexperimental study examined the effects of the replacement of traditional scientific equipment with probeware on student attitude and achievement in a living environment classroom. Student attitude was measured by the *modified Attitude Toward Science Inventory* [MATSI] and student achievement was measured by the *New York State Living Environment Regents* [NSLER] Exam. Descriptive statistics, ANCOVA and hierarchical regression analysis were conducted to answer the research questions in this study. A qualitative component was included to enhance the understanding of the quantitative analysis.

Major Findings Through this study, results demonstrated a statistically significant impact of probeware on student attitude, but did not show a statistically significant impact of probeware on student achievement or achievement of mastery; The qualitative component confirmed that probeware positively impact student attitude and achievement. With regards to achievement, the qualitative interviews contradicted the quantitative analysis.

Significance Results from this study add to the body of research that probeware can impact student attitude towards science education.

OCDE (2017). [Vers un rattrapage ? La mobilité intergénérationnelle et les enfants d'immigrés](#). Paris, France : Éditions OCDE. ISBN 9789264288973

Les précédents travaux de l'OCDE et de l'UE ont montré que même les enfants nés dans le pays d'accueil de parents immigrés sont soumis à des désavantages persistants au sein du système éducatif, pendant la transition vers l'emploi, ainsi que sur le marché du travail. À quel point ces inégalités sont-elles liées à leurs origines migratoires, c'est-à-dire aux problèmes auxquels leurs parents ont dû faire face par le passé ? Grâce à un travail de comparaisons internationales, cette publication apporte de nouvelles perspectives sur la question complexe de la transmission intergénérationnelle des désavantages touchant les enfants d'immigrés.

U.S. Dept. of Education (2018). [39th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2017](#). Alexandria, Virginie : ED PUBS.

The U.S. Department of Education submitted its 2017 Individuals with Disabilities Education Act (IDEA) annual report to Congress last week.

The 39th Annual Report to Congress focuses on children and student with disabilities who received services specific to IDEA Part C for infants and toddlers or IDEA Part B for children and youth.

The report summarizes U.S. progress in:

1. providing a free appropriate public education (FAPE) for children with disabilities under IDEA, Part B and early intervention services to infants and toddlers with disabilities and their families under IDEA, Part C,
2. ensuring that the rights of these children with disabilities and their parents are protected,
3. assisting states and localities in providing for the education of all children with disabilities, and
4. assessing the effectiveness of efforts to educate children with disabilities.

***Repéré sur : Education.gouv.fr***

Alexia Stéfanou. [L'éducation prioritaire - État des lieux](#). Note d'information - N° 18.02 - février 2018

À la rentrée 2017, l'éducation prioritaire (EP) regroupe 1 097 collèges publics dont 365 en réseaux d'éducation prioritaire renforcés (REP+) et 6 700 écoles.

Neuf collèges sur dix en REP+ accueillent plus de 60 % d'élèves d'origine sociale défavorisée. Par ailleurs, les enseignants qui y exercent sont en moyenne plus jeunes et moins anciens dans l'établissement.

Les collégiens entrant en REP+ sont fragiles scolairement : près d'un sur cinq est en retard à l'entrée en sixième. Leur maîtrise des compétences du socle est moins solide. Par ailleurs, seuls trois quarts des collégiens de REP+ réussissent au diplôme national du brevet (DNB) contre près de neuf élèves sur dix dans les collèges publics hors éducation prioritaire.

**Repéré sur : [Esen.education.fr](http://Esen.education.fr)**

Cour des comptes. [L'éducation nationale : organiser son évaluation pour améliorer sa performance, rapport de la Cour des comptes](#). Paris : Cour des comptes, Février 2018

Dans ce rapport, la Cour constate que l'évaluation au sein du système éducatif n'a jamais été réalisée avec une unité de vision, en termes institutionnels, administratifs et fonctionnels. Elle pointe des méthodes indécises et souligne l'instabilité des instances en charge du suivi dans la durée.

La Cour propose trois orientations de réforme :

- ▲ s'inspirer des résultats issus des enquêtes internationales en vue d'exploiter concrètement leur richesse ;
- ▲ systématiser la mesure des acquis de la scolarité obligatoire via l'emploi de tests standardisés ;
- ▲ ordonner la fonction d'évaluation pour créer un dispositif cohérent et publier un rapport pluriannuel sur la performance du système scolaire français.

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

Eurydice. [Teaching Careers in Europe: Access, Progression and Support](#). February 2018. 132 p.

Ce rapport fournit des informations comparatives sur les politiques nationales relatives aux carrières des enseignants dans les 38 pays du réseau, pour l'année 2016-2017. Le périmètre de retenu est l'enseignement scolaire non professionnel, public (à l'exception de l'Angleterre, la Belgique, l'Irlande et les Pays-Bas où les écoles privées subventionnées sont prises en compte).

**Repéré sur : [halshs.archives-ouvertes.fr](http://halshs.archives-ouvertes.fr)**

Elzbieta Sanojca. [Les compétences collaboratives et leur développement en formation d'adultes : le cas d'une formation hybride](#). Education. Université Rennes 2, 2018. Français. 〈NNT : 2018REN20001〉 .

Résumé : Les compétences à coopérer/collaborer figurent au premier rang des savoirs à développer de nombreux référentiels éducatifs. Dans des sociétés transformées par les usages du numérique, elles portent des promesses d'efficience, d'innovation et de bien-être au travail. Pourtant, ces compétences sont aujourd'hui peu mises en avant dans les organisations professionnelles, et restent absentes des parcours en formation des adultes. À partir de ce constat, cette thèse cherche à identifier les compétences à développer pour travailler plus facilement avec les autres. L'éclairage sur ces capacités d'agir, appelées par convenance « compétences collaboratives », ainsi que les modes opératoires de leur développement en formation sont l'objet de cette étude. L'analyse approfondie d'un contexte de formation hybride est conduite à partir de l'étude de la formation professionnalisante « Animacoop : Animer un projet collaboratif » qui a concerné 200[...]

Oriane Léonet. [Quelles sont les représentations des élèves sur les genres féminin et masculin et comment évoluent-elles dans le temps ? En quoi le domaine scientifique peut-il avoir un rôle dans cette évolution ?](#).

Education.

2017.

〈dumas-01707919〉



Résumé : Ce travail de recherche porte sur la problématique du genre et plus particulièrement sur les représentations qu'ont les élèves sur les genres masculin et féminin. Nous nous sommes intéressés à l'évolution de ces représentations entre l'entrée et la sortie des élèves à l'école primaire. En effet, nous donnons un certain nombre de repères aux enfants lorsqu'ils rentrent en maternelle, afin de les aider à mieux comprendre le monde qui les entoure. Néanmoins, arrivent-ils à prendre du recul par rapport à ces images au cours de leur scolarité ? La réponse reste vraisemblablement non. Au contraire, elles persistent et empêchent les élèves de voir la société autrement que dans cette bi-catégorisation en deux pôles : le genre féminin et le genre masculin. Bien que cette thématique reste au cœur des questionnements des scientifiques et du ministère de l'Éducation Nationale, elle est encore trop peu étudiée par les enseignants.

Cécile Gardies, Laurent Fauré, Cécile Gardiès, Jean-François Marcel. [Formation des enseignants : apprentissages professionnels d'enseignants novices au travers de régulations en situation de classe.](#) Formation et Profession, 2017, 25 (3), <10.18162/fp.2017.403> . <hal-01709802>

Ariane Richard-Bossez, Renaud Cornand, Sofia Laiz Morera, Françoise Lorcerie, Nathalie Richit, et al.. [Des Cordées de la réussite aux Parcours d'excellence : quels changements pour quels effets ? : Etude de suivi et d'évaluation des Parcours d'excellence dans l'Académie d'Aix-Marseille.](#) 2017.  
Résumé : Les Parcours d'excellence ont été mis en place à la rentrée 2016, dans la continuité –mais aussi en reconfiguration –des Cordées de la Réussite, pour accompagner des collégiens issus de collèges REP+ vers une poursuite d'études ou une insertion professionnelle dites réussies. Par rapport aux dispositifs antérieurs, les Parcours d'excellence génèrent trois changements : -un élargissement des critères du ciblage des élèves et des établissements ; -un accroissement significatif de leur nombre (jusqu'à 30% des élèves REP); -le suivi des mêmes élèves de la classe de troisième jusqu'à celle de terminale. Dans l'académie d'Aix-Marseille, le dispositif des Parcours commencera par se déployer à la rentrée 2017 dans 33 collèges REP+ marseillais et 3 lycées qui recrutent leurs élèves. Une recherche interdisciplinaire et inter-laboratoires au sein de SFERE-Provence se met en place pour suivre et évaluer la mise en place de ces Parcours d'Excellence dans[...]

C. Combe Celik, Martine Gadille, Brahim Azaoui, Mario Cappellini, Marion Tellier. [Tablettes connectées et accès à une plateforme immersive 3D en milieu scolaire : quelle reconfiguration des pratiques pédagogiques et professionnelles ?.](#) 2017.

Résumé : Le projet PIN est une recherche action formation en milieu scolaire, qui a pour objet l'étude de la reconfiguration de pratiques pédagogiques et plus largement professionnelles dans la communauté éducative à partir de la distribution de tablettes connectées et des possibilités d'accès à une plateforme immersive 3D (PI3D).

Sylvain Obajtek. [Les missions d'aide à l'orientation des enseignants-chercheurs : principes organisateurs et effets d'un engagement situé au confluent d'un ajustement de logiques.](#) Education et socialisation - Les cahiers du CERFEE, Presses Universitaires de la Méditerranée, 2018. <hal-01712894>

Gilles Monceau, Marguerite Soulière. [Mener la recherche avec les sujets concernés : comment et pour quels résultats ?.](#) Education et socialisation - Les cahiers du CERFEE, Presses Universitaires de la Méditerranée, 2017, <10.4000/edso.2525> .

Annelise Voisin. [Performance-based accountability systems: types, instrumental logics and effects on effectiveness and equity in educational systems in Europe and Canada. A comparative study using PISA](#)

[2012](#). . Education. Université de Montréal, 2017. English. <tel-01705972>  
Résumé : In the last decades accountability, has become a centerpiece of the renewed governance of the education systems. Under the influence of New Public Management, the introduction of performance-based accountability systems (PBAS) is considered a political solution to the supposed crisis affecting education systems. While PBAS are aimed at improving student performance and at closing the achievement gap, there is little evidence that PBAS have a positive impact on school effectiveness and equity in education systems. This international comparative quantitative study aims to provide some insights into the relationship between PBAS, effectiveness and equity (equal opportunities of results, equality of outcomes and equality of basic skills) in the European and Canadian education systems. It uses a broad but operational acceptance of the concept of accountability that takes into account the result-based regulation tools that are put in place at the school level in order to steer the system.[...]

Stéphane Beaud, Mathias Millet. [La réforme Macron de l'Université](#). La vie des idées, La Vie des Idées, 2018, <<http://www.laviedesidees.fr/La-reforme-Macron-de-l-universite.html>> .

Alors que l'université accueille les enfants de la démocratisation scolaire, la réforme Macron permet aux établissements d'enseignement supérieur de sélectionner leurs étudiants. Défendant l'université comme lieu de formation et de recherches, S. Beaud et M. Millet invitent à s'interroger sur le sens de la poursuite d'études dans une société démocratique.

Pierre Mercklé, Claire Zalc. [Teaching "Quanti": Lessons from French Experiences in Sociology and History](#). Bulletin de Méthodologie Sociologique / Bulletin of Sociological Methodology, SAGE Publications, 2017, 136 (1), pp.40-52. <10.1177/0759106317725648> . <hal-01716777>

Résumé : The paper's main objective is to reflect, from both a sociological and a historiographical perspective, on how to use and how to teach quantitative methods in the social sciences. French and American social scientists, whether apprentices or confirmed, often encounter during their work a crucial need to use quantitative methods. But which methods do each favor? And how to teach these methods? In strongly varying national and disciplinary contexts, what are the directions taken by the revival of interest for quantitative methods? Comparing current pedagogical practices may be a heuristic way to raise crucial questions about historiographical uses of quantitative methods, and give way to a cautious advocacy of reflective uses of quantitative methods in the social sciences.

