



# Veille de l'IREDU n° 6

15 mars 2018

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## 1. Ressources sur le Web

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

Sandrine Foulon et Vincent Grimault. [Formation professionnelle : pourquoi ça marche si mal.](#)

Alternatives économiques, 2 mars 2018

Le « big bang » de la formation professionnelle que doit annoncer la ministre du Travail ce lundi peut-il mettre fin à un système inégalitaire ? Retour sur les blocages.

Jean Gadrey. [Inégalités professionnelles : la maternité n'explique pas tout.](#) Alternatives économiques, 8 mars 2018

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

[L'Inspection générale souhaite une autre territorialisation de l'Education.](#) L'expresso du 5 mars 2018

"L'équité territoriale demande une administration centrale concentrée sur les territoires, confiante dans leur capacité à co-réguler, avec elle, les effets de la diversité et à adopter localement les meilleures stratégies pour l'aboutissement de priorités nationales clairement énoncées. Cette confiance dans les acteurs locaux et les responsables académiques peut se traduire par une déconcentration et une responsabilisation renforcée, en particulier dans les domaines budgétaire et de ressources humaines". Publié le 2 mars, le rapport annuel des inspections générales consacré aux "territoires éducatifs" fait date. Il recommande un nouveau découpage territorial de l'éducation nationale privilégiant les 17 recteurs de région académique. Surtout il envisage de supprimer l'écart entre le pédagogique et l'administratif pour installer une "ligne directe du ministre à la classe". En accélérant la décentralisation de l'éducation, les inspecteurs veulent rapprocher le pilotage de la classe. Il n'est pas certain que les enseignants apprécient...

[Qu'est ce qui satisfait les profs de science ?](#) L'expresso du 6 mars 2018

A quoi est lié le plaisir d'enseigner les sciences ? La question n'a pas été posée par le ministère de l'Education nationale, mais par l'OCDE aux professeurs de 19 pays ayant accepté de participer à cette enquête associée à Pisa. La France n'en fait malheureusement pas partie. Mais les résultats, que l'OCDE vient de faire connaître, concernent des pays voisins comme l'Allemagne, l'Espagne ou l'Italie ou plus éloignés comme les Etats Unis, le Brésil ou Hong Kong. Il est question de vocation mais aussi de discipline...

[Le Conseil supérieur de l'éducation ne veut pas de Parcoursup.](#) L'expresso du 6 mars 2018

Qui veut encore de Parcoursup ? Apparemment personne. Soumis au vote du Conseil supérieur de l'éducation, le décret instituant Parcoursup a été rejeté par 36 voix contre et 0 pour. Il ne s'est trouvé personne pour soutenir cette réforme défendue par le premier ministre lui même. Comment expliquer cela ?

[Harcèlement : Le paradoxe français](#). L'expresso du 6 mars 2018

Alors que la lutte contre le harcèlement est un des rares exemples, avec celle contre le décrochage, de politique éducative réussie en France, une nouvelle publication de Pisa remet la situation de la France dans une perspective internationale. Et Pisa éclaire d'un jour assez intéressant la situation française qui, on va le voir, ne manque pas de paradoxe.

[Roland Goigoux : Trois démentis et deux invitations](#). L'expresso du 6 mars 2018

Pris à parti, parmi d'autres, dans un récent rapport de la Cour des comptes, Roland Goigoux revient sur les conditions et les résultats de son étude "Lire et écrire au CP" pour contester mot par mot les affirmations de la Cour. Il invite la Cour à réviser son jugement.

[Le Québec se dote d'un Ordre d'excellence en éducation](#). L'expresso du 6 mars 2018

" L'Ordre de l'excellence en éducation du Québec concrétise la volonté du gouvernement du Québec de souligner officiellement le mérite de celles et ceux qui se distinguent par leur participation au rehaussement de l'enseignement québécois", annonce le ministre québécois de l'éducation. L'ordre comptera trois niveaux de membre simple à membre émérite. Les établissements scolaires pourront proposer des nominations. Cette création a été mal accueillie par les syndicats. Notamment la FAE estime que "c'est l'ensemble de la profession que le ministre doit reconnaître". " Les profs ne veulent pas d'un prix. Ils demandent que leur expertise soit reconnue et que les services soient au rendez-vous. Depuis sa nomination, il y a deux ans, le ministre Proulx a systématiquement rejeté les solutions des enseignantes et enseignants pour reconnaître leur expertise et leur autonomie. Le ministre refuse encore et toujours de mettre en place des balises qui élimineraient les in! gérances pédagogiques dont les profs sont victimes. Dans la Loi sur l'instruction publique, il ne les reconnaît pas comme les premiers experts de la pédagogie au Québec. Au contraire, ses décisions ajoutent à la lourdeur bureaucratique que doit déjà subir le personnel enseignant", estime le syndicat. Pour lui la création de cet ordre " contribue à la détresse psychologique du personnel enseignant"

[Edubref : D'où viennent les programmes scolaires ?](#) L'expresso du 6 mars 2018

"Les controverses sur les programmes scolaires sont fréquentes. Une fois c'est l'enseignement de l'histoire qui est au cœur des polémiques, une autre fois le prédicat, une autre fois encore l'apprentissage de la lecture... Chacun peut avoir son avis sur la question, mais a-t-on les idées claires sur la façon dont se décident les contenus d'enseignement et ce que recouvrent des notions comme les programmes, le curriculum ou les méthodes pédagogiques ?" Avec "Edubref" , l'IFé publie une nouvelle série de notes qui veulent présenter "l'essentiel pour comprendre les questions éducatives".

[Orientation : Les élèves inégaux socialement devant les stages et l'apprentissage](#). L'expresso du 6 mars 2018

" Ne pas trouver de lieu d'apprentissage peut conduire un collégien à renoncer à une orientation et ne pas faire le stage souhaité en troisième peut rendre difficile le choix d'une orientation professionnelle à emprunter au sortir du collège. La mise en perspective des entretiens et des questionnaires des deux enquêtes rend compte d'expériences de stages inégalitaires et de « formations empêchées » pour une partie des élèves, pour qui les champs des possibles se restreignent très tôt dans le parcours de formation". L'INJEP publie les résultats de deux enquêtes sur la recherche de stages en 3ème et sur l'accès à l'apprentissage.

[Roland Goigoux : Comment améliorer l'Ecole ?](#) L'expresso du 7 mars 2018

L'Ecole peut-elle s'améliorer et si oui comment ? Une première réponse a été apportée par Anthony S. Bryk dans un article analysé par le Café pédagogique en janvier 2018. A. S. Bryk explique pourquoi tant de programmes scientifiques "basés sur la preuve" échouent en classe. Bien loin de la généralisation de "bonnes pratiques" imposées aux établissements, il montre l'importance de l'accompagnement des enseignants ou plutôt des "communautés d'amélioration". Rebondissant sur cet apport théorique de Bryk, Roland Goigoux, dans Education & didactique (volume 11 numéro 3) définit 4 principes pour une recherche intégrée à la pratique. Une réflexion sur la transposition des savoirs scientifiques dans la classe qui implique une participation effective des enseignants, un véritable échange de savoirs avec les chercheurs.

[Rémi Brissiaud : Rapport Villani : Erreur de diagnostic.](#) L'expresso du 7 mars 2018

Dans la première partie de ce texte, nous avons vu que, sans le dire, le rapport Villani-Torossian s'inscrit dans la continuité des programmes de 2015 en recommandant de favoriser une entrée directe dans le calcul, sans faire le détour par l'usage du comptage-numérotage : il est préférable de définir directement 8 comme  $7+1$ ,  $5+3$ ,  $4+4$ ,  $10-2$ , etc., que comme 12315678, 8. Mais il s'affiche spectaculairement en rupture avec ces programmes en recommandant que l'entrée dans le calcul se fasse dès le CP à partir de l'addition et la soustraction, comme aujourd'hui, mais aussi de la multiplication et la division, comme cela se faisait avant 1970.

[Marie Duru-Bellat : Blanquer et la science.](#) L'expresso du 7 mars 2018

" Ni les comparaisons internationales ni les recherches quelles qu'elles soient ne dictent les pistes à suivre. Piloter scientifiquement l'école n'est pas pour demain, même si c'était le rêve du ministre... Sa tâche est plus complexe", écrit Marie Duru-Bellat dans un article où elle démonte la tentation de s'en remettre aux neurosciences pour piloter l'école et souligne le risque d'instrumentalisation de la science.

[Angleterre : Le gouvernement envoie l'armée pour restaurer la discipline dans les écoles.](#) L'expresso du 7 mars 2018

Damian Hinds, secrétaire à l'éducation, et son collègue de la Défense ont annoncé un programme de soutien aux anciens militaires qui voudront devenir enseignants. A partir de septembre ils bénéficieront d'une bourse de 45 000 euros. "Nos vétérans ont un monde d'expérience et d'expertise qu'ils peuvent partager dans la salle de classe, enseignant aux élèves les compétences dont ils ont besoin pour réussir comme le leadership et l'autodiscipline", a notamment déclaré, selon le Daily Mail, le ministre de l'éducation. Ces bourses ne seront offertes que dans les disciplines en pénurie d'enseignants : maths, langues, SVT, physique chimie, informatique.

[Parité : Les inégalités demeurent à l'Education nationale.](#) L'expresso du 8 mars 2018

Dans l'éducation nationale, même les disciplines scolaires ont un sexe. Le phénomène est bien connu chez les élèves et l'institution scolaire développe des programmes pour lutter contre. Mais cela a peu de chance de convaincre quand, par exemple, le prof de maths a deux chances sur trois d'être un homme et le professeur d'anglais une femme. Autant dire que la prééminence des hommes est bien installée dans l'institution scolaire. Plus un poste est haut placé dans la hiérarchie plus on y trouve des hommes et vice versa. Si N. Vallaud Belkacem avait tenté d'inverser la situation en nommant

symboliquement autant de femmes que d'hommes chez les recteurs, JM. Blanquer n'a pas ce souci. Quand il nomme en février 2018 quatre nouveaux recteurs ce sont 4 hommes...

[Parité : Comment l'Education nationale continue à amplifier les inégalités](#). L'expresso du 8 mars 2018  
D'un coté les grands principes, de l'autre la réalité des pratiques. Cette règle s'applique aussi à la parité entre les femmes et les hommes dans l'Education nationale. Si le principe est affiché, les pratiques continuent à favoriser les hommes dans la promotion. La création de la nouvelle classe exceptionnelle devrait même dégrader sensiblement la situation des femmes. Comment est -ce possible ? Démonstration dans le premier degré...

[Claire Berest : Vers une culture de l'égalité filles-garçons à l'Ecole ?](#) L'expresso du 8 mars 2018  
L'Ecole peut-elle devenir le lieu où apprendre à construire ensemble l'égalité entre filles et garçons ? Assurément pour Claire Berest, enseignante au lycée de l'Iroise à Brest, qui travaille concrètement à tisser cette culture de l'égalité. En tant que professeure de lettres, elle mène des projets divers pour combattre avec les élèves les stéréotypes de sexe ou les déterminismes d'orientation. En tant que « référente mixité » de son établissement, elle anime un groupe de travail avec ses collègues pour élaborer une charte de l'égalité entre filles et garçons susceptible d'interroger les comportements dans la cité scolaire. Eclairages sur les défis à relever, essentiels, et les actions menées, transférables...

[Bac : Le décret affaiblit le diplôme national](#). L'expresso du 13 mars 2018  
Rien ne se passe comme prévu dans ce dossier de la réforme du bac. Après des choix ministériels qui revenaient assez largement sur le rapport Mathiot, le ministre a présenté le 14 février sa réforme du bac dressant les contours d'un diplôme qui resterait national. Or au final, les projets de décret et d'arrêtés publiés le 12 mars atténuent fortement la dimension nationale de l'examen. Ils vont même jusqu'à remettre le choix de la note finale en contrôle continu au seul chef d'établissement, qui n'envisage pourtant pas de corriger les copies... Est-ce pour cacher tout cela que le ministère a envoyé au dernier moment les projets de textes aux syndicats ? Résultat des syndicats sont furieux de ces manoeuvres. Le Conseil supérieur de l'éducation prévu le 12 mars n'a pas pu se tenir faute de quorum. Le nouveau bac est déjà marqué par le vieux monde...

[Le pilotage aux résultats ça ne marche pas constate Bill Gates](#). L'expresso du 15 mars 2018  
La Fondation Bill and Melinda Gates ne financera plus le programme d'évaluation des enseignants. Elle reconnaît l'échec de ces programmes de pilotage par les tests et de pression sur les enseignants. Depuis des années, la Fondation lancée par le fondateur de Microsoft finance des programmes de tests qui vont jusqu'à faire évaluer les enseignants par les élèves. Ces batteries de tests doivent permettre de détecter les écoles faibles et les obliger à s'améliorer. L'évaluation des enseignants est au coeur de ces tests. Là aussi il s'agit de détecter les mauvais enseignants et de les obliger à faire mieux. Dans sa dernière lettre , la Fondation annonce qu'elle ne financera plus ces tests car les résultats ont été décevants. Elle souligne que les tests ont été mis en place de façon différente selon les districts scolaires et souligne l'importance du contexte local pour améliorer l'Ecole. La Fondation Bill and Melinda Gates, outre ses moyens, a une grande influence sur les adminis! trateurs de l'éducation aux Etats Unis.

CEDEFOP. [Skill needs anticipation: systems and approaches. Analysis of stakeholder survey on skill needs assessment and anticipation](#). 9 mars 2018. ISBN: 978-92-2-130248-3

This publication is a product of the joint survey, among key constituents and partners, conducted by the International Labour Organization (ILO), Cedefop, the European Training Foundation (ETF) and the Organisation for Economic Cooperation and Development (OECD).

The survey addressed ministries of labour and education, and trade unions and employer organisations in 61 countries on systems, approaches and institutional frameworks for skills needs assessment and anticipation. It included questions about the partners, the modes of collaboration and coordination, the use of the outcomes in policy formulation, and the challenges in implementation.

### ***Repéré sur : Cereq.fr***

Julien Calmand, Marie- Hélène Prieur, Odile Wolber. [Los inicios de carrera de los doctores: una fuerte diferenciación de las trayectorias profesionales](#). Calificaciones y empleo n°101 décembre 2017 4pp.

Para los doctores titulados en 2010, la principal salida sigue siendo la investigación. En la investigación pública, sus trayectorias profesionales durante los cinco primeros años de vida activa son sinónimos de tránsitos más o menos largos por empleos de duración determinada. Estos itinerarios contrastan con los de los doctores que se orientan muy tempranamente hacia los empleos del sector privado.

Jean-Marie Dubois, Patrick Rousset. [La adaptación de las competencias, un desafío para las empresas del sector digital](#). Calificaciones y empleo n°102 décembre 2017 4pp.

En el sector digital la innovación está en el corazón del crecimiento. Para favorecerla, las empresas deben más que en otros sectores reclutar personal calificado y cuidar el mantenimiento y renovación de las competencias de sus trabajadores. La formación inicial, la formación continua en sus diferentes formas y la alternancia se utilizan en gran medida en un continuum que podría prefigurar una tendencia más general.

Vanessa Di Paola, Arnaud Dupray, Dominique Epiphane, Stéphanie Moullet. [Acceso de mujeres y hombres jóvenes a los empleos gerenciales, una igualdad engañosa](#). Calificaciones y empleo n°103 décembre 2017 4pp.

Por primera vez en 2013, el porcentaje de mujeres jóvenes que tres años después de su entrada en el mercado de trabajo ocupaban un puesto de mando medio y superior, se volvió equivalente a la de los hombres jóvenes. Sin embargo, su acceso a los puestos de gerentes al comienzo de la vida profesional sigue sin estar a la altura de la importancia de su inversión educativa. La evolución de su nivel de diploma es superior a la recuperación lograda al acceder más masivamente que antes al puesto gerencial.

### ***Repéré sur : Crifpe.com***

Beauchamp-Goyette, F. (2017). [Valider la formation universitaire autodidacte ? La reconnaissance des acquis formels et informels dans les universités québécoises](#). Mémoire de maîtrise inédit, Université de Montréal (Faculté des sciences de l'éducation), Montréal, Québec.



Deshayes, K. (2017). [Les conceptions d'apprentissage des étudiants étrangers et les facteurs influençant leurs capacités d'adaptation face au processus de transition vécu.](#) Mémoire de maîtrise inédit, Université de Montréal (Faculté des sciences de l'éducation), Montréal, Québec.