Annick Fagnant, Richard Etienne, Lucie Mottier-Lopez, Marie-Noëlle Hindryckx. [L'évaluation comme objet d'apprentissage et comme outil de développement professionnel dans le cadre de la formation des enseignants](#). Evaluer- Journal international de recherche en education et formation, lodel, 2017.

Christelle Didier, Valérie Melin, Grégory Aiguier. [Présentation du numéro « \(Se\) former à l'éthique : enjeux et perspectives »](#). Spirale: revue de recherches en éducation, Association de pédagogie et de didactique de l'École normale de Lille, 2018, (Se) former à l'éthique : enjeux et perspectives, pp.3-11. < <http://spirale-edu-revue.fr/spip.php?article1339>>

***Repéré sur : ife.ens-lyon.fr***

Catherine Reverdy. [Les recherches en didactique pour l'éducation scientifique et technologique](#). Dossier de veille de l'IFÉ, n° 122, février 2018

Depuis le développement de la didactique des sciences à la fin des années 1970, de nombreuses problématiques majeures ont traversé ce champ de recherche, que le Dossier de veille n° 122 aborde à l'occasion des 20 ans de l'Association des recherches en didactique des sciences et des technologies (ARDIST).

Les premiers travaux en didactique des sciences commencent avec le constat des difficultés des élèves à bien comprendre les phénomènes scientifiques. En s'aidant de la psychologie du développement de l'enfant, de la sociologie (avec le rapport des élèves aux savoirs scientifiques), de l'histoire des sciences (avec la construction des théories scientifiques), les chercheurs ont construit des cadres théoriques permettant d'analyser toutes les dimensions de l'apprentissage. Les résultats de ces recherches ont ainsi permis, dans les programmes disciplinaires récents, de donner des pistes aux enseignants pour construire une progression permettant aux élèves d'employer les raisonnements scientifiques à bon escient.

C'est ensuite à l'analyse précise et détaillée des situations d'enseignement-apprentissage que les recherches en didactique se sont intéressées, à partir de vidéos de séances de classe et d'entretiens. Il faut alors croiser différents niveaux d'analyse : aussi bien les interactions enseignant/élèves, les interactions entre élèves, le contexte de la séance, que les connaissances antérieures des élèves, les traces produites pendant la séance, la gestion du matériel pendant les expériences, etc. Ici encore, les références et les emprunts méthodologiques sont nécessaires vis-à-vis des sciences du langage, de la didactique professionnelle (qui s'intéresse aux gestes professionnels des enseignants) et des autres didactiques disciplinaires, confrontées à l'analyse de situations semblables.

Plus récemment, avec la place de plus en plus importante prise à l'école par les questions scientifiques dites « socialement vives » (comme les problématiques sciences/religion, l'éducation au développement durable, l'éducation à la sexualité, etc.), les recherches en didactique des sciences et des technologies ont cherché à savoir quels leviers les enseignants pouvaient utiliser pour engager leurs élèves à la fois dans un apprentissage de contenus complexes et à prendre eux-mêmes ou elles-mêmes position face à ces questions socialement vives. Travailler sur ces questions amène les chercheurs à s'interroger sur la nature même des sciences et leurs fondements épistémologiques, et ainsi à proposer différentes manières de faire comprendre aux élèves la construction des savoirs scientifiques, processus social, lent et dépendant de la culture de chaque pays.

[Note sur le rapport Baccalauréat 2021 remis par Pierre Mathiot au ministre de l'Éducation nationale.](#)

Académie des sciences, 01/2018

Tout en appréciant le travail d'analyse et d'étude effectué concernant l'état des lieux et les objectifs d'un baccalauréat transformé, l'Académie des sciences et l'Académie des technologies souhaitent relever les points communs ainsi que les divergences dans les propositions de mise en œuvre de la transformation. Les cinq objectifs principaux énoncés qui sous-tendent l'organisation sont également au centre de notre démarche :

- construction d'une culture commune, élaboration de choix plus précis d'approfondissement disciplinaire, volume horaire progressivement marqué, accompagnement des élèves dans la construction de leur projet d'avenir, correspondance entre la structuration du baccalauréat et les objectifs d'approfondissement.

De plus, parmi les principes d'architecture générale, nous relevons l'importance : de l'équilibre entre les formations générales et technologiques, du recours massif aux ressources du numérique, des compétences à acquérir pour maîtriser les nouveaux enjeux de nos sociétés, du rôle essentiel du niveau en français, en mathématiques, en sciences et technologies, en langues vivantes, de l'imbrication de la culture scientifique dans la culture humaniste, de l'orientation et de l'accompagnement des élèves abordés en synergie avec l'enseignement supérieur, les Conseils régionaux, et les mondes professionnels, du périmètre des programmes et de leurs liens entre disciplines.

La résolution de nombreuses questions organisationnelles n'est pas abordée ici car elle relève avant tout de l'institution et des acteurs. L'architecture en trois Unités et six semestres, ainsi que les quatre épreuves (épreuve anticipée de français (10% de la note), deux épreuves d'approfondissement (25 %), une épreuve écrite de philosophie (10%), un épreuve orale 'Grand oral' (15%) comptant pour 60 % de la note finale avec 40 % de contrôle continu (dont les modalités restent à préciser) constituent l'ossature de l'organisation générale proposée.

Remarques générales

1. La place des sciences et des technologies dans l'unité générale est insuffisante.
2. Une épreuve anticipée de sciences et technologies en fin de première est nécessaire.
3. Les propositions de majeures ne sont pas innovantes.
4. Les choix parmi les majeures maintiennent une séparation dommageable entre bac « général » et « technologique ».

Céline Calvez et Régis Marcon. [La voie professionnelle scolaire : viser l'excellence](#). Paris : Ministère de l'Éducation nationale , 02/2018

Contenu du rapport :

- ✦ Chiffres-clés
- ✦ Premier objectif : une attractivité retrouvée
- ✦ Deuxième objectif : une efficacité accrue
- ✦ Troisième objectif : une ouverture possible vers d'autres parcours
- ✦ Neuf leviers pour transformer la voie professionnelle scolaire
- ✦ Annexes

[Training Tools for Curriculum Development: Prototype of a National Curriculum Framework](#). UNESCO International Bureau of Education (IBE), 11/2017

Ce *Prototype d'un Cadre curriculaire national* vise à fournir aux utilisateurs une référence pour l'élaboration d'un cadre curriculaire national dans leurs propres contextes. Le prototype présente sous une forme simulée ce que l'on peut généralement trouver dans un cadre curriculaire. Il est structuré de la façon suivante :

Section 1: Introduction

Section 2: Vision du curriculum

Section 3: Visées et objectifs

Section 4: Valeurs et principes

Section 5: Philosophie de l'enseignement et de l'apprentissage

Section 6: Architecture du curriculum

Section 7: L'importance des compétences

Section 8: Domaines d'apprentissage

Section 9: Méthodologies et stratégies d'enseignement

Section 10: Évaluation de l'apprentissage

Section 11: Suivi et évaluation du curriculum

Le prototype est basé sur l'expérience du BIE-UNESCO dans un large éventail de pays et de régions. Il devrait être lu et utilisé comme un archétype pour répondre à différents besoins et contextes nationaux. Il est le point de départ du développement réel d'un cadre curriculaire.

[The changing nature and role of vocational education and training in Europe, vol. 1 & 2](#). European Centre for the Development of Vocational Training (CEDEFOP), 12/2017

Deux rapports publiés par le CEDEFOP rendent compte des travaux initiés dans le cadre du projet "*Changing nature and role of vocational education and training (VET) in Europe*" (2016-2018), visant à appréhender le caractère dynamique de l'enseignement et la formation professionnels en Europe au cours des deux dernières décades.

Le volume 1, *Conceptions of vocational education and training: an analytical framework*, examine plus spécifiquement l'évolution conceptuelle de l'EFP, ses déterminants externes et son rôle au niveau secondaire supérieur, à travers une analyse de la littérature (pdf, 54 pages). Trois approches sont ainsi combinées : une perspective épistémologique et pédagogique, une perspective institutionnelle et systémique et une perspective socio-économique, en lien avec les besoins du marché.

Le volume 2, *Results of a survey among European VET experts*, se propose de tester de façon empirique le cadre conceptuel élaboré à partir de l'analyse des définitions existantes (pdf, 68 pages). L'enquête met en évidence deux tendances de fonds : une diversification significative de l'offre de formation et une emphase sur la dimension professionnalisante ou professionnelle des formations.

Aidan Mulkeen, William Ratteree, Ilse Voss-Lengnik. [Teachers and teacher policy in primary and secondary education](#). Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), 11/2017  
De nombreux pays à revenus faibles ou intermédiaires connaissent des pénuries d'enseignants, dans le primaire et dans le secondaire. Les pays à revenus élevés peuvent également être confrontés à ces pénuries dans certaines disciplines (mathématiques, sciences) ou en raison de déséquilibres géographiques. La qualité du processus de recrutement pose également question.  
Cette étude vise à fournir un aperçu synthétique des causes et conséquences de la pénurie d'enseignants. Il examine les défis à relever et les réponses apportées ou à apporter à ce phénomène.

SANOJCA Elzbieta. [Les compétences collaboratives et leur développement en formation d'adultes : le cas d'une formation hybride](#). Thèse en Sciences de l'éducation, soutenue en 2018, sous la dir. De Jérôme ENEAU (Université Rennes 2)

"Les compétences à coopérer/collaborer figurent au premier rang des savoirs à développer de nombreux référentiels éducatifs. Dans des sociétés transformées par les usages du numérique, elles portent des promesses d'efficacité, d'innovation et de bien-être au travail. Pourtant, ces compétences sont aujourd'hui peu mises en avant dans les organisations professionnelles, et restent absentes des parcours en formation des adultes. À partir de ce constat, cette thèse cherche à identifier les compétences à développer pour travailler plus facilement avec les autres. L'éclairage sur ces capacités d'agir, appelées par convenance « compétences collaboratives », ainsi que les modes opératoires de leur développement en formation sont l'objet de cette étude. L'analyse approfondie d'un contexte de formation hybride est conduite à partir de l'étude de la formation professionnalisante « Animacoop : Animer un projet collaboratif » qui a concerné 200 stagiaires entre 2010 et 2014. Les compétences collaboratives y sont analysées en lien avec les expériences professionnelles et les projets collaboratifs. Inscrite dans une démarche empirique, la méthodologie de recherche articule plusieurs outils de collecte de données (questionnaire, entretiens, observations) et mobilise, du point de vue conceptuel, la théorie de l'activité et la notion du dispositif. Cette recherche propose une modélisation des compétences charnières de l'animation d'un projet collaboratif. Elle analyse ce dispositif comme un écosystème à forte cohérence interne, ouvert au développement, propice à la créativité, qui favorise le développement des compétences collaboratives."