Fonseca, G. (2017). [Trayectorias de Permanencia y Abandono de Estudios Universitarios: una aproximación metodológica mixta.](#) Thèse de doctorat inédite, Université de Montréal (Faculté des sciences de l'éducation), Montréal, Québec.

Gauthier-Lacasse, M. (2017). [Les impacts de la Gestion Axée sur les résultats en éducation au Québec sur la condition enseignante : une perspective inspirée de Horkheimer et Adorno.](#) Mémoire de maîtrise inédit, Université de Montréal (Faculté des sciences de l'éducation), Montréal, Québec.

Jouni, A. (2017). [Intégration de la démarche d'évaluation et des TIC mobiles \(iPad\) au préscolaire.](#) Mémoire de maîtrise inédit, Université de Montréal (Faculté des sciences de l'éducation), Montréal, Québec.

Querrien, D. (2017). [Influence d'une formation continue sur les croyances, les représentations et les pratiques d'enseignants et de conseillères pédagogiques à l'égard de l'intégration des élèves allophones.](#) Thèse de doctorat inédite, Université Laval, Québec, Québec.

Ramde, P. (2017). [L'appropriation du changement de politiques universitaires par les acteurs en Afrique subsaharienne, entre le local et le global : le cas de la réforme Licence-Master-Doctorat au Burkina Faso.](#) Thèse de doctorat inédite, Université de Montréal (Faculté des sciences de l'éducation), Montréal, Québec.

Rogers, P. (2018). [Tracing Neoliberal Governmentality in Education: Disentangling Economic Crises, Accountability, and the Disappearance of Social Studies.](#) Thèse de doctorat inédite, University of Ottawa (Faculty of Education ), Ottawa, Ontario.

Association québécoise des cadres scolaires (AQCS) (2018). [Recommandations de l'AQCS concernant le financement de la formation générale des adultes, de la formation professionnelle et des services aux entreprises dans le réseau des commissions scolaires.](#) Québec, Québec : AQCS.

Cowley, P. & Easton, S. (2018). [Report Card on Ontario's Secondary Schools 2018.](#) Vancouver, British Columbia, Canada : Fraser Institute.

Ministère de l'Éducation et de l'Enseignement supérieur (2017). [Rapport d'évaluation. Effets du renouveau pédagogique au secondaire sur les étudiants du collégial \(projet ERES-Collégial\).](#) Québec, Québec : Gouvernement du Québec.

***Repéré sur : Education.gouv.fr***

Fanny Thomas. [Résultats définitifs de la session 2017 du baccalauréat : 79 % d'une génération est titulaire du baccalauréat.](#) Note d'information - N° 18.03 - mars 2018

Avec 732 700 candidats et 643 800 bacheliers, le taux de réussite atteint 87,9 % à la session 2017 : 90,6 % en général, 90,4 % en technologique et 81,5 % en professionnel. Il diminue très légèrement dans la voie technologique, et de façon plus marquée dans les voies générale et professionnelle en recul de près d'un point. La proportion de bacheliers dans une génération fluctue entre 78 % et 79 % depuis quatre sessions. Elle augmente très légèrement cette année (+ 0,3 point), la hausse dans la voie générale étant partiellement compensée par la baisse dans la voie professionnelle. Elle atteint 79,1 % en 2017.

À la session 2017, l'espérance d'obtenir le baccalauréat pour un élève de sixième sous statut scolaire est la plus forte dans les académies d'Île-de-France, de Corse, de Lyon, de Rennes et de Toulouse. Dans toutes les académies, les voies générale et technologique sont prépondérantes dans l'accès au baccalauréat des jeunes de sixième.

En place depuis 2015 dans la voie professionnelle, l'unité facultative de mobilité concerne 3 % des candidats. Elle est plus répandue dans les spécialités autour des métiers de bouche et des services.

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

Sylvain Dernas, Amandine Verchère, François Johany, Arnaud Siméone, Sylvie Lardon. [Évaluer l'effet de professionnels dans une activité collaborative au service de l'accompagnement de l'orientation des étudiants. Une entrée en animatique des groupes par l'étude des conflits socio-cognitifs..](#) Revue Phronesis, Institut de recherche sur les pratiques éducatives/Champ social, 2018, 7 (1), pp.24-44.

Résumé : L'évaluation de dispositif collaboratif d'accompagnement est un élément sensible qui interroge notamment l'effet des accompagnants. La littérature scientifique s'est notamment appuyée sur la notion de conflit socio-cognitif pour étayer cette perspective. Dans cet article, nous étudions le cas spécifique du déroulement d'un dispositif collaboratif visant à favoriser l'orientation d'étudiant vétérinaires, avec la collaboration d'enseignants et de praticiens. L'évaluation mixte proposée du processus et de ces effets éclaire sur le rôle de ces professionnels, dans une perspective d'animatique des groupes. L'asymétrie de statuts, les rôles définis, le maintien d'un climat social propre à la génération d'un conflit socio-cognitif apparaissent comme essentiels dans tout dispositif d'accompagnement.

Pierre-Yves Bernard, Christophe Michaut. [Pourquoi les filles décrochent-elles? L'effet du genre sur l'expérience du décrochage scolaire.](#) Éducation et formations, Ministère de l'éducation nationale, 2018, 96, pp.97-112.

Résumé : Filles et garçons en décrochage ont-ils connu des parcours scolaires similaires et avancent-ils les mêmes motifs d'interruption de leurs études ? Dans quelles situations se trouvent ces jeunes quelques mois après leur décrochage ? S'appuyant sur une enquête réalisée auprès de 2 945 jeunes en situation de décrochage, les analyses multivariées révèlent que les filles, qui représentent 42 % de l'échantillon, ont vécu leur scolarité dans un environnement social plus précaire. Si leur performance scolaire antérieure diffère peu de celle des garçons, elles manifestent, tout au long de leur scolarité, un engagement plus soutenu dans leurs études et considèrent que leur décrochage résulte davantage de problèmes personnels, d'une peur de l'échec, de difficultés à répondre aux exigences scolaires et d'une orientation subie. Les garçons attribuent plus fréquemment leur rupture au souhait de gagner de l'argent et d'exercer une activité professionnelle. Ce plus[...]



Daniel Thin. [L'introuvable démission des parents des classes populaires](#). Le magazine de l'éducation, TechEduLab, 2018.

Résumé : Le discours sur la démission des parents des familles populaires les plus démunies concernant l'école est récurrent malgré les démentis des recherches sur le rapport de ces familles à la scolarisation. Il est vécu comme fortement stigmatisant et injuste par les parents concernés. Or la recherche souligne au contraire la « centralité de l'école » dans les familles populaires qui ont bien saisi que l'école offre la chance principale de salut social pour leurs enfants. Pour autant, celui-ci ne se traduit pas toujours par des pratiques d'investissement scolaire conformes aux attentes de l'institution scolaire et des enseignants.

***Repéré sur : ife.ens-lyon.fr***

Anne-Françoise Gibert, Olivier Rey. [D'où viennent les programmes scolaires ?](#) Édubref, mars 2018

Les controverses sur les programmes scolaires sont fréquentes. Une fois c'est l'enseignement de l'histoire qui est au cœur des polémiques, une autre fois le prédicat, une autre fois encore l'apprentissage de la lecture... Chacun peut avoir son avis sur la question, mais a-t-on les idées claires sur la façon dont se décident les contenus d'enseignement et ce que recouvrent des notions comme les programmes, le curriculum ou les méthodes pédagogiques ?

Claire Joubaire. [\(Ré\)écrire à l'école, pour penser et apprendre](#). Dossier de veille de l'IFÉ, n° 123, mars 2018

Nous vivons dans un monde qui accorde une place importante à l'écrit. Aussi la maîtrise de l'écriture est-elle un enjeu important, parce qu'elle conditionne l'insertion sociale des individus et qu'elle participe à la construction des élèves en tant que sujets. Ce Dossier de veille a pour objectif de proposer des repères sur les recherches actuelles concernant l'apprentissage et l'enseignement de l'écriture à l'école.