FAVREAU Myriam. [CPE, un métier en tensions : quelles représentations professionnelles du métier chez les conseillers principaux d'éducation ?](#) Thèse en Sciences de l'éducation, soutenue en 2016, sous la dir. De Marie-Pierre TRINQUIER (Université Toulouse - Jean Jaurès)

"CPE un métier en tensions ? L'étude des représentations professionnelles de ce métier chez les Conseillers Principaux d'Education s'inscrit conceptuellement et méthodologiquement dans une discipline contributive aux Sciences de l'éducation: la Psychologie sociale. Cette recherche nous permet, dans une approche descriptive à visée compréhensive, de mieux appréhender ce métier polymorphe et d'alimenter par notre réflexion le champ des représentations professionnelles et leur relation aux représentations sociales, relation complexifiée dans ce domaine professionnel par le rapport hétérodoxie-orthodoxie. Questionné dans ses trois dimensions, informationnelle, attitudinale et champ de représentation, le métier de CPE renvoie à une action orientée vers l'élève et à une attitude positive à propos du métier versus mitigée à propos de la représentation du soi professionnel. Notre approche structurale nous permet de confirmer l'existence, dans ce «métier de l'humain» en co-construction au sein d'un collectif de travail (endogroupe versus exogroupe), d'éléments représentationnels communs : l'écoute auquel s'adjoint le conseil. La structure de cette représentation professionnelle s'ancre alors dans une dimension à la fois réflexive et pragmatique du métier, dans laquelle les CPE se positionnent en éducateur. Notre approche socio-dynamique révèle des prises de position divergentes, expressions de tendances attitudinales négatives versus positives et mitigées. Ces prises de position différenciées traduisent, par ailleurs, des tendances de pratique dévoilant de nombreuses oppositions : une représentation de la pratique renvoyant à un métier idéalisé et en tension (relationnel versus administratif) ; une représentation de la pratique renvoyant à un métier plus ou moins en lien avec la prescription (engagé versus mitigé) ; une représentation de la pratique renvoyant à un métier contraint (idéalisé versus non idéalisé)."

***Repéré sur : Inegalites.fr***

[L'insertion professionnelle des jeunes : de fortes inégalités selon le diplôme.](#) 23 février 2018

[Les classes sociales : permanence et renouveau.](#) 21 février 2018

Les classes sociales n'ont pas disparu. Elles se sont recomposées et restent une clé de lecture essentielle des inégalités. Une analyse de Julien Damon, sociologue, extraite du site Telos.

***Repéré sur : Insee.fr***

[Revenu, niveau de vie et pauvreté en 2015 : enquête Revenus fiscaux et sociaux \(ERFS\).](#) Insee Résultats

INSEE. [Tableaux de l'Économie Française.](#) 27 février 2018

Les *Tableaux de l'économie française* s'adressent à tous ceux qui souhaitent disposer d'un aperçu rapide et actuel sur la situation économique, démographique et sociale de la France.

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

[Plein emploi pour les cadres, chômage élevé pour les moins qualifiés : la nouvelle donne du marché du travail.](#) Le blog de Jean-Claude Lewandowski, 17 février 2018

SMADJA Catherine, Conseil supérieur de l'égalité professionnelle entre les femmes et les hommes. [Faire d'un système rénové de formation professionnelle un outil majeur d'égalité au travail entre les femmes et](#)

[les hommes](#). Paris : Secrétariat d'État chargé de l'égalité entre les femmes et les hommes, février 2018.

111 p.

Dans le monde du travail où les technologies évoluent de plus en plus vite et où se former devient de plus en plus indispensable, la difficulté que rencontrent les femmes à poursuivre des formations souvent nécessaires à un avancement de carrière les limite dans leur progression. Le rapport rappelle dans sa première partie la mise en œuvre progressive des politiques d'égalité en matière de formation professionnelle, jusqu'à la réforme en cours, la seconde partie établit un état des lieux de la formation professionnelle aujourd'hui. Puis, le rapport étudie les freins rencontrés par les femmes dans l'accès à la formation et la prise en compte de leurs besoins de formation tout au long de leur déroulement de carrière. Le rapport fait des propositions sur l'égal accès des femmes aux formations dans le domaine du numérique et sur la formation des femmes les moins qualifiées ou en situation de précarité.

### ***Repéré sur : Nber.org***

Ofer Malamud, Andreea Mitrut, Cristian Pop-Eleches. [The Effect of Education on Mortality and Health: Evidence from a Schooling Expansion in Romania](#). NBER Working Paper No. 24341 Issued in February 2018

NBER Program(s): Development Economics, Economics of Education, Health Economics

This paper examines a schooling expansion in Romania which increased educational attainment for successive cohorts born between 1945 and 1950. We use a regression discontinuity design at the day level based on school entry cutoff dates to estimate impacts on mortality with 1994-2016 Vital Statistics data and self-reported health with 2011 Census data. We find that the schooling reform led to significant increases in years of schooling and changes in labor market outcomes but did not affect mortality or self-reported health. These estimates provide new evidence for the causal relationship between education and mortality outside of high-income countries and at lower margins of educational attainment.

Michael Geruso, Heather Royer. [The Impact of Education on Family Formation: Quasi-Experimental Evidence from the UK](#). NBER Working Paper No. 24332, February 2018

We examine the impact of educational attainment on fertility and mating market outcomes. Using a regression discontinuity design, we exploit an extension of the compulsory schooling age from 15 to 16 in 1972 in the UK. The change was binding for a quarter of the population. Simple plots of the raw data show substantially lower teen fertility rates across the threshold of the reform, but no impacts on abortions and no impact on completed fertility by age 45. In the mating market, the reform induced both men and women to marry more educated mates, consistent with positive assortative mating. We show that timing of the teen fertility reduction coincided with the timing of the extra induced schooling and that the probability of marrying a peer in the same academic cohort rose. These results suggest that school attendance may have important direct effects, in addition to and separate from the human capital effects of education.

Achyuta Adhvaryu, Namrata Kala, Anant Nyshadham. [The Skills to Pay the Bills: Returns to On-the-job Soft Skills Training](#). NBER Working Paper No. 24313, February 2018

We evaluate the causal impacts of on-the-job soft skills training on the productivity, wages, and retention of female garment workers in India. The program increased women's extraversion and communication, and spurred technical skill upgrading. Treated workers were 20 percent more productive than controls post-program. Wages rise very modestly with treatment (by 0.5 percent), with no differential turnover, suggesting that although soft skills raise workers' marginal products, labor market frictions are large enough to create a substantial wedge between productivity and wages. Consistent with this, the net return to the firm was large: 258 percent eight months after program completion.

***Repéré sur : OCDE.fr***

OCDE. [Atteindre l'égalité femmes-hommes : un combat difficile](#). Paris : OCDE, Feb 2018. 332 p.

ISBN : 9789264203426 (PDF) ; 9789264130692 (print)

Les inégalités entre les femmes et les hommes persistent dans tous les domaines de la vie sociale et économique et dans tous les pays. Les jeunes femmes des pays de l'OCDE poursuivent généralement de plus longues études que les jeunes hommes, mais elles sont moins susceptibles que ces derniers d'exercer une activité rémunérée. Les écarts se creusent avec l'âge en règle générale, notamment parce que la maternité a des effets négatifs sur la rémunération et la progression professionnelles des femmes. Celles-ci ont aussi moins tendance à créer leur entreprise, et elles sont sous-représentées au niveau des fonctions dirigeantes dans le secteur privé et dans les institutions publiques.

Les Recommandations de 2013 et 2015 de l'OCDE sur l'égalité hommes-femmes fournissent des indications sur les moyens de faire progresser l'égalité entre les sexes en matière d'éducation, d'emploi et d'entrepreneuriat et dans la vie publique ; cet ouvrage examine l'évolution récente dans ces domaines en commençant par en donner une vue d'ensemble, puis en présentant 24 courts chapitres qui exposent chacun les principales conclusions dégagées, ainsi que des recommandations pour l'action. Parmi les thèmes traités figurent la violence contre les femmes, la budgétisation sexo-spécifique, le partage inégal du travail non rémunéré, la situation des femmes sur le marché du travail et au sein des migrations internationales. Les disparités existant entre les sexes sont illustrées par une série d'indicateurs. Sont en outre décrites des initiatives récemment prises par les pouvoirs publics, par exemple pour accroître la transparence des salaires dans le but de réduire les écarts de rémunération entre les femmes et les hommes, ou pour encourager les pères à prendre un congé parental. Dans l'ensemble, les progrès sont lents ; il est donc impératif que les pouvoirs publics intensifient leur action pour mettre fin aux inégalités entre les femmes et les hommes dans les domaines de l'éducation, de l'emploi et de l'entrepreneuriat et dans la vie publique.

OCDE. Skills in Ibero-America: Insights from PISA 2015. Paris : OCDE, 2018. 147 p.

Skills in Ibero-America: Insights from PISA 2015 provides an overview of the main skills challenges facing Ibero-American countries. These include: What specific skills challenges are Ibero-American countries facing today? What are the similarities and differences in educational performance and skills amongst the countries? What are the main drivers of student performance? How do these skills challenges impact labour market outcomes?

Tarek Mostafa· [What do science teachers find most satisfying about their work?](#) PISA in Focus, n°81, feb 2018



Teachers play a vital role in the lives of their students. They impart knowledge, provide pastoral care, act as role models and, above all, create an environment that's conducive to learning. But teaching is fraught with numerous challenges that could lead to dissatisfaction; some teachers might decide to leave the profession entirely. In fact, in many countries around the world, high attrition rates are considered to be the most important factor contributing to the shortage of qualified science teachers. So what is it that science teachers find satisfying about their work – satisfying enough that they want to keep teaching, despite any challenges they might face?

Ruth Aston. [Physical health and well-being in children and youth](#): Review of the literature. OECD Education Working Papers, n°170, 15 Feb 2018. 39 p.

This paper provides an overview of trends in physical health outcomes of young people over the last several decades. It makes the argument for the importance of physical health and well-being for the individual and society, including its role in education outcomes. The paper then examines interventions, identifying common factors of effective intervention design to improve physical health among young people. It ends with a discussion of remaining gaps in our knowledge and the implications of this body of research on education, communities and families.

Anne Choi: [Emotional well-being of children and adolescents : Recent trends and relevant factors](#). OECD Education Working Papers, n°169, feb 2018. 39 p.

This paper provides a synthesis of the literature on mental health and emotional well-being of children and adolescents, including an overview on the latest PISA 2015 results where relevant. The paper begins by providing a definition of the terms and a synopsis of mental health and emotional well-being trends among youths in the recent decades, including psychiatric disorders, life satisfaction, and bullying. Different factors underlie recent emotional well-being trends, such as sleep deprivation, increasing levels of stress and pressure and social relations. The contexts and environment that children live in today have been rapidly changing and can have a considerable impact on their well-being. Among effective prevention and intervention programmes for children and adolescents' depression, anxiety, and suicide, the most common element found is cognitive-behavioural therapy. This approach aims to improve children's problem solving, coping skills and to overcome negative thoughts and emotions. Efforts to collect more information on mental health indicators and information on relevant factors would be helpful for future research.

Tarek Mostafa, Judit Pál. [Science teachers' satisfaction : Evidence from the PISA 2015 teacher survey](#). OECD Education Working Papers, n°168, feb 2018. 135 p.

In 2015, for the first time in its history, PISA (the Programme for International Student Assessment) asked teachers to describe the various aspects of their working environment and teaching practices. This paper examines how teacher, student and school characteristics are related to science teachers' satisfaction in 19 PISA-participating countries and economies.

The findings show that the most satisfied science teachers tend to be those who are initially motivated to become teachers. The results also highlight the positive relationship between science teachers' satisfaction and teacher collaboration, good disciplinary climate in science classes, availability of school resources, and the opportunity to participate in professional-development activities.

### [Evaluating the Stability of School Performance Estimates for School Choice: Evidence for Italian Primary Schools](#)

Tommaso Agasisti (Politecnico di Milano School of Management) ; Veronica Minaya (Politecnico di Milano School of Management)

School performance estimates have been used worldwide for both high-and low-stakes accountability purposes. It is expected that by evaluating school performance and making these results public, parents will use them to choose schools and schools will be motivated to increase performance. An institutional debate of this kind is likely to start in the near future in Italy, given the growing availability of indicators obtained through standardized test scores in reading and mathematics. Using administrative data provided by INVALSI (National Evaluation Committee for Education), this paper explores the stability of performance estimates for Italian primary schools. We first construct school performance metrics using INVALSI standardized tests and quarterly teacher assessments, by taking advantage of a rich array of individual level variables (including prior achievement) that allow us to estimate a school-effect in a 'value added' perspective. We then explore how sensitive school ratings are to the choice of performance metric and the use of different models to account for compositional differences due to students' socioeconomic background. We also assess both cross-sectional differences in performance across schools and the persistence of these differences across cohorts. We find that school performance estimates are very robust whatever the models employed to control for compositional differences, but they are inconsistent across metrics and cohorts. We conclude that before using this kind of school-effects' estimates for school choice purposes, more data and research is needed to understand the factors that drives the impact of a specific school on students' results.