Une première partie présente les différentes facettes de cette activité, tout à la fois activité cognitive, production langagière et pratique sociale : il s'agit ainsi de faire le point sur la définition de l'écriture en tant qu'activité complexe, en mettant en regard diverses approches de cet objet de recherche. La deuxième partie s'intéresse aux recherches centrées sur les élèves, de leur progressive entrée dans l'écrit, dès l'école maternelle, jusqu'au développement de leur pratiques d'écriture au cours de l'adolescence. La troisième partie est quant à elle orientée sur les recherches portant sur le travail enseignant, qui décrivent et questionnent les pratiques actuelles afin de proposer des pistes d'évolution favorables à l'apprentissage de l'écriture.

SMADJA Catherine. [Faire d'un système rénové de formation professionnelle un outil majeur d'égalité au travail entre les femmes et les hommes](#). Paris : Conseil supérieur de l'égalité professionnelle entre les femmes et les hommes, 03/2018

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.

[Vers l'égalité Femmes-Hommes ? Chiffres Clés 2018](#). Paris : Ministère de l'Enseignement supérieur et de la Recherche, 03/2018

Que nous disent ces chiffres clés ? Que beaucoup reste encore à accomplir ! Les femmes ne pâtissent pas d'une situation initiale défavorable. Elles continuent de s'investir dans les études supérieures et sont même plus diplômées que les hommes pour la plupart des diplômes de l'enseignement supérieur, à l'exception notable des diplômes d'ingénieur et de doctorat. Les disciplines qu'elles choisissent sont déjà un indicateur des stéréotypes qu'il faut déconstruire à l'aune des études scientifiques menées sur ces sujets.

Par ailleurs, les différentes lois visant à améliorer la parité dans les instances de direction produisent leurs effets, notamment avec la féminisation des conseils centraux des universités, sans pour autant influencer sur les inégalités de carrière. Les femmes restent moins présentes dans les corps les plus élevés d'enseignant chercheur et de chercheur, et sont encore très peu nombreuses parmi les présidences d'université et d'organismes de recherche. Dans l'ensemble de l'économie, malgré la qualité de leur formation, elles bénéficient d'une moindre insertion professionnelle, et sont insuffisamment présentes dans les activités de recherche et d'innovation. Les inégalités entre les sexes, dans les formations et dans les carrières, sont donc toujours d'actualité. Des progrès sont accomplis, mais ils restent insuffisants et appellent à la vigilance et à l'action. De ces inégalités résulte une insuffisante mobilisation de toutes les compétences et de tous les talents au service de notre nation. C'est pour agir sur l'ensemble de ces sujets que le Gouvernement a choisi de déployer un plan ambitieux, pour que la diversité soit toujours considérée comme un enrichissement.

[Les objectifs et l'organisation de l'action internationale au ministère de l'éducation](#). Paris : Ambassade de France - Inspection générale de l'administration de l'Éducation nationale et de la Recherche

Le ministre de l'éducation nationale et la ministre de l'enseignement supérieur, de la recherche et de l'innovation ont souhaité, par lettre en date du 11 octobre 2017, que soit conduite une mission de réflexion sur les grands objectifs que les deux ministères peuvent se fixer en matière internationale comme sur la stratégie à adopter et les moyens à mettre en œuvre pour les atteindre. Cette mission a été confiée à MM. Yves Saint-Geours, ambassadeur de France en Espagne, Mark Sherringham, inspecteur général de l'éducation nationale et Thierry Bossard, inspecteur général de l'administration de l'éducation nationale et de la recherche. Outre une réflexion sur les principales finalités de l'action européenne et internationale et sur les grands objectifs que peuvent s'assigner les deux ministères en la matière, la mission s'est attachée, comme cela lui était demandé, à apprécier la façon dont l'organisation actuelle des ministères pouvait leur permettre d'atteindre les priorités fixées et, a fortiori, de renouveler et de renforcer leurs ambitions internationales. Elle a enfin proposé des scénarios organisationnels. Pour nourrir et étayer ses analyses, la mission a conduit au cours du mois de novembre plus de quarante auditions au sein des administrations centrales du ministère de l'éducation nationale [MEN], du ministère de l'enseignement supérieur, de la recherche et de l'innovation [MESRI], du ministère de l'Europe et des affaires étrangères [MEAE], mais aussi avec les structures déconcentrées, les opérateurs sous tutelle ainsi que les représentants des personnels<sup>2</sup>. La mission a également tenu à rencontrer des interlocuteurs ayant exercé des

responsabilités en matière d'action internationale au MEN et au MESRI au cours des années passées, afin de bénéficier de leur expérience et d'une mise en perspective dans un domaine qui a déjà « une longue histoire » et a connu de nombreuses restructurations au fil des vingt dernières années<sup>3</sup>. La mission a également examiné la riche documentation qui lui a été fournie par les services.

[L'égalité entre les filles et les garçons, entre les femmes et les hommes, dans le système éducatif](#) - Synthèses statistiques. Paris : Ministère de l'Éducation nationale, 02/2018

Dans la continuité de ses réflexions et constats, la DEPP a souhaité que la revue *Éducation & formations* ouvre largement ses pages à la publication d'études inédites sur l'égalité entre les sexes dans le système éducatif, tant pour les élèves ou les étudiants que pour les professionnels avec lesquels ils sont en interaction. Pour ce faire, un appel à contributions a été lancé en novembre 2016 auprès de chercheurs en sciences de l'éducation, économistes, sociologues, historiens, etc., et auprès d'acteurs de la statistique publique. L'objectif initial était la réalisation d'un numéro thématique unique à paraître le 8 mars 2018. Fort d'un franc succès, avec la soumission de plus d'une trentaine d'articles issus de la recherche – nationale ou internationale – ou de la statistique publique, le comité de rédaction de la revue a décidé de consacrer l'ensemble des numéros de la revue de l'année 2018 à la valorisation d'un maximum de résultats, constats, analyses, témoignages, sur cette question majeure. Dans ce premier volume, onze articles permettent déjà de dresser un panorama reprenant une majeure partie des pistes de réflexion énoncées dans l'appel à contributions, tant du point de vue des élèves ou des étudiants, que des pratiques enseignantes, ou encore des enseignants eux-mêmes.

[Teaching for Global Competence in a Rapidly Changing World](#). Paris : Organisation for Economic Co-operation and Development (OECD), 01/2018

This new publication sets forward the PISA framework for global competence developed by the OECD, which aligns closely with the definition developed by the Center for Global Education at Asia Society. Based on the Center's extensive experience supporting educators in integrating global competence into their teaching, the publication also provides practical guidance and examples of how educators can embed global competence into their existing curriculum, instruction, and assessment.

[How does access to early childhood education services affect the participation of women in the labour market?](#) Paris : Organisation for Economic Co-operation and Development (OECD), 03/2018

While the benefits of early childhood education and care (ECEC) services to better learning are now widely acknowledged, a widespread and accessible provision for these services also helps support gender equality in the workforce. In particular, the availability, intensity, reliability and affordability of ECEC play an important role in engaging women full time in the labour market. While ECEC has experienced a surge of policy attention over the last decades, wide variations still exist across countries and its costs remains a barrier to accessing paid work for poor families and lone parents, mostly mothers. More efforts are needed to increase the provision and accessibility of free ECEC services, especially for children under the age of 3.

Marco Bertoni, Stephen Gibbons, Olmo Silva. [School Choice during a Period of Radical School Reform: Evidence from the Academy Programme](#). Institute of Labor Economics (IZA), 11/2017

Donner aux écoles une plus grande liberté par rapport à l'État est souvent préconisé comme un moyen d'améliorer le niveau de l'éducation. Des pays comme les États-Unis, la Suède et plus récemment le Royaume-Uni se sont engagés dans des réformes qui donnent aux écoles financées par l'État une plus grande flexibilité et une plus grande autonomie en matière de budgets, de programmes et d'enseignement.

Dans cette étude, les auteurs analysent le choc récent relatif à l'essor des académies dans le système scolaire anglais, en utilisant des données administratives concernant les demandes des parents.

Michel Vandebroek, Karolien Lenaerts and Miroslav Beblavý. [Benefits of Early Childhood Education and Care and the Conditions for Obtaining Them](#). European Expert Network on Economics of Education (EENEE), 01/2018

Un des indicateurs de la stratégie européenne "Europe 2020" stipule qu'au moins 95% des enfants âgés d'au moins 4 ans devraient participer à l'enseignement pré-scolaire.