### [Parents, Siblings and Schoolmates. The Effects of Family-School Interactions on Educational Achievement and Long-term Labor Market Outcomes.](#)

Marco Bertoni ; Giorgio Brunello ; Lorenzo Cappellari (Università Cattolica del Sacro Cuore)

We investigate whether the effects of schoolmates' gender and average parental education on educational achievement, employment and earnings vary with individual family characteristics such as the gender of siblings and own parental education. We find that the benefits from exposure to "privileged" peers accrue mainly to "disadvantaged" students and decline when the dispersion of parental education in the school increases. We also show that boys with sisters who are exposed to a higher share of girls at school have poorer employment prospects. The opposite is true for girls who have sisters. Overall, the size of the estimated effects is small.

### [Measuring Student Outcomes: The Case for Identifying Indigenous Students in Canada's PISA Sample](#)

John Richards (Simon Fraser University) ; Parisa Mahboubi (C.D. Howe Institute)

Collection of data on academic outcomes among Indigenous students is a necessary step towards bridging the education gap between Indigenous and non-indigenous students, according to a new report from the C.D. Howe Institute. In "Measuring Student Outcomes: The Case for Identifying Indigenous Students in Canada's PISA Sample," authors John Richards and Parisa Mahboubi encourage provinces to improve their understanding of native student outcomes by adding a question inviting Indigenous students to identify themselves for the forthcoming 2018 round of the Program for International Student Assessment (PISA).

### [The Impact of Progressive Tuition Fees on Dropping Out of Higher Education: A Regression Discontinuity Design](#)

José García-Montalvo

In recent years, and under the pressure of increasing public deficits, a number of countries have decided to increase university fees to compensate for reductions in teaching subsidies financed by taxpayers. Perhaps the best known case is that of the UK. In this paper we analyze a similar policy adopted in Catalonia, Spain. Tuition fees increased 66 percent in the 2012-2013 academic year to compensate for the reduction in public subsidies used to finance Catalan university teaching activities. Interestingly, the increase in fees was progressive, meaning that there was a fee waiver in function of family income. We analyze the distributional impact of this policy change, showing that this progressive tuition fee does not have a differential impact on the dropout rate of students of different socioeconomic status. Since eligibility for the full tuition waiver is determined by a sharp cut-off on household income, we use a regression discontinuity design to analyze the effect of the new tuition fees around the full tuition waiver. We find no evidence of any adverse impact of the new fees on the drop out rates.

#### [Student Mobility in Tertiary Education: institutional factors and regional attractiveness](#)

Mabel Sanchez-Barrioluengo (European Commission - JRC) ; Sara Flisi (European Commission - JRC)

Member States have committed themselves to promoting the learning mobility of young people following the 2011 Communication on an agenda for the modernisation of Europe's higher education system (COM(2011) 567). The Council conclusions on a benchmark for learning mobility (2011/C 372/08) specified that by 2020 "an EU average of at least 20% of higher education graduates should have had a period of higher education-related study or training abroad". In this report, two types of mobility are distinguished, namely degree mobility and credit mobility, both of which are included in the benchmark. Little research has been carried out on international student mobility determinants in general and on Erasmus students in particular, especially taking into account the regional dimension of learning mobility. This report focuses on student mobility in the EU between 2011 and 2014, through the description of the main destinations of mobile students, as well as on inward mobility across and within countries (measured as the share of mobile students on total student population), with a particular focus on institutions and regions. It also analyses the main factors associated with degree and credit mobility, taking into account different tertiary education levels (i.e. undergraduate, master and PhD level), through the comparison between institutional factors (teaching and research activities of universities as well as their reputation) and regional attractiveness (level of urbanisation, employment opportunities and regional education systems). There are five main conclusions from this report. First, in relation to the most attractive destinations, degree mobility appears to be very concentrated in a few countries, while credit mobility tends to be more equally distributed across Member States. Second, degree mobility is higher than credit mobility across and within countries. Third, institutional characteristics tend to be associated with student mobility more than regional ones. Fourth, among institutional characteristics, better quality universities and those with a higher reputation are associated with a higher share of mobile students, while research orientation and excellence are more relevant for degree mobile PhD students. Fifth, among regional characteristics, the level of urbanisation of the region is an important factor in shaping students' mobility: high-density regions have higher degree mobility rates, but a lower share of credit mobile students.

#### [Do Human Capital Decisions Respond to the Returns to Education? Evidence from DACA](#)

Elira Kuka (Southern Methodist University) ; Na'ama Shenhav (Dartmouth College) ; Kevin Shih (Rensselaer Polytechnic Institute)

This paper studies the human capital responses to a large shock in the returns to education for undocumented youth. We obtain variation in the benefits of schooling from the enactment of the Deferred Action for Childhood Arrivals (DACA) policy in 2012, which provides work authorization and deferral from deportation for high school educated youth. We implement a difference-in-differences design by comparing

DACA eligible to non-eligible individuals over time, and we find that DACA had a significant impact on the investment decisions of undocumented youth. High school graduation rates increased by 15 percent while teenage births declined by 45 percent. Further, we find that college attendance increased by 25 percent among women, suggesting that DACA raised aspirations for education above and beyond qualifying for legal status. We find that the same individuals who acquire more schooling also work more (at the same time), counter to the typical intuition that these behaviors are mutually exclusive, indicating that the program generated a large boost in productivity.

### [Can rising instructional time crowd out student pro-social behaviour? Unintended consequences of a German high school reform](#)

Krekel, Christian

We study whether raising instructional time can crowd out student pro-social behaviour. To this end, we exploit a large educational reform in Germany that has raised weekly instructional hours for high school students by 12.5% as a quasi-natural experiment. Using a difference-in-differences design, we find that this rise has a negative and sizeable effect on volunteering, both at the intensive and at the extensive margin. It also affects political interest. There is no similar crowding out of scholastic involvement, but no substitution either. Impacts seem to be driven by a reduction in available leisure time as opposed to a rise in intensity of instruction, and to be temporary only. Robustness checks, including placebo tests and triple differencing, confirm our results

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

Tommaso Frattini (University of Milan) ; Elena Meschi (University of Venice Ca'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.

### [Higher education and economic development: can public funding restrain the returns from tertiary education?](#)

Paola Azar Dufrechou (Departament d'Economia Aplicada, Universitat Autònoma de Barcelona; Institute of Economics, Universidad de la República-Uruguay)

This paper examines whether the contribution of tertiary education to economic growth and income per capita depends on the structure of public education budgets. The analysis resorts to a panel of 41 countries over the period 1970-2010. The empirical approach is based on system GMM regressions and Hierarchical Linear Models, which allow dealing with endogeneity concerns and parameter heterogeneity. The estimates show that budget imbalances against basic schooling seem to undermine the achievement of productivity gains from higher education.

### [A Regional Innovation Impact Assessment Framework for universities](#)

Koen Jonkers (European Commission - JRC) ; Robert Tijssen ; Athina Karvounaraki (European Commission - JRC) ; Xabier Goenaga Beldarrain (European Commission - JRC)

This report provides a framework to assess the impact of universities on their regional innovation ecosystem. The policy context for this work is provided by: a) the Renewed EU agenda for higher education which argued that universities do not attain their full potential; and b) the report by the High Level Group chaired by Pascal Lamy which called for an additional funding stream to support universities to modernise and increase their innovation impact. This report explores what the assessment framework underpinning such an innovation performance based funding instrument could look like. However, it acknowledges that the final form of such a framework would heavily depend on the regional, national or EU level instrument through which it is implemented. The report proposes a system in which universities draft a case study supported by indicators, through which they present evidence of their contribution to regional innovation. It identifies four impact categories and identifies a list of associated indicators. In this "narrative with numbers" the universities can both explain how they reach this impact and contextualise their performance with reference to the development level of their region.

### [Education, Lifelong learning, Inequality and Financial access: Evidence from African countries](#)

Vanessa Tchamyou (Antwerp, Belgium)

This study investigates the role of financial access in modulating the effect of education and lifelong learning on inequality in 48 African countries for the period 1996 to 2014. Lifelong learning is conceived and measured as the combined knowledge gained from primary through tertiary education while the three educational indicators are: primary school enrolment; secondary school enrolment and tertiary school enrolment. Financial development dynamics are measured with financial system deposits (liquid liabilities), financial system activity (credit) and financial system efficiency (deposits/credit). Three measures of inequality are employed notably: the Gini coefficient; the Atkinson index and the Palma ratio. The estimation strategy is based on Generalised Method of Moments. The following findings are established. First, primary school enrolment interacts with all financial channels to exert negative effects on the Gini index. Second, lifelong learning has negative net effects on the Gini index through financial deposit and efficiency channels. Third, for the most part, the other educational levels do not significantly influence inequality through financial access channels. Policy implications are discussed.

### [Higher Education for Smart Specialisation Towards strategic partnerships for innovation](#)

John Edwards (European Commission - JRC) ; Elisabetta Marinelli (European Commission - JRC) ; Eskarne Arregui Pabollet (European Commission - JRC) ; Louise Kempton

The Policy Brief analyses three elements: - S3 Platform survey data on institutions and smart specialisation - ESF programming data - HESS pilot case studies

### [If not now, when? The timing of childbirth and labour market outcomes](#)

Matteo Picchio (Di.S.E.S. - Universita' Politecnica delle Marche) ; Claudia Pigni (Di.S.E.S. - Universita' Politecnica delle Marche) ; Stefano Staffolani (Di.S.E.S. - Universita' Politecnica delle Marche) ; Alina Verashchagina (Di.S.E.S. - Universita' Politecnica delle Marche)

We study the effect of childbirth and its timing on female labour market outcomes in Italy. The impact on yearly labour earnings and participation is traced up to 21 years since school completion by estimating a factor analytic model with dynamic selection into treatments. We find that childbearing, especially the first delivery, negatively affects female labour supply. Women having their first child soon after school completion are able to catch up with childless women only after 12-15 years. The timing matters, with minimal negative consequences observed if the first child is delayed up to 7-9 years after exiting formal education

### [Changing demand for general skills, technological uncertainty, and economic growth](#)

Masashi Tanaka (Graduate School of Economics, Osaka University)

We develop a simple endogenous growth model featuring individuals' choices between general and firm-specific skills, endogenous technological innovation, and a government subsidy for education. General skills are less productive than are specific skills, but they enable workers to operate all technologies in the economy. We show that demand for general skills increases as countries catch up to the world technology frontier. Further, using aggregated data for 12 European OECD countries, we calibrate the model and compare the theoretical prediction with the data. In cross-country comparisons, we find that the returns on general skills and the impact of general education expenditure on GDP are higher in countries with higher total factor productivity. These findings support our theoretical argument of the positive relationship between firms' demand for general skills and countries' stages of development.

### [Continuous education and training of adults – purpose of an active life on the labour market](#)

Mergeani, Nicea ; Dănciulescu, Andreea-Gabriela ; Romeo, Dănciulescu

An active life on the labour market implies, besides the existence of jobs, continuous education and training of adults. Regardless of age, every person needs new knowledge, which one can obtain either by self-teaching or by attending training courses. The development of technology and information influences lifelong learning, which is why, in recent years, greater emphasis has been put on the education and training of adults. In this respect numerous Centers of Professional Training of Adults have been established, some of them attracting their learners through the implementation of projects financed from European funds, which meant free participation of adults to various courses of specialization, training or (re)qualification. The article highlights the importance of continuous education and training of adults related to the economic and social benefits deriving from it. The article analyzes some of the aspects of continuous education and training of adults that fosters active participation of adults in the labour market, concluding that, for an active professional life, the establishment of relationships between employers, employees, trainers and learners is required.