Alors que l'UE est sur le point d'atteindre cet objectif, il apparaît que l'accueil des enfants de moins de 3 ans dans des services d'accueil dédiés, reste en deçà de l'objectif de 33% fixé en 2002 par le Conseil européen de Barcelone. Par ailleurs la participation des enfants issus de milieux défavorisés reste un défi majeur.

Ce rapport des experts européens examine les avantages, notamment économiques, pour l'individu et la société, de l'éducation et de l'accueil des jeunes enfants (EAJE).

Edwin Leuven and Hessel Oosterbeek. [Class Size and Student Outcomes in Europe](#). European Expert Network on Economics of Education (EENEE), 01/2018

Les classes à effectifs réduits sont populaires auprès des parents, des enseignants et des décideurs. Pour autant l'analyse de la littérature met en évidence des résultats mitigés pour ce qui concerne l'impact de la taille des classes sur l'apprentissage des élèves. Les auteurs mettent ainsi en garde contre toute extrapolation politique et observent que cette question de taille se pose aujourd'hui différemment, si l'on pense l'enseignement autrement, si l'on adopte une posture innovante ou du moins distincte de la posture transmissive traditionnelle.

Hanna Siarova, Dalibor Sternadel, Ruta Masidlauskaite. [Assessment practices for 21st century learning - Review of evidence : analytical report](#). Network of Experts in Social Sciences of Education and Training (NESET), 12/2017

L'évaluation des compétences clés et transversales est une tâche ardue, car celles-ci réfèrent à des constructions complexes qui sont difficiles à mesurer. Bien que des politiques soutenant l'évaluation des compétences clés traditionnelles, comme les mathématiques, les langues et les sciences aient été largement mises en œuvre, elles se limitent souvent aux contextes thématiques auxquels elles sont le plus fortement associées et évaluent rarement des attitudes connexes. Les compétences interdisciplinaires et transversales sont plus difficiles à associer à des sujets individuels et à faire refléter dans des acquis d'apprentissage spécifiques. Il est nécessaire d'opter pour une approche innovante des pratiques d'évaluation afin de saisir la complexité et les rôles multiples de l'enseignement moderne.

Ce rapport fait un état des lieux de la recherche au niveau international dans le but de démontrer comment les systèmes éducatifs européens peuvent améliorer leurs pratiques d'évaluation afin de mesurer et soutenir l'acquisition par les élèves des compétences clés et transversales. Il aborde les questions suivantes :

- Quels sont les différents rôles et objectifs de l'évaluation effectuée en classe ?
- Comment l'évaluation en classe peut-elle mieux soutenir l' « enseignement et l'apprentissage au XXIe siècle », et quelles sont les conditions essentielles pour aligner les pratiques d'évaluation actuelles avec le développement de compétences clés ?
- Quelles sont les pratiques spécifiques d'évaluation en classe efficaces pour évaluer l'intégralité des capacités et acquis des élèves ?
- Quelles sont les recommandations clés à faire en vue d'améliorer les politiques d'évaluation pédagogique actuelles ?

ZEMBORAIN Federico. [Expériences des enfants d'immigrés dans des écoles élémentaires. Études de cas à Paris et à Bruxelles](#). Thèse en Sociologie, démographie, soutenue en 2017, sous la dir. de Didier LAPEYRONNIE (Université Paris IV Sorbonne)

"Objet de forts débats, la scolarisation des enfants immigrés en Europe est un défi pour tous les acteurs impliqués. L'objectif de cette thèse est de comparer, d'une part, les attitudes des enfants immigrés et, d'autre part, l'implémentation des systèmes éducatifs à Paris et à Bruxelles (Communauté francophone). La méthodologie s'appuie sur une enquête de terrain dans une perspective ethnographique avec des observations participantes et des entretiens dans quatre écoles élémentaires de chaque ville. Deux hypothèses sont formulées. La première suppose que ces enfants sont des acteurs sociaux actifs dans la gestion de situations de conflits et dans leur processus de socialisation en général. La seconde suggère que leurs expériences en tant qu'enfants immigrés mettent en cause le statu quo scolaire car elles dévoilent les contradictions des systèmes éducatifs par rapport à leurs principes de base. Le résultat le plus important est qu'il n'y a pas de différences significatives entre les écoles parisiennes et bruxelloises. La présence d'enfants immigrés exige de nouvelles réponses de la part des acteurs impliqués. L'École souffre ainsi d'une remise en cause de ses principes de base de normalisation et de discipline. Les difficultés à prendre en compte les immigrés et travailler avec eux, le décalage entre les cultures scolaire et non scolaire, les efforts vains pour soutenir la fiction de l'égalité, le manque de professionnalisation du personnel, génèrent des symptômes d'évitement, d'ennui collectif et individuel, et parfois même la peur chez certains adultes vis-à-vis des élèves immigrés – autant de symptômes qui contribuent à renforcer les phénomènes de ségrégation scolaire."

GIACONI SMOJE Valentina. [Modélisation statistique de l'impact des environnements académiques sur les croyances et la réussite des élèves au Chili](#). Thèse soutenue en 2016, sous la dir. de Pascal BRESSOUX & Patricio FELMER (Université Grenoble Alpes)

"Cette thèse de doctorat est consacrée à la modélisation statistique de l'impact des environnements académiques sur les croyances et la réussite des élèves au Chili. Nous contribuons au domaine de l'efficacité éducative avec une discussion statistique et deux études empiriques. La discussion statique questionne la façon de combiner les modèles multiniveaux avec des méthodes pour le biais de sélection et pour les données manquantes. Cette discussion statistique sera utilisée pour prendre des décisions méthodologiques dans les études empiriques. La première étude empirique consiste en une évaluation d'intervention de l'impact des cours de sciences sur les croyances des étudiants. La deuxième étude empirique concerne l'effet des écoles sur les trajectoires des scores de mathématiques et de lecture des élèves. Dans la partie statistique, nous avons décrit et analysé les méthodes d'ajustement linéaire et d'appariement des scores de propension pour modéliser le biais de sélection. En ce qui concerne les problèmes de données manquantes, nous avons analysé la

méthode d'imputation multiple. Chacune de ces méthodes est compatible avec les modèles multi-niveaux. En revanche, l'utilisation combinée de ces méthodes pour des données hiérarchiques n'est pas résolu. Nous présentons alors une discussion statistique qui analyse et classe des stratégies pour combiner ces méthodes. La première étude empirique concerne l'influence des disciplines scientifiques qui s'intéressent à des objets vivants et non-vivants sur les croyances épistémiques et le sentiment d'auto-efficacité des étudiants de secondaire. Nous avons comparé, pour ces croyances, les étudiants qui ont suivi des cours de sciences à un groupe contrôle sur deux temps de mesure, à la fin des cours et 4 mois après. Nous avons constaté un effet positif du travail en laboratoire et des disciplines qui s'intéressent à des objets vivants (en contrôlant les variables confondues). Cette étude met en lumière des différences entre les disciplines qui s'intéressent à des objets vivant et des objets non-vivant qui devront être explorées. La deuxième étude empirique concerne l'effet des écoles sur les trajectoires des scores en mathématiques et en lecture des élèves. Le premier objectif est de décrire les caractéristiques des trajectoires et la variance expliquée par les écoles primaires et secondaires. Le deuxième objectif est de mesurer l'effet du type d'école, publique ou voucher (privée avec un financement de l'état), sur les trajectoires. Nous avons utilisé une base de données nationale longitudinale qui comprenait des mesures pour les mêmes élèves en 4ème, 8ème et 10ème années. Des modèles de croissance multiniveaux ont été utilisés pour modéliser les trajectoires. Nos résultats montrent que les écoles secondaires et primaires ont un effet sur les interceptes et les pentes des trajectoires. Par ailleurs, nous avons constaté un effet négatif de l'école publique, qui est devenu non significatif lorsque nous avons contrôlé la composition socio-économique de l'école et ses pratiques de sélection. Ces résultats illustrent la stratification entre le système public et le système voucher ainsi que la nécessité de questionner l'efficacité des écoles pour chaque système."