### [Reforming School Discipline Policy in Washington, DC](#)

Johanna Laco

Johanna Laco testifies before the DC Council on reforming school discipline policy.

Keywords: school discipline, suspensions, district of Columbia, expulsions, policy change, Philadelphia

### [Longevity, Education, and Income: How Large is the Triangle?](#)

Hoyt Bleakley

While health affects economic development and wellbeing through a variety of pathways, one commonly suggested mechanism is a "horizon" channel in which increased longevity induces additional education. A recent literature devotes much attention to how much education responds to increasing longevity, while this study asks instead what impact this specific channel has on wellbeing (welfare). I note that death is like a tax on human-capital investments, which suggests the use of a standard public-economics tool: triangles. I construct estimates of the triangle gain if education adjusts to lower adult mortality. Even for implausibly large responses of education to survival differences, almost all of today's low-human-development countries, if switched instantaneously to Japan's survival curve, would place a value on this channel of less than 15% of income. Calibrating the model with well-identified micro- and cohort-level studies, I find that the horizon triangle for the typical low-income country is instead less than a percent of lifetime income. Gains from increased survival in the 20th-century are similarly sized.

### [Current Challenges in Fostering the European Innovation Ecosystem](#)

Cristiana Benedetti Fasil (European Commission - JRC) ; Federico Biagi (European Commission - JRC) ; Mark Boden (European Commission - JRC) ; Peder Christensen (European Commission - JRC) ; Andrea Conte (European Commission - JRC) ; Francesco Di Comite ; Xabier Goenaga Beldarrain (European Commission - JRC) ; Mathieu Doussineau (European Commission - JRC) ; Issam Hallak (European Commission - JRC) ; Fernando Hervas (European Commission - JRC) ; Koen Jonkers (European Commission - JRC) ; Pietro Moncada Paterno Castello (European Commission - JRC) ; Giuseppe Munda (European Commission - JRC) ; Miguel Sanchez Martinez (European Commission - JRC) ; Robert Marschinski (European Commission - JRC) ; Valentina Montalto (European Commission - JRC) ; Michela Nardo (European Commission - JRC) ; Daniel Nepelski (European Commission - JRC) ; Dimitrios Pontikakis (European Commission - JRC) ; Katarzyna Szkuta (European Commission - JRC) ; Daniel Vertesy (European Commission - JRC) ; Thomas Zacharewicz (European Commission - JRC)

The present report discusses innovation challenges under the following headings: The 3% R&D target and industrial structure: is it still a relevant goal? if we cannot achieve the 3% target, does it make sense to keep it? Technology diffusion: how can we combat its sluggishness and speed up adoption? Access to finance: is the large amount of liquidity being funnelled to "zombie" companies instead of highly innovative ones? Universities and skills: are higher education institutions adequately playing their role in driving innovation? The governance of the R&I system: how to remove administrative barriers and increase flexibility? Can SSH research contribute more to shaping R&I policies?

### [The Economic Effects of Providing Legal Status to DREAMers](#)

Ortega, Francesc (Queens College, CUNY) ; Edwards, Ryan (University of California, Berkeley) ; Hsin, Amy (Queens College, CUNY)

This study quantifies the economic effects of two major immigration reforms aimed at legalizing undocumented individuals that entered the United States as children and completed high school: Deferred Action for Childhood Arrivals (DACA) and the DREAM Act. The former offers only temporary legal status to eligible individuals; the latter provides a track to legal permanent residence. Our analysis is based on a general-equilibrium model that allows for shifts in participation between work, college and non-employment. The model is calibrated to account for productivity differences across workers of different skills and documentation status, and a rich pattern of complementarities across different types of workers. We estimate DACA increased GDP by almost 0.02% (about \$3.5 billion), or \$7,454 per legalized worker. Passing the DREAM Act would increase GDP by around 0.08% (or \$15.2 billion), which amounts to an average of \$15,371 for each legalized worker. The larger effects of the DREAM Act stem from the expected larger take-up and the increased incentive to attend college among DREAMers with a high school degree. We also find substantial wage increases for individuals obtaining legal status, particularly for individuals that increase their educational attainment. Because of the small size of the DREAMer population, legalization entails negligible effects on the wages of US-born workers.

### [Electoral politics and the diffusion of primary schooling: evidence from Uruguay, 1914-1954](#)

Paola Azar Dufrechou (Departament d'Economia Aplicada, Universitat Autònoma de Barcelona; Institute of Economics, Universidad de la República-Uruguay)

Based on the compilation of Uruguayan department-level data, this paper argues that the extent of fiscal commitment to primary education during the first half of the 20th century can be explained by the interests of tactically motivated politicians. The empirical test relies on panel data fixed effects models covering 18 Uruguayan departments over 40 years. The main findings reveal that political motivations have had a significant role in schooling provision across the territory. Throughout the period, the incumbent

government seems to have used the resource allocation in primary education both to reward its core supporters and to persuade political opponents.

### [The Impact of High School Financial Education on Financial Knowledge and Choices: Evidence from a Randomized Trial in Spain](#)

Bover, Olympia ; Hospido, Laura ; Villanueva, Ernesto

We conducted a randomized controlled trial where 3,000 9th grade students coming from 78 high schools received a financial education course at different points of the year. Right after the treatment, test performance increased by 16% of one standard deviation, treated youths were more likely to become involved in financial matters at home and showed more patience in hypothetical saving choices. In an incentivized saving task conducted three months after, treated students made more patient choices than a control group of 10th graders. Within randomization strata, the main impacts are also statistically significant in public schools, which over-represent disadvantaged students.

### [The Effect of the First Italian Research Evaluation Exercise on Student Enrolment Choices](#)

Biancardi, Daniele (IRVAPP) ; Bratti, Massimiliano (University of Milan)

This paper studies the impact of the first Italian Research Evaluation Exercise (VTR 2001-2003) on university undergraduate students' enrolment choices. A before-after estimator with differential treatment intensities is used to investigate whether subject-group higher education institutions (HEIs) that had a higher performance in the VTR also benefited from more student enrolments and enrolment of students with better entry qualifications after the VTR. Our analysis demonstrates that increasing the percentage of "excellent" research products by one standard deviation (19 percentage points) increases student enrolment by 5.8%. The effects are larger for high-quality students, namely those with better high school final marks (8.3%) or coming from the academic track (12.2%), and they are larger for subject-group HEIs in the top quartile of the VTR quality distribution. The effects are of similar magnitude across all macro-regions (North, Centre and South and Islands), but they are precisely estimated only for universities in the North. When HEIs are divided into new and old universities, only the former, which have less established reputations in teaching and research, appear to have gained from good performance in the VTR.

### [The long-term effects of long terms: Compulsory schooling reforms in Sweden](#)

Fischer, Martin ; Karlsson, Martin ; Nilsson, Therese ; Schwarz, Nina

We evaluate the impact on earnings, pensions, and further labor market outcomes of two parallel educational reforms increasing instructional time in Swedish primary school. The reforms extended the annual term length and compulsory schooling by comparable amounts. We find striking differences in the effects of the two reforms: at 5%, the returns to the term length extension were at least half as high as OLS returns to education and benefited broad ranges of the population. The compulsory schooling extension had small (2%) albeit significant effects, which were possibly driven by an increase in post-compulsory schooling. Both reforms led to increased sorting into occupations with heavy reliance on basic skills.

### [The Effects of Academic Probation on College Success: Regression Discontinuity Evidence from Four Texas Universities](#)

Fletcher, Jason M. (University of Wisconsin-Madison) ; Tokmouline, Mansur (Yale College)

While nearly all colleges and universities in the United States use academic probation as a means to signal to students a need to improve performance, very little is known about the use of this designation and the programs that accompany it on college success. This paper uses a regression discontinuity approach to estimate the effects of these programs at four universities of varying selectivity in Texas. Results suggest



that academic probation status following the first semester of college may serve as a short term "wake up call" to some students, in that second semester performance is improved. However, our findings also suggest that this short term boost in performance fades out over time and students who are on academic probation following their first semesters of college do not have higher rates of persistence or graduation. We also find important differential responses to academic probation based on pre-determined student characteristics as well as high school of origin. However none of the heterogeneous effects are consistent across universities, limiting the application of simple models of education standards.

#### [Long-Term Effects of Childhood Nutrition: Evidence from a School Lunch Reform](#)

Alex-Petersen, Jesper (Lund University) ; Lundborg, Petter (Lund University) ; Rooth, Dan-Olof (Stockholm University)

We examine the long-term impact of a policy that introduced free and nutritious school lunches in Swedish primary schools. For this purpose, we use historical data on the gradual implementation of the policy across municipalities and employ a difference-in-differences design to estimate the impact of this lunch policy on a broad range of medium and long-term outcomes, including lifetime income, health, cognitive skills, and education. Our results show that the school lunch program generated substantial long-term benefits, where pupils exposed to the program during their entire primary school period have 3 percent greater life-time earnings. In addition, we find the effect to be greater for pupils that were exposed at earlier ages and for pupils from poor households. Finally, exposure to the school lunch program had substantial effects on educational attainment and health and these effects can explain a large part of the return to school lunches.

#### [The Effect of Relative School Starting Age on Having an Individualized Curriculum in Finland](#)

Kivinen, Aapo

In Finland, a child in special education receives an individualized curriculum when standard support does not suffice. One factor that may have an impact on the assignment of an individualized curriculum is the relative age of the child. Due to the cutoff date of school starting age, there is an age gap of roughly one year in each class. This difference in relative age can affect through few possible mechanisms: difference in absolute age, peer effects, and the optimal school starting age. In this paper, I study how relative school starting age affects the probability of having an individualized curriculum. I use regression discontinuity design and individual level register data for middle school graduates in 1998–2014 to estimate the causal effect of relative school starting age. Relatively younger graduates are 1.4 percentage points more likely to have a partially individualized curriculum than graduates who are a year older. Respectively, older graduates are 1.8 percentage points more likely to have a regular curriculum. The results are robust and they hold for multiple specifications. I also find that the relative age effect is stronger for girls and students with lower educated parents. Furthermore, when studying temporal variation of the effect, I observe a significant effect only from 2005 onwards. This may be partly explained by the curriculum reform in 2004. My research contributes to the areas of special education and relative age effect. The results are in line with prior literature of relative age.

#### [Do Borrowing Constraints Matter for Intergenerational Educational Mobility? Evidence from Japan](#)

Niimi, Yoko

This paper examines the intergenerational transmission of educational attainment using data on Japan. By exploiting unique information on whether children have ever given up schooling for financial reasons and, if they have, which level of schooling they have forgone, it attempts to assess the role of borrowing constraints in determining intergenerational educational mobility in a more direct manner than previous attempts made in the literature. We find that there has been a steady increase in the degree of the

intergenerational transmission of educational attainment, resulting in lower intergenerational mobility, during the postwar period in Japan. We also find that while the importance of borrowing constraints for determining intergenerational educational mobility declined at one time, it seems to have become significant enough once again to lower intergenerational educational mobility for the youngest cohort we examined in this paper. However, our analysis also shows that the relative importance of adolescent academic ability for children's educational attainment has increased in recent years, underlying the increasing importance of early investments in children's human capital for their subsequent academic advancement.

### [Supply Shocks in the Market for Apprenticeships: Evidence from a German High School Reform](#)

Dietrich, Hans ; Muehlemann, Samuel ; Pfann, Gerard Antonie ; Pfeifer, Harald

This paper studies the effects of the G8 high school reform in Germany. The reform reduced minimum duration to obtain a high school degree (Abitur) from 9 to 8 years. First, we present a simple model based on a CES technology with heterogeneous inputs to conjecture possible effects of a supply shock of high education apprenticeships. Implementation of the reform across states (Länder) has been realized in different years. A difference-in-differences estimation strategy is used to identify the effects of one-time supply shock in market for high-educated apprentices. Training firms almost fully and immediately absorbed the additional supply of high school graduates in the apprenticeship market. No evidence is found for substitution effects between low and high education apprenticeships. The model explains that these effects may be due to sticky and too low collectively bargained wages for high education apprenticeships relative to their productivity. This renders the market for apprenticeships inefficient.

### [Can digital technologies help reduce the immigrant-native educational achievement gap?](#)

Margarida Rodrigues (European Commission - JRC)

This report analyses the use of digital technologies by immigrant students and examine whether digital technologies play a role in the existent immigrant-native educational achievement gap and whether they could contribute to its reduction. PISA 2015 data are used for this purpose. We find evidence that ICT-related policies have the potential to decrease immigrant-native achievement gap, among which those targeting the use of ICT seem the most promising. In particular, our findings purport that the immigrants' achievement could be improved by a more intense use of ICT at home for schoolwork and for general purposes. At school, the evidence indicates that immigrant students may be overusing ICT at school for educational purposes, suggesting that the use of ICT by immigrants needs to be balanced with other face-to-face interactions and support. There are significant cross-country differences in our results, which should be taken into account to guide policy actions.

### [If Not Now, When? The Timing of Childbirth and Labour Market Outcomes](#)

Picchio, Matteo (Università Politecnica delle Marche, Ancona) ; Pigni, Claudia (Marche Polytechnic University) ; Staffolani, Stefano (Marche Polytechnic University) ; Verashchagina, Alina (Marche Polytechnic University)

We study the effect of childbirth and its timing on female labour market outcomes in Italy. The impact on yearly labour earnings and fraction of time at work is traced up to 21 years since school completion by estimating a factor analytic model with dynamic selection into treatments. We find that childbearing, especially the first delivery, negatively affects female labour supply. Women having their first child soon after school completion are able to catch up with childless women after about 10 years. The timing matters, with minimal negative consequences on yearly earnings (fraction of days at work) observed if the first child is delayed up to 7–12 (10–12) years after exiting formal education.

### [Do Preferences and Biases predict Life Outcomes? Evidence from Education and Labor Market Entry Decisions](#)

Backes-Gellner, Uschi ; Herz, Holger ; Kosfeld, Michael ; Oswald, Yvonne

Evidence suggests that acquiring human capital is related to better life outcomes, yet young peoples' decisions to invest in or stop acquiring human capital are still poorly understood. We investigate the role of time and reference-dependent preferences in such decisions. Using a data set that is unique in its combination of real-world observations on student outcomes and experimental data on economic preferences, we find that a low degree of long-run patience is a key determinant of dropping out of upper-secondary education. Further, for students who finish education we show that one month before termination of their program, present-biased students are less likely to have concrete continuation plans while loss averse students are more likely to have a definite job offer already. Our findings provide fresh evidence on students' decision-making about human capital acquisition and labor market transition with important implications for education and labor market policy.

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### [Political viability of intergenerational transfers. An empirical application](#)

Gianko Michailidis (Universitat de Barcelona) ; Concepció Patxot (Universitat de Barcelona)

Public intergenerational transfers (IGTs) may arise because of the failure of private arrangements to provide optimal economic resources for the young and the old. We examine the political sustainability of the system of public IGTs by asking what the outcome would be if the decision per se to reallocate economic resources between generations was put to the vote. By exploiting the particular nature of National Transfer Accounts data – transfers for pensions and education and total public transfers – and the political economy application proposed by Rangel (2003) we show that most developed countries would vote in favor of a joint public education and pension system. Moreover, our results indicate that a system of total public IGTs to the young and elderly would attract substantial political support and, hence, would be politically viable for most countries in the sample.

### [The Effects of Computers and Acquired Skills on Earnings, Employment and College Enrollment: Evidence from a Field Experiment and California UI Earnings Records](#)

Robert W. Fairlie ; Peter Riley Bahr

This paper provides the first evidence on the earnings, employment and college enrollment effects of computers and acquired skills from a randomized controlled trial providing computers to entering college students. We matched confidential administrative data from California Employment Development Department (EDD)/Unemployment Insurance (UI) system earnings records, the California Community College system, and the National Student Clearinghouse to all study participants for seven years after the random provision of computers. The experiment does not provide evidence that computer skills have short- or medium-run effects on earnings. These null effects are found along both the extensive and intensive margins of earnings (although the estimates are not precise). We also do not find evidence of positive or negative effects on college enrollment. A non-experimental analysis of CPS data reveals large, positive and statistically significant relationships between home computers, and earnings, employment and college enrollment, raising concerns about selection bias in non-experimental studies.

#### [Do Conditional Cash Transfers Improve Economic Outcomes in the Next Generation? Evidence from Mexico](#)

Susan W. Parker ; Tom Vogl

Conditional cash transfer programs have spread to over 80 countries in the past two decades, but little is known about their long-term effects on the youth they target. This paper estimates the impact of childhood exposure to the Mexican program Progresa on economic outcomes in early adulthood by leveraging the age structure of program benefits and geographic variation in early program penetration nationwide. The study design avoids the representativeness and attrition issues that have plagued efforts to estimate longer-run impacts of Progresa and other similar programs. Childhood exposure to the program improves educational attainment, geographic mobility, labor market outcomes, and household economic outcomes in early adulthood. Schooling impacts are similar for men and women, at roughly 1.5 years, while labor market impacts are more pronounced for women, amounting to 30-40% of mean labor force participation and 50% of mean labor income in pre-program cohorts. Indexes capturing household economic impacts increase on the order of 0.2 standard deviations.

#### [The Effect of Education on Health and Mortality: A Review of Experimental and Quasi-Experimental Evidence.](#)

Titus J. Galama ; Adriana Lleras-Muney ; Hans van Kippersluis

Education is strongly associated with better health and longer lives. However, the extent to which education causes health and longevity is widely debated. We develop a human capital framework to structure the interpretation of the empirical evidence. We then review evidence on the causal effects of education on mortality and its two most common preventable causes: smoking and obesity. We focus attention on evidence from Randomized Controlled Trials, twin studies, and quasi-experiments. There is no convincing evidence of an effect of education on obesity, and the effects on smoking are only apparent when schooling reforms affect individuals' track or their peer group, but not when they simply increase the duration of schooling. An effect of education on mortality exists in some contexts but not in others, and seems to depend on (i) gender; (ii) the labor market returns to education; (iii) the quality of education; and (iv) whether education affects the quality of individuals' peers.

#### [Promoting Academic Engagement: University context and individual characteristics](#)

Zhiyan, Zhao (School of Management, Northwestern Polytechnical University) ; Broström , Anders (CESIS - Centre of Excellence for Science and Innovation Studies, Royal Institute of Technology) ; Jianfeng, Cai (School of Management, Northwestern Polytechnical University,)

This paper aims to explore the impact of organizational context on individuals' industry activities in Chinese universities. Academic engagement, which includes collaborative research, contract research, consulting

and other informal outreach activities, is posited as being jointly determined by organizational and individual level factors. Based on 564 Chinese scientists' survey responses, our results show that scientists perceiving their university as having a strong entrepreneurial mission or supportive policy context are more active in academic engagement. This relationship is, however, moderated by individual-level factors. Specifically, entrepreneurially oriented university mission and supportive policy are more strongly associated with intra-individual differences in academic engagement for junior scientists, and for scientists with established personal networks to industry. Our analysis also shows that several individual-level predictors of academic engagement identified in studies set in Europe and the US carry over to the Chinese context.

#### [Skilled Migration Policy and the Labour Market Performance of Immigrants](#)

Tani, Massimiliano (University of New South Wales)

This paper studies whether migration policy, besides managing a country's population size, is a suitable tool to influence immigrants' labour market outcomes. To do so, it uses a migration policy change that occurred in Australia in the late 1990s and data collected by the Longitudinal Survey of Migrants to Australia. The statistical techniques employed in the empirical analysis consistently reveal that the policy change has no detectable impact on the employment rate, wages, over-education, occupational downgrading, and (self-reported) use of skills for male immigrants, who account for about 75% of the sample, while they have a modest short-term positive impact on female immigrants. These results support the view that migration policy is an ineffective policy tool to influence migrants' labour market outcomes. However, the economic relevance of making an effective use of migrants' skills provides scope for close coordination between immigration and employment policy to ensure that efforts in attracting foreign talent are not dissipated by labour market frictions and other inefficiencies.

#### [Crushing Hope: Short Term Responses to Tragedy Vary by Hopefulness](#)

Fletcher, Jason M. (University of Wisconsin-Madison)

This research note explores the consequences of dispositional optimism and hopefulness when the environment changes. Much literature has documented the importance of a positive outlook in pursuing investments in health and education that pay off in the future. A question that has received less attention is whether a positive outlook creates resilience in the face of setbacks or whether a positive outlook may be a disadvantage in extreme circumstances, especially when there is a large mismatch between expectations and reality. This paper uses the coincidental interview schedule of the Add Health data (N=15,024) around the terrorist attack of September 11, 2001 to examine interactions with this environmental shock and previously elicited measures of hopefulness. The results suggest that increases in depressive symptoms following the attack are concentrated among those young adults who initially expressed the most hopefulness in the future as teenagers.

#### [The Effects of an Education-Leave Program on Educational Attainment and Labor-Market Outcomes](#)

Kauhanen, Antti

I study the effect of an education leave subsidy for the employed on labor-market outcomes and educational attainment using Finnish administrative linked employer-employee panel data and matching methods. The adult education allowance is available to employees with at least eight years of work experience and allows them to take a leave for 2–18 months to participate in an education program while being compensated for a substantial part of their forgone earnings. I find large positive treatment effects on educational attainment and changing occupation. The treatment effects on earnings and employment are negative during the lock-in period and close to zero afterward. Treatment effects on pseudo-outcomes are

small and with one exception not statistically significant, which supports the credibility of the identification strategy. Sensitivity analyses show that unobserved variables should have a fairly large effect on treatment assignment to change the results.

### [Nepotism, Schooling Outcomes and Economic Development](#)

Marcello Perez-Alvarez ; Holger Strulik

Schooling outcomes matter for economic development. At the same time, educational policies around the globe often fail to effectively improve them. This paper suggests perceived nepotism as an important barrier to the development of cognitive skills as schooling outcomes. We argue that students in countries that perceive labor markets to be nepotistic experience a weaker economic motive to invest in human capital. To formally motivate this relationship, we develop a dynamic general equilibrium model in which nepotism is explained as an evolving cultural norm. We test the central prediction of the model by relating the PISA scores to an indicator for perceived nepotism at the country level. The findings show that, on average, an increase in one standard deviation of the perceived nepotism indicator decreases the PISA reading scores by 0.21 standard deviations, conditioning for overall corruption perception. Several robustness checks corroborate the stability of our estimate. The analysis implies that recruitment practices in labor markets strongly shape individual's efforts to accumulate human capital. Accordingly, the consideration thereof may enhance educational policy efforts.

### [Better Together? Social Networks in Truancy and the Targeting of Treatment](#)

Magdalena Bennett ; Peter Leopold S. Bergman

Truancy correlates with many risky behaviors and adverse outcomes. We use detailed administrative data on by-class absences to construct social networks based on students who miss class together. We simulate these networks and use permutation tests to show that certain students systematically coordinate their absences. Leveraging a parent-information intervention on student absences, we find spillover effects from treated students onto peers in their network. We show that an optimal-targeting algorithm that incorporates machine-learning techniques to identify heterogeneous effects, as well as the direct effects and spillover effects, could further improve the efficacy and cost-effectiveness of the intervention subject to a budget constraint.