### ***Repéré sur : Insee.fr***

Pierre-Stéphane Lèbre, Régine Bordet-Gaudin. [Un quart des jeunes vivent dans des territoires distants des services favorisant leur insertion sociale et professionnelle](#). Insee Analyses Bourgogne-Franche-Comté, n°27, 20/02/2018

En Bourgogne-Franche-Comté, un quart des jeunes vivent dans des territoires où ils ont globalement des difficultés d'accès aux services contribuant à leurs besoins en santé, formation, emploi-insertion, sport, culture ou information. Celles-ci sont d'autant plus prégnantes qu'ils habitent dans des territoires peu peuplés ou enclavés. Le nombre limité de services dans des petits pôles d'activités, un réseau routier restreint et une couverture numérique très haut débit incomplète sont autant de facteurs qui renforcent les inégalités territoriales entre jeunes citoyens.

Dans les espaces les plus isolés, les jeunes ont plus souvent un emploi. Ceux résidant près de la frontière suisse bénéficient de revenus meilleurs. Dans le Châtillonnais, le Morvan ou au nord-ouest de la Haute-Saône, ils sont davantage confrontés à des difficultés sociales.

[L'usage des technologies de l'information et de la communication par les ménages entre 2009 et 2017](#). Insee Résultats 13 mars 2018

Nathalie Donzeau. [L'emploi dans la fonction publique en 2016](#). Insee Première, n°1691, 15 mars 2018

En France, fin 2016, 5,7 millions de salariés travaillent dans la fonction publique. Les effectifs augmentent de 0,4 % après s'être stabilisés en 2015. L'emploi progresse dans la fonction publique de

l'État et dans la fonction publique hospitalière. En revanche, il diminue de 0,4 % dans la fonction publique territoriale, confirmant l'inflexion amorcée en 2015 (+ 0,1 %) après plusieurs années de croissance soutenue. Le nombre de contrats aidés baisse dans les trois versants. Hors contrats aidés, l'emploi public progresse de 0,5 %. Le volume annuel d'emploi en équivalent temps plein augmente de 0,3 %, soit moins que les effectifs de fin d'année.

La part des fonctionnaires parmi les agents publics est quasi stable, celle des contractuels augmente légèrement. Enfin, la progression de l'emploi public en 2016 correspond à une hausse du nombre d'entrants de + 4,2 %, supérieure à celle du nombre de sortants (+ 1,6 %).

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Adrien de Tricornot. [L'enseignement supérieur français continue de décliner, faute de moyens](#). LE MONDE, 28.02.2018

Selon le classement mondial QS par discipline, « les institutions françaises régressent plus qu'aucun autre système d'enseignement supérieur en Europe ».

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[Teacher Turnover: Does it Matter for Pupil Achievement?](#)

Stephen Gibbons ; Vincenzo Scrutinio ; Shqiponja Telhaj

Recent research has established that teachers matter for student achievements, albeit because of dimensions of 'teacher quality' that are largely unexplained. A less closely investigated issue is whether teacher turnover directly harms student academic achievement. In this paper, we examine whether teacher turnover affects academic achievement of 16 year old state secondary school students using a unique data set of linked students and teachers in England. Identification comes from either: a school fixed effects design which exploits year-on-year variation in turnover in different subject groups, within schools; or student fixed effect design that where the variation comes from the cross sectional variation in turnover in different subjects, in the same school, experienced by a student. Both methods give similar results, suggesting that a higher teacher entry rate reduces students' test scores, albeit by small amounts.

[Public spending in education and student's performance in Colombia](#)

Laura Heras Recuero ; Eduardo Olaberría

This paper investigates if higher public spending in education and better teacher qualifications are related to student's performance, using data from Saber 11, a national standardized test conducted by Instituto Colombiano para la Evaluación de la Educación. The estimation exploits differences in both policy variables across regions and employs interactions to study if more investment in public education and higher teacher qualifications can help increase average performance and reduce the impact that socioeconomic factors, such as family income, have on student performance. The analysis proposes a model where student performance in Mathematics and Language are dependent not only on the variables of interest of this paper, but also on economic, social and cultural status, sex and age of students, and school characteristics. The results show that students' characteristics and their environment, school features and departmental differences in the policy variables explain roughly 20% of the variation in education performance in Colombia, a relatively high percentage



when compared to those found by other studies focusing on OECD countries and based on PISA. After controlling for students' and school characteristics, the results show that in Colombia, public spending per student and teacher qualifications are positively related to better learning outcomes. For the first one, the results suggest that if all regions reach the level of spending per student of Bogota – the region with the highest spending – average math scores can increase by 3.8 to 4.3 points (around 8%), depending on the regions, with the highest improvement for low income students.

#### [Family, Schools, or Culture: What Explains Differences in U.S. Student Achievement Across Ethnic Groups on PISA 2012?](#)

Breton, Theodore R.

U.S. students in different ethnic groups have very different average scores on the PISA 2012 mathematics and reading tests, with Blacks and Hispanics showing negative gaps relative to White students and Asians showing a positive gap. I investigate whether a student's family characteristics or the school attended can explain these differences. I find that Hispanic parents' low average education explains the largest share of the Hispanic achievement gap. In contrast, most of the larger negative gap for Blacks and the positive gap for Asians cannot be explained by family characteristics or the school they attend. Attendance at "bad" schools explains relatively little of the negative gaps, but Black students' mathematics scores are substantially lower when they compose more than 50% of the class, which is not the case for Hispanic students. This evidence suggests that ethnic group culture is an important cause of Black and Asian student achievement gaps.

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

Elira Kuka ; Na'ama Shenhav ; Kevin Shih

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.

#### [The educational upgrading of Japanese youth, 1982-2007: Are Japanese youth ready for structural](#)

Yoichi Arai Author-Name: Hidehiko Ichimura ; Daiji Kawaguchi

Are Japanese youth ready for the structural reforms proposed as a supply-side policy of Abenomics? To answer this question, we assess how well Japanese youth have coped with the labor market's long-term structural changes, induced primarily by deepening interdependence with emerging economies and rapid technological progress over the last three decades. We feature the role of educational upgrading on the labor-market outcomes of youth between the ages of 25 and 29, using six waves of micro data from the Employment Status Survey spanning from 1982 to 2007. The analysis demonstrates that the secular demand growth for skilled labor has been met by the educational upgrading of youth through the expansion of tertiary education, including education in



vocational schools. The educational upgrading of Japanese youth has helped keep the youth employment rate relatively high compared with that of other developed countries, even in the long-term economic malaise.

#### [The Impact of Learning and Living Environment of Colleges on Dropout Rates: A Study Using Panel Data](#)

Kunio Urakawa ; Kyoko Anegawa

This paper attempts to analyze how the learning and living environment of college affects the control of students' withdrawal and graduation within standard academic years, using panel data. The panel data analysis reveals the possibility that the conditions of the learning environment, such as the convenience of libraries provided by colleges and the ratio of instructors to students, have a certain effect on the control of dropout rates in addition to students' academic skills before college entry. This result suggests that there are differences in dropout rates and graduation rates between those colleges that have an environment to encourage motivation for learning and those that do not, even if their deviation scores are the same.

#### [The Smoking Epidemic across Generations, Gender and Educational Groups: A Matter of Diffusion of Innovations](#)

Cinzi Di Novi (Department of Economics and Management, University of Pavia) ; Anna Marenzi (Department of Economics, Ca' Foscari University of Venice)

This study examines whether the temporal variations in smoking habits across generations and gender and among groups with differing levels of education fit the pattern proposed by the theory of the diffusion of innovations (TDI) (Rogers, 2003). We focus on the Italian case and employ a pseudo-panel derived from repeated cross-sections of the annual household survey, "Aspects of Daily Life," that is part of the Multipurpose Survey carried out by the Italian National Statistical Office (ISTAT) for the period 1997 to 2012. The results confirm Rogers' TDI and show that smoking prevalence has declined over time and across age cohorts: younger men of all educational levels and women with higher education are less likely to smoke than are those in other cohorts. On the other side, less-educated women, who entered the smoking-diffusion process later than others are more likely to smoke. Hence, socio-economic differences in smoking continue to persist, especially for women. According to Rogers' TDI, smoking prevalence is expected to decline further, particularly among little-educated women.

#### Immigrant background and expected early school leaving in Europe: evidence from PISA

Ralph Hippe (European Commission - JRC) ; Maciej Jakubowski (University of Warsaw and Evidence Institute)

This technical brief analyses the relationship between immigrant status and educational expectations in PISA. Immigrants have become a very policy-relevant issue during the last recent years, in particular with the occurrence of the refugee crisis. Moreover, the freedom of movement in the EU has led to relevant migration flows across EU Member States. At the same time, the EU has set itself the Europe 2020 headline target of reducing the share of early school leavers to 10 % within the EU. Early school leavers are generally disadvantaged socially and economically in later stages in life, so that it is important to better understand their motivations and provide adequate policy solutions. The European Commission (2016, p. 3) indicates that early school leavers are more likely to come from immigrant student groups, as their "early school leaving rates are nearly twice as high as for

the native population. Yet it also emphasises that there is still a lack of evidence pointing to the underlying reasons. In consequence, this study considers jointly these two groups, immigrant students and early school leavers. More specifically, we analyse the factors that are most strongly related to disparities in the probability to leave school early, putting special attention to immigrant status (by differentiating among first and second generation immigrants and, where possible, among EU and non-EU immigrants). To this end, we use OECD's PISA data, which are the most widely employed data on international student assessment. However, early school leavers cannot directly be considered with these data, but it is possible to analyse educational expectations, including the expectation to dropout early from school. As the related literature emphasises, these expectations are very closely linked to actually realised educational career patterns. Therefore, we can use these expectations to gain insights on the factors influencing early school leaving. In addition, we also employ data from Eurostat to complement the picture on early school leavers and immigrants. We analyse the issues at stake in various ways. First, we provide a range of descriptive data on immigrants and expected early school leavers. Second, we run a number of two-level logit regression models, including a range of student- and school-level variables. In particular, we consider all (available) EU Member States together, before providing results for each MS individually. Finally, we also distinguish more specifically between EU and non-EU immigrants in our regression models. The results show that immigrant students do mostly not structurally differ in their expected early dropout probability to natives across Europe. In other words, the reasons why students expect to leave school early are the same for both immigrant students and natives. This finding implies that it is more important to focus on the specific factors that lead to expected early school leaving common to all students, than to concentrate only on specific immigrant-related factors to decrease the occurrence of expected early school leaving among immigrant students. In particular, our results suggest that the factors most strongly increasing the probability of early school leaving at the student level are the socio-economic background of students, epistemological beliefs and grade repetition, while we find that the most consistent factor is to be found at the school level, being the school's expected early school leavers probability. The school-environment thus appears to play a key role in shaping educational expectations. Among the student-related factors, grade repetition is the most amenable by policy, so that grade repetition practices may be reconsidered by national policy makers.

#### [Decomposing the Racial Gap in STEM Major Attrition A Course-Level Investigation](#)

Matthew D. Baird ; Moshe Buchinsky ; Veronica Sovero

This paper examines differences in STEM retention between minority and non-minority undergraduate students. To do so, we use detailed student records of a student's courses, grades, and current major for every term the student was enrolled in a large public university. To examine the role of ability in the switching decision and timing, we estimate STEM and non-STEM ability, and then compare the joint distribution of students who switch out of STEM versus STEM stayers. Students with relatively greater non-STEM ability are more likely to switch out of STEM, but ability cannot completely account for the differences in switching patterns for Hispanic and Black students. In fact, Black and Hispanic students are more likely to persist in STEM after ability is taken into account. We also find evidence of switching behavior that appears motivated by a preference for graduation within four years.

#### [Returns to Education and Female Work Force Participation Nexus: Evidence from India](#)

Kanjilal-Bhaduri, Sanghamitra ; Pastore, Francesco

In this paper, we make an attempt to understand whether low labour market returns to education in India are responsible for low female work participation. The National Sample Survey Office (NSSO) Employment Unemployment Survey (EUS) unit level data of India for the year 2011-12 is used to examine the relationship between educational attainment and labour market participation through gender lens. Results show that women's education has a U-shaped relationship with paid work participation. The probability to participate in the paid labour market shows an increasing trend with education levels higher than compulsory secondary schooling. The labour market returns to education are insignificant and low for lower levels of education. The returns increase significantly along with the increase in educational levels. However, females have a significant lower rate of return for each year of education as compared to men in rural and urban labour markets as well. Though it has been said that increase in female enrolment in schooling is one of the reasons of the recent declining phenomenon of female participation, but our study shows that the low returns to education is another reason for their less participation. The findings therefore suggest that, women need to be educated above secondary level to become visible in the labour market.

#### [The Distributional Effects of Early School Stratification - Non-Parametric Evidence from Germany](#)

Marcus Roller ; Daniel Steinberg (University of Basel)

The effects of early school stratification on scholastic performance have been subject to controversial debates in educational policy and science. We exploit a unique variation in Lower Saxony, Germany, where performance based tracking was preponed from grade 7 to grade 5 in 2004. We measure the long-run effects of early school stratification on individual PISA test scores along the entire skill distribution using the changes-in-changes estimator. Our results indicate that preponed school tracking increased test scores at the upper tail and lowered test scores at the lower tail of the skill distribution, compensating each other on average.

#### [Virtual Classrooms: How Online College Courses Affect Student Success](#)

Eric P. Bettinger ; Lindsay Fox ; Susanna Loeb ; Eric S. Taylor

Online college courses are a rapidly expanding higher education feature, yet little research identifies their effects relative to traditional in-person classes. Using an instrumental variables approach, we find that taking a course online, instead of in-person, reduces student success and progress.

#### [Reducing credit constraints to post-secondary technical education in developing countries : evidence from Colombia](#)

Millán Quijano, Jaime Augusto ; Gamboa, Luis Fernando

We assess the importance of credit constraints for post-secondary education using different discontinuities that affect enrollment in free-technical education and eligibility for educational grants in Colombia. Our strategy makes use of multiple RD estimators in order to identify the importance of covering the opportunity cost on enrollment, completion and access to formal labor market for poor young individuals who want to enter tertiary education. We find evidence of large increases in enrollment and graduation rates. Particularly, the probability of obtaining a certification in technical studies rises from 3% to 14%. We also find an important increase in formal labor market participation in the medium term, individuals who received monetary aid to enroll and finish technical education from 2014 to 2016 are 50% more likely to have a formal job in 2017. We find that reducing credit constraints has no differential effects with respect to educational variables but only affects the labor market of men.

### [Preparing Youth in Special Education for Life After High School \(Fact Sheet\)](#)

Johanna Lacoë ; Stephen Lipscomb ; Joshua Haimson

This fact sheet from the National Longitudinal Transition Study 2012 (NLTS 2012) presents new information on trends in the characteristics and experiences of youth in special education across the country.

### [Do Dutch dentists extract monopoly rents?](#)

Ketel, Nadine (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Leuven, Edwin (Department of Economics, University of Oslo) ; Oosterbeek, Hessel (University of Amsterdam, School of Economics) ; van der Klaauw, Bas (Department of Economics, VU University, Amsterdam)

We exploit admission lotteries to estimate the payoffs to the dentistry study in the Netherlands. Using data from up to 22 years after the lottery, we find that in most years after graduation dentists earn around 50,000 Euros more than they would earn in their next-best profession. The payoff is larger for men than for women but does not vary with high school GPA. The large payoffs cannot be attributed to longer working hours, larger human capital investments or sacrifices in family outcomes. The natural explanation is that Dutch dentists extract a monopoly rent, which we attribute to the limited supply of dentists in the Netherlands. We discuss policies to curtail this rent.

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

Picchio, Matteo ; Pigini, Claudia ; Staffolani, Stefano ; Verashchagina, Alina

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.

### [Heterogeneous Effects of Mass Academisation in England](#)

Lorenzo Neri (Queen Mary University of London) ; Elisabetta Pasini (Queen Mary University of London)

The 2010 primary school reform in the UK aimed at giving schools more autonomy and freedom from local council's control, by giving them the option to become academies. Once converted, schools need to choose between remaining a standalone academy or joining an academy chain. However, the majority of studies have focused solely on the impact of school conversion on children outcomes, disregarding the heterogeneity in the conversion models. In this paper we therefore evaluate the impact of the two different models of school governance on students' achievement. We exploit an instrumental variable strategy that compares the educational attainment of students before school conversion with that of students after conversion that were already enrolled when the conversion took place. We then allow for heterogeneous effects stemming from different governance models. We find that students enrolled in chains have higher test scores at the end of their primary school education. Survey data on academies suggest that schools belonging to chains are more likely to

change leadership and entrust the governing body with purely managerial functions, while educational functions are carried out by the schools themselves.