### [Skills, Signals, and Employability: An Experimental Investigation](#)

Piopiunik, Marc (Ifo Institute for Economic Research) ; Schwerdt, Guido (University of Konstanz) ; Simon, Lisa (CESifo) ; Woessmann, Ludger (Ifo Institute for Economic Research)

As skills of labor-market entrants are usually not directly observed by employers, individuals acquire skill signals. To study which signals are valued by employers, we simultaneously and independently randomize a broad range of skill signals on pairs of resumes of fictitious applicants among which we ask a large representative sample of German human-resource managers to choose. We find that signals in all three studied domains – cognitive skills, social skills, and maturity – have a significant effect on being invited for a job interview. Consistent with the relevance, expectedness, and credibility of different signals, the specific signal that is effective in each domain differs between apprenticeship applicants and college graduates. While GPAs and social skills are significant for both genders, males are particularly rewarded for maturity and females for IT and language skills. Older HR managers value school grades less and other signals more, whereas HR managers in larger firms value college grades more.

## 2. Sommaires de revues en éducation

### Revues francophones :

[Cahiers de la recherche sur l'éducation et les savoirs \(CRES\), Hors-série n° 6, 2018](#)

*Thème* : Les IUT : 50 ans de formation et de parcours

- ✦ Introduction. Les IUT ont 50 ans, et après ?  
Emmanuelle Leclercq
- ✦ Les IUT à leur création : des laboratoires d'innovations institutionnelles et pédagogiques  
Michel Le Nir et Jean-Yves Seguy
- ✦ Ce qui fait et ceux qui font la professionnalisation en IUT  
Stéphanie Tralongo
- ✦ La professionnalisation des formations supérieures : facettes multiples et effets incertains  
José Rose
- ✦ Les IUT : de l'autonomie à la subordination ?  
Catherine Agulhon
- ✦ Les IUT au prisme des territoires  
Catherine Soldano
- ✦ Des ambitions raisonnables et raisonnées. Accéder à l'enseignement supérieur par les IUT et les STS  
Sophie Orange
- ✦ Le parcours de transition des étudiants choisissant les IUT lors de leurs parcours au sein de l'enseignement supérieur  
Emmanuelle Leclercq et Christophe Beckerich
- ✦ L'étudiant en IUT : du singulier au pluriel  
Florian Olivier
- ✦ Entre cadrage institutionnel et bricolages individuels. Devenir ou pas animateur de module « Projet Personnel et Professionnel » en IUT  
Stéphanie Tralongo
- ✦ L'alternance sous contrat(s) salarié(s), quelle réalité pour les IUT ? Sandwich courses, what is the reality for French institutes of technology?  
Michel Le Nir
- ✦ Les professions intermédiaires des entreprises en butte à d'importantes transformations et tensions au travail

Jean-Paul Cadet, Patrick Conjard, Anne Gillet et Christophe Guitton

[Education & didactique, 2017/3 \(Vol. 11\)](#)

- Des intentions de l'auteur aux usages en classe, première réflexion sur la cohérence des usages d'une ressource  
Gilles Aldon, Mathias Front, Marie-Line Gardes
- Des consignes aux activités des élèves – une étude de cas sur les phases de la Lune en Cycle 3  
Karine Bécu-Robinault, Olivier Robin
- Évaluer la maîtrise de la numération écrite chiffrée : choix du format QCM et validité d'items d'évaluations externes  
Nadine Grapin, Nathalie Sayac
- Évolution de l'activité d'enseignement au cours de l'année : analyse à partir de la théorie de la conceptualisation dans l'action  
Gwenaël Lefeuvre, Audrey Murillo
- Évaluation formative et démarche d'investigation en mathématiques : une étude de cas  
Céline Lepareur, Michèle Gandit, Michel Grangeat
- Practice-based research : une aporie et des espoirs : Une revue critique de l'article d'Anthony S. Bryk  
Pascal Bressoux
- Associer chercheurs et praticiens à la conception d'outils didactiques ou de dispositifs innovants pour améliorer l'enseignement  
Roland Goigoux
- The Quest for Measurement (and Meaning-Making's Escape)  
Timothy Koschmann

[Sciences humaines, n°301, mars 2018](#)

- Vingt ans après Bourdieu, où en est la sociologie française ?  
Dossier coordonné par Maud Navarre
- Bourdieu et après ?  
Jean-Louis Fabiani

Les âges de la sociologie française

- Qu'est-ce que la socialisation ?  
Muriel Darmon



- Un siècle de sociologie de l'éducation  
Rencontre avec Agnès Van Zanten
- Jihadisme : le parcours des combattants  
Luc Van Campenhoudt
- Quand les inégalités se cumulent  
Nicolas Duvoux
- Enquêtes à l'hôpital  
Hélène Frouard
- Les sociologues au travail  
Michel Lallement

#### Comprendre

- Jusqu'où féminiser la langue ?  
Martine Fournier

#### Actualité de la recherche

- «L'empathie modifie le cerveau des enfants»  
Entretien avec Catherine Guéguen
- L'automobile : déclin ou renouveau ?  
Nicolas Journet
- Un millésime vieux de 8 000 ans !  
Diane Galbaud
- Méditer pour rester jeune ?  
Marc Olano
- Quand les machines détectent les pensées suicidaires  
Florine Galéron
- Hyperactif ou seulement immature ?  
Béatrice Kammerer
- Aller seul à l'école, c'est bon pour l'autonomie !  
Béatrice Kammerer
- Redoublement, quelles alternatives ?  
Christine Leroy

- Viens voir mon taf !  
Christine Leroy
- Une petite partie de bridge ?  
Christine Leroy

**Revue anglophones :**

[American Journal of Distance Education, Volume 32, Issue 1, January-March 2018](#)

- The Case for Engaging, Quality Distance Education  
Adnan Qayyum
- Effect of U-Pace Instruction on Academic Success, Learning, and Perceptions in Younger and Older Undergraduates  
Raymond Fleming, Dylan Barth, Nicole Weber, Laura E. Pedrick, Sarah E. Kienzler & Diane M. Reddy
- At-Risk High School Students Recovering Course Credits Online: What We Know and Need to Know  
Samantha L. Viano
- Analyzing the Social Networks of High- and Low-Performing Students in Online Discussion Forums  
Hajar Ghadirian, Keyvan Salehi & Ahmad Fauzi Mohd Ayub
- The Influence of Motivational Regulation Strategies on Online Students' Behavioral, Emotional, and Cognitive Engagement  
Sanghoon Park & Heoncheol Yun
- Measuring Quality in Online Education: A Meta-synthesis  
Azam Esfijani

[Assessment & Evaluation in Higher Education, Volume 43, Issue 3, May 2018](#)

- Reflective practicum in higher education: the influence of the learning environment on the quality of learning  
Andreina Bruno & Giuseppina Dell'Aversana
- Rate my attitude: research agendas and RateMyProfessor scores  
Michael Carozzi
- Honesty on student evaluations of teaching: effectiveness, purpose, and timing matter!  
Lauren McClain, Angelika Gulbis & Donald Hays
- The accuracy of student self-assessments of English-Chinese bidirectional interpretation: a longitudinal quantitative study  
Chao Han & Mehdi Riazi

- Disentangling the predictive validity of high school grades for academic success in university | Open Access  
Jonne Vulperhorst, Christel Lutz, Renske de Kleijn & Jan van Tartwijk
- The role of assessment feedback in developing academic buoyancy  
Adeela ahmed Shafi, Jenny Hatley, Tristan Middleton, Richard Millican & Sian Templeton
- A feedback model for data-rich learning experiences  
Abelardo Pardo
- Using technology to facilitate effective assessment for learning and feedback in higher education  
Susan J. Deeley
- Using peer and teacher-student exemplar dialogues to unpack assessment standards: challenges and possibilities  
Jessica To & Yiqi Liu
- The role of goal orientations in students' perceptions of classroom assessment in higher education  
Amrita Kaur, Mohammad Noman & Rosna Awang-Hashim
- Perspectives on peer-review: eight years of Aropä  
Helen Purchase & John Hamer
- The reliability and sources of error of using rubrics-based assessment for student projects  
José-Luis Menéndez-Varela & Eva Gregori-Giralt
- Synchronous discussion between assessors and assessees in web-based peer assessment: impact on writing performance, feedback quality, meta-cognitive awareness and self-efficacy  
Lanqin Zheng, Panpan Cui, Xin Li & Ronghuai Huang

[British Journal of Sociology of Education, Volume 39, Issue 2, March 2018](#)

- Performance and surveillance in an era of austerity: schooling the reflexive generation of Muslim young men  
Mairtin Mac an Ghaill & Chris Haywood
- Third-generation British-Bangladeshis from east London: complex identities and a culturally responsive pedagogy  
Aminul Hoque
- 'I never did anything wrong' – Trojan Horse: a qualitative study uncovering the impact in Birmingham  
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- Muslims, home education and risk in British society

Martin Myers & Kalwant Bhopal

- Empowering Muslim girls? Post-feminism, multiculturalism and the production of the 'model' Muslim female student in British schools  
Heidi Safia Mirza & Veena Meeto
- Accounting for British Muslim's educational attainment: gender differences and the impact of expectations  
Nabil Khattab & Tariq Modood

[Cambridge Journal of Education, Volume 48, Issue 2, April 2018](#)

- Knowledge and power: the interface between religion and education in China  
Zhenzhou Zhao
- Supported playgroups in schools: bonding and bridging family knowledge about transition to formal schooling  
Karen McLean, Susan Edwards, Maria Evangelou & Pamela Lambert
- Structured creative processes in learning playwriting: invoking imaginative pedagogies  
Paul Gardiner & Michael Anderson
- Supporting disadvantaged students in an English primary school: matters of entrepreneurial and traditional professionalism  
Amanda Keddie
- Problematizing problematisation: insights from critical pedagogy in a writing lesson in Bangladesh  
Ali Azgor Talukder & Moses Samuel
- Bringing democratic governance into practice: policy enactments responding to neoliberal governance in Spanish public schools | Open Access  
Òscar Prieto-Flores, Jordi Feu, Carles Serra & Laura Lázaro
- An exploration of school communication approaches for newly arrived EAL students: applying three dimensions of organisational communication theory  
Claudia Schneider & Madeleine Arnot
- Improving academic outcomes in poor urban schools through nature-based learning  
Michael J. Camasso & Radha Jagannathan

[Compare: A Journal of Comparative and International Education, Volume 48, Issue 2, March 2018](#)

- The national politics of educational advocacy in the context of global governance: international funding and support for civil society engagement in Cambodia  
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- Lost in translation? Comparative education research and the production of academic knowledge | Open Access  
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- Using technology to break gender barriers: gender differences in teachers' information and communication technology use in Saudi Arabian classrooms  
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- Student enrolment in Malaysian higher education: is there gender disparity and what can we learn from the disparity?  
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- 'Whatever she may study, she can't escape from washing dishes': gender inequity in secondary education – evidence from a longitudinal study in India  
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Sheila Trahar

[Community College Journal of Research and Practice, Volume 42, Issue 5, May 2018](#)

- Supporting Veteran Transitions to the Academic Setting: VA on Campus  
Ashley O'Connor, Ellen Herbst, Shannon McCaslin, Keith Armstrong, Bridget Leach & Brandina Jersky
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[The Curriculum Journal, Volume 29, Issue 1, March 2018](#)

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- Addressing the crisis in curriculum studies: curriculum integration that bridges issues of identity and knowledge  
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- A call for curriculum reform to combat refugees crisis: the case of Lebanon  
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- Explaining the Third Reich: Swedish students' causal reasoning about the Nazi seizure of power in Germany  
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- Conflicting goals of educational action: a study of teacher agency from a transactional realism perspective  
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[Education, Citizenship and Social Justice- Volume: 13, Number: 1 \(March 2018\)](#)

- Children as agents of social and community change: Enhancing youth empowerment through participation in a school-based social activism project

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- Education across the divide: Shared learning of separate Jewish and Arab schools in a mixed city in Israel  
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- Practitioner perspectives on learning for social change through non-formal global citizenship education  
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[Educational Administration Quarterly- Volume: 54, Number: 2 \(April 2018\)](#)

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[Educational and Psychological Measurement- Volume: 78, Number: 2 \(April 2018\)](#)

- Evaluation of Two Methods for Modeling Measurement Errors When Testing Interaction Effects  
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- Curve of Factors Model: A Latent Growth Modeling Approach for Educational Research  
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[Educational Review, Volume 70, Issue 3, May 2018](#)

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[Innovations in Education and Teaching International, Volume 55, Issue 1, February 2018](#)

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- The role of knowledge sharing in enhancing innovation: a comparative study of public and private higher education institutions in Iraq  
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Barry Brophy & Suzanne Guerin
- Learning to change: the rationale for the use of motivational interviewing in higher education  
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[International Journal of Educational Development, Volume 58, January 2018](#)

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Jennifer Iriti, Lindsay C. Page, William E. Bickel
- Improving educational and financial effectiveness through innovation: A case study of Southern New Hampshire University's College for America  
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Australian school practices and the education experiences of students with a refugee background: a review of the literature

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An analysis of alterity in teachers' inclusive pedagogical practices

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How students with autism spectrum conditions understand traditional bullying and cyberbullying

Yoon-Suk Hwang, Julie Dillon-Wallace, Marilyn Campbell, Jill Ashburner, Beth Saggars, Suzanne Carrington & Kirstine Hand

Raising levels of school student engagement and retention in rural, regional and disadvantaged areas: is it a lost cause?

Jeanne Maree Allen, Suzie Wright, Neil Cranston, Jane Watson, Kim Beswick & Ian Hay

Agency in the darkness: 'fear of the unknown', learning disability and teacher education for inclusion

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Why teachers find it difficult to include students with EBD in mainstream classes

Ulrika Gidlund

[International Journal of Research & Method in Education, Volume 41, Issue 2, April 2018](#)

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Yvonne Hallesson & Pia Visén
- Creating a space for student voice in an educational evaluation  
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- Exploring the Boundaries of Career Calling: The Moderating Roles of Procedural Justice and Psychological Safety  
Jiatian Chen, Douglas R. May, Catherine E. Schwoerer, and Bob Augelli
- Acculturation, Enculturation, Gender, and College Environment on Perceived Career Barriers Among Latino/a College Students  
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[Journal of Curriculum Studies, Volume 50, Issue 2, April 2018](#)

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- Approaching twenty-first century education from a cosmopolitan perspective  
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- ✧ Caught up in the past? Social inclusion, skills, and vocational education and training policy in England  
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- ✧ Mapping the typology of transition systems in a liberal market economy: the case of Canada  
Christine Helen Arnold, Leesa Wheelahan, Gavin Moodie, Jacqueline Beaulieu & Jean-Claude Taylor-Cline
- ✧ Youth enterprise: the role of gender and life stage in motivations, aspirations and measures of success  
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- ✧ Does distance matter? A study of married Indian women professionals staying away from families to pursue higher studies  
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- ✧ International experience, universities support and graduate employability – perceptions of Chinese international students studying in UK universities  
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- ✧ Building community bonds, bridges, and linkages to promote the career readiness of high school students in the United States  
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- ✧ VET students' integration of knowledge engaged with in school-based and workplace-based learning environments in the Netherlands  
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- ✧ Teacher educators, othering and the outsider

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- ✦ The professional learning needs and priorities of higher-education-based teacher educators in England, Ireland and Scotland  
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- ✦ 'I love a curry': student-teacher discourse around 'race' and ethnicity at a UK university  
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- ✦ Community-based teacher professional development in remote areas in Indonesia  
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Perceptions of pre-service teachers on mentor teachers' roles in promoting inclusive practicum: case studies in U.S. elementary school contexts  
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- ✦ An exploratory study of school counselling teachers' motivation changes  
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Taking an active role in our pre-service teachers' overseas teaching experiences: a report on an experiential learning project in China  
Benjamin Luke Moorhouse

[Journal of European Social Policy, Volume: 28, Number: 1 \(February 2018\)](#)

- Investing in education in Europe: Evidence from a new survey of public opinion  
Marius R. Busemeyer, Julian L. Garritzmann, Erik Neimanns, and Roula Nezi

[Perspectives: Policy and Practice in Higher Education, Volume 22, Issue 2, April 2018](#)

- Higher education and inequality  
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- Aligning corporate and financial plans in teaching intensive universities  
Rhona Sharpe
- An initial analysis and reflection of the metrics used in the Teaching Excellence Framework in the UK  
J. W. Gillard

- The west, the rest and the knowledge economy: a game worth playing?  
Svetlana Kostrykina, Kerry Lee & John Hope

[Scandinavian Journal of Educational Research, Volume 62, Issue 2, April 2018](#)

- Recruitment to Teaching: The Changing Impact of Social Origins in Norway 1975–2010  
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- Antiracism Education? A Study of an Antiracism Workshop in Finland  
Aminkeng Atabong Alemanji & Boby Mafi
- “Behind the Words”: Negotiating Literal/Figurative Sense When Translating the Lyrics to a Children’s Song in Bilingual Preschool  
Anne Kultti & Niklas Pramling
- Identifying Mechanisms of Teaching Practices: A Study in Swedish Comprehensive Schooling  
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- Establishing Scientific Discourse in Classroom Interaction Teacher Students’ Orientation to Mundane Versus Technical Talk in the School Subject Norwegian  
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- Learning about “Half”: Critical Aspects and Pedagogical Strategies in Designed Preschool Activities  
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- The Value of Assessing Pupils’ Academic Self-Concept  
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- Seeking Understanding of Foreign Language Teachers’ Shifting Emotions in Relation to Pupils  
Maria Ruohotie-Lyhty, Aino Korppi, Josephine Moate & Tarja Nyman
- Psychometric Properties of an Instrument to Measure Social and Pedagogical School Climate Among Teachers (PESOC)  
H. Hultin, L. Ferrer-Wreder, K. Eichas, M. Karlberg, L. Grosin & M.R. Galanti
- The New Generation of Auditors Meeting Praxis: Dual Learning’s Role in Audit Students’ Professional Development  
Lena Agevall, Pernilla Broberg & Timurs Umans

[Teaching in Higher Education, Volume 23, Issue 3, April 2018](#)

- Bullying in the academy: understanding the student bully and the targeted ‘stupid, fat, mother fucker’ professor  
Amy May & Kelly E. Tenzek
- Tensions and striving for coherence in an academic’s professional identity work | Open Access



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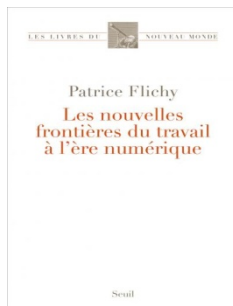
- A qualitative investigation of student engagement in a flipped classroom  
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- Articulating identities and analyzing belonging: a multistep intervention that affirms and informs a diversity of students  
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- Psychological capital and performance among undergraduate students: the role of meaning-focused coping and satisfaction  
Alberto Ortega-Maldonado & Marisa Salanova

[Youth & Society- Volume: 50, Number: 3 \(April 2018\)](#)

- “Expressive Cool” and the Paradox of Black and White Males’ Neighborhood Socialization Toward Education  
Odis Johnson, Jr.
- School Disorder, School Connectedness, and Psychosocial Outcomes: Moderation by a Supportive Figure in the School  
Noelle M. Hurd, Saida Hussain, and Catherine P. Bradshaw
- Risk and Resilience Factors Associated With Formal and Informal Income Generation Among Homeless Young Adults in Three U.S. Cities  
Kristin M. Ferguson, Kimberly Bender, and Sanna J. Thompson
- Differences in Study Motivation Within and Between Genders: An Examination by Gender Typicality Among Early Adolescents  
Wendelien Vantieghem and Mieke Van Houtte
- Multiple Facets of Self-Control in Arab Adolescents: Parallel Pathways to Greater Happiness and Less Physical Aggression  
Belle Gavriel-Fried, Tammie Ronen, Qutaiba Agbaria, Hod Orkibi, and Liat Hamama

- “Students Getting Pregnant Are Not Gonna Go Nowhere”: Manifestations of Stigma in Adolescent Mothers’ Educational Environment Autumn  
M. Bermea, Michelle L. Toews, and Leila G. Wood

### 3. Livres intéressants



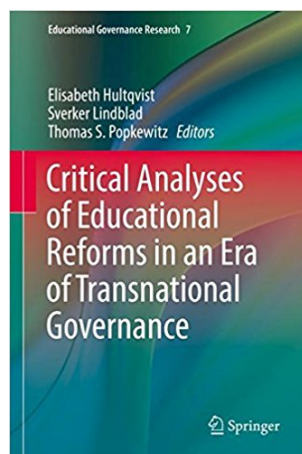
Flichy, P. (2017). **Les nouvelles frontières du travail à l'ère numérique**. Paris, France : Seuil, 432 pages - EAN 9782021368482 - 24.00 € TTC

La révolution numérique est au cœur des mutations que connaît aujourd’hui le travail. À tel point que certains y voient la cause principale de la précarisation de l’emploi et dénoncent l’« ubérisation » de l’économie, qui annoncerait la fin du salariat, voire celle du travail lui-même. Cette lecture ne perçoit qu’une partie du problème. Elle ignore en effet une autre révolution silencieuse actuellement à l’œuvre : la recherche par les individus de nouveaux rapports au travail. De plus en plus d’hommes et de femmes souhaitent gagner en autonomie, se singulariser, valoriser leur réputation, se réaliser dans ce qu’ils font. Le numérique leur fournit la possibilité de rapprocher leur travail et leurs passions, de mobiliser leurs ressources personnelles pour inventer des formes d’activités à travers lesquelles ils puissent se définir. En analysant les tentatives qui se font jour de travailler autrement, cet ouvrage montre comment se substitue à la longue tradition de l’autre travail, anciennement confiné dans l’espace domestique ou celui du voisinage, un travail ouvert, court-circuitant l’organisation des professions et associant l’économie collaborative marchande à l’économie du partage non marchande.

Si ces utopies pratiques nécessitent de repenser le compromis social sur des bases renouvelées pour garantir à tous les mêmes droits, les voies d’émancipation qu’elles inspirent redéfinissent entièrement la question du travail : l’enjeu n’est plus désormais de s’en libérer, mais de le libérer.

Hultqvist, E., Lindblad, S. & Popkewitz, T. S. (dir.) (2018). **Critical Analyses of Educational Reforms in an Era of Transnational Governance**. Basel, Switzerland : Springer International

This book represents a set of critical analyses of educational reforms where issues of transnational governance are of vital concern. It focuses on different aspects of, and practices in educational reform-making, and in particular on governing techniques and the working of new agencies such as supranational and multinational organizations. In addition, the book examines contemporary issues of immigration/immigrants in the politics of schooling, by reflecting on matters of migration, and problematizing how concepts such as exclusion and abjection make the migrants appear “failed”, “insufficient”



Hultqvist, E., Lindblad, S. & Popkewitz, T. S. (dir.) (2018). ***Critical Analyses of Educational Reforms in an Era of Transnational Governance***. Basel, Switzerland : Springer International Publishing, 2018

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The book provides theoretical insights into critical relations between knowledge and power, governance and governmentality, and notions concerning educational systems, as well as how these are compared. The central themes of the book are models for organizing and reflecting on transnationalization and educational reforms. In its discussion of those themes, the focus lies on changing conceptions of education and the educational system; on how school or teacher education is adapting to discourses of effectiveness and efficiency; and on their transformation according to standardized templates. Such changing conceptions define the meanings of education and educational progress; they are important for the identification and analysis of educational knowledge, and for critical discourses on education in society.



Therriault, G., Baillet, D., Carnus, M.-F. & Vincent, V. (dir.). ***Rapport au(x) savoir(s) de l'enseignant et de l'apprenant. Une énigmatique rencontre***. Louvain, Belgique : De Boeck Supérieur, 2018. ISBN : 9782807313361. 36 €

Comment interagissent les rapports au(x) savoir(s) de l'enseignant et de l'apprenant ? Voilà la question au cœur de cet ouvrage qui se veut une première exploration de cette rencontre énigmatique.