#### [Student aid, academic achievement, and labor market behavior](#)

Schrøter Joensen, Juanna (University of Chicago) ; Mattana, Elena (Aarhus University)

How does the financial aid allocation mechanism affect student behavior? We provide a framework for quantifying the impact of financial aid on student debt, academic capital, and labor market outcomes. We specify and estimate a dynamic discrete choice model of simultaneous education, work, and student loan take-up decisions. We use administrative panel data and exploit exogenous variation from the 2001 Swedish Study Aid reform to estimate the model. The reform reduced the cost of working while enrolled, resulting in a 14 percentage points increase in students working during the academic year. The reform also increased (decreased) the cost of borrowing for low (high) earners. This decreased the share of low expected earners not taking up student loans by 2 percentage points, and increased the share of high expected earners taking up the full loan by 2 percentage points. The estimated model enables ex-ante evaluation of various changes to financial aid packages. We find that front-loading debt repayment – by increasing income-contingency or shortening the loan repayment period – reduces debt and lowers academic capital accumulation as students finance more of the college cost by working and less by taking-up loans. Income-contingency of repayments exhibits an elasticity of -0.72 for debt and -0.14 for income at exit, but is marginally decreasing. Changing the grant/loan composition of aid has little impact on human capital accumulation, but large impacts on student debt. This means that the government largely can decide who bears the college cost without affecting human capital accumulation.

#### [Is the education of local children influenced by living nearby a refugee camp? Evidence from host communities in Rwanda](#)

Özge Bilgili ; Sonja Fransen ; Craig Loschmann ; Melissa Siegel

This paper studies to what extent and in what ways access to educational services and schooling outcomes of local children are influenced by the presence of a refugee camp in or around their community. Taking the case of Congolese refugees in Rwanda and relying on household survey data collected in 2016, we investigate the availability of schools, schooling rates and access to school-based feeding programs in communities closer to and further away from three refugee camps: Gihembe, Kiziba and Kigeme. Furthermore, we conduct a cohort analysis to compare the years of schooling and primary school completion of Rwandans residing at different distances from each of these camps. Finally, on the basis of focus group discussions conducted among locals, we provide further insights into the ways in which locals perceive the effects of the refugee camp's presence on their children's access to schooling and educational outcomes. Our results highlight that living nearby a refugee camp does not have a negative influence on the education of local children. On the contrary, children residing closer to the camps have better schooling outcomes, and locals residing closer to the camps have a wide array of mostly positive views regarding the effects of refugees on local education. These results contribute to the body of literature on the effects of refugees on host communities and inform policies on how refugees need not be a 'burden' if long-term investments are made and the voice of the locals are heard to address their needs.

#### [The Native-Migrant Gap in the Progression into and through Upper-Secondary Education](#)

Stefan C. Wolter ; Maria Zumbuehl

In this paper we follow the students that took the PISA 2012 test in Switzerland and analyze their transition into and progress in upper-secondary education. We observe a substantive difference in the rate of progress between natives and students with a migration background. One year after leaving compulsory school, the gap between the natives and migrants that are on-track - entering the second year of upper-secondary education - is 15 percentage points. Observable differences in cognitive and non-cognitive skills can explain the gap in the success rate within upper-secondary education, but cannot fully explain the difference in the transition rate into upper-secondary education. More refined analyses present results that are consistent with the hypotheses of differences in tastes, aspirations and incomplete or inaccurate information about the education system explaining the gap in the transition into post-compulsory education.

### [Beyond Tracking and Detracking The Dimensions of Organizational Differentiation in Schools](#)

Thurston Domina ; Andrew McEachin ; Paul Hanselman ; Priyanka Agarwal ; NaYoung Hwang ; Ryan Lewis

Schools utilize an array of strategies to match curricula and instruction to students' heterogeneous skills. While generations of scholars have debated "tracking" and its consequences, the literature fails to account for diversity of school-level sorting practices. In this paper we draw upon the work of Sorenson (1970) to articulate and develop empirical measures of five distinct dimensions of school cross-classroom tracking systems: (1) the degree of course differentiation, (2) the extent to which sorting practices generate skills-homogeneous classrooms, (3) the rate at which students enroll in advanced courses, (4) the extent to which students move between tracks over time, and (5) the relation between track assignments across subject areas. Analyses of longitudinal administrative data following 24,000 8th graders enrolled in 23 middle schools through the 10th grade indicate that these dimensions of tracking are empirically separable and have divergent effects on student achievement and the production of inequality.

### [The Smoking Epidemic across Generations, Gender and Educational Groups: A Matter of Diffusion of Innovations](#)

Cinzia Di Novi (Department of Economics and Management, University of Pavia) ; Anna Marenzi (Department of Economics, University Of Venice Cà Foscari)

This study examines whether the temporal variations in smoking habits across generations and gender and among groups with differing levels of education fit the pattern proposed by the theory of the diffusion of innovations (TDI) (Rogers, 2003). We focus on the Italian case and employ a pseudo-panel derived from repeated cross-sections of the annual household survey, "Aspects of Daily Life," that is part of the Multipurpose Survey carried out by the Italian National Statistical Office (ISTAT) for the period 1997 to 2012. The results confirm Rogers' TDI and show that smoking prevalence has declined over time and across age cohorts: younger men of all educational levels and women with higher education are less likely to smoke than are those in other cohorts. On the other side, less-educated women, who entered the smoking-diffusion process later than others are more likely to smoke. Hence, socio-economic differences in smoking continue to persist, especially for women. According to Rogers' TDI, smoking prevalence is expected to decline further, particularly among little-educated women.

### [The Long-run Effects of Teacher Strikes: Evidence from Argentina](#)

David Jaume (Department of Economics, Cornell University) ; Alexander Willén (Department of Policy Analysis and Management, Cornell University)

This is the first paper to estimate the effect of teacher strikes on student long-run educational attainment and labor market outcomes. We exploit cross-cohort variation in the prevalence of teacher strikes within and across provinces in Argentina in a difference-in-difference framework to examine how exposure to teacher strikes during primary school affects long-run outcomes. We find robust evidence that teacher strikes worsen the labor market outcomes of these individuals when they are between the ages of 30 and 40: being exposed to the average incidence of teacher strikes during primary school (88 days) reduces annual labor market earnings by 2.99 percent. A back-of-the-envelope calculation suggests that this amounts to an aggregate earnings loss of \$712 million in Argentina annually. This is equivalent to the cost of raising the average annual employment income of all primary school teachers in Argentina by 19 percent. We also find evidence of a decline in hourly wage, an increase in unemployment, an increase in the probability of not working or studying and a decline in the skill levels of the occupations into which students sort. Examining short- and long-run educational outcomes suggests that the labor market effects are driven, at least in part, by a reduction in educational attainment. Our analysis further identifies significant intergenerational treatment effects. Children of adults who were exposed to teacher strikes during primary school also experience adverse educational attainment effects.

### [The Effect of School Starting Age on Special Needs Incidence and Child Development into Adolescence](#)

Simone Balestra ; Beatrix Eugster ; Helge Liebert

Children starting school at older ages consistently exhibit better educational outcomes. In this paper, we underscore child development as a mechanism driving this effect. We study the causal effect of school starting age on a child's probability of developing special educational needs in early grades. We find that starting school at a relatively older age decreases the probability of developing special needs by approximately 6 percentage points. This decrease is due to a lower incidence of various behavioral and learning impairments. Importantly, the effect is not driven by non-expert over-referrals of relatively younger children to special needs services. The effect is persistent throughout compulsory schooling, resulting in higher test scores in grade eight. Although these performance differentials are significant, they do not affect labor market entry.

### [What are Teacher Residency Programs?](#)

Mid-Atlantic Regional Educational Laboratory

The School District of Philadelphia began its teacher residency program in the 2016-2017 school year to attract teaching candidates of diverse backgrounds, improve teacher retention, and ultimately produce improved outcomes for students. This fact sheet summarizes characteristics of existing teacher residency programs and related research.

### [Optimal Education Policy and Human Capital Accumulation in the Context of Brain Drain](#)

Slobodan Djajić (Graduate Institute (Geneva, Switzerland)) ; Frédéric Docquier (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES), FNRS, National Fund for Scientific Research, Belgium and FERDI, Fondation pour les Etudes et Recherches sur le



Developpement International, France) ; Michael S. Michael (Departement of Economics, University of Cyprus (Nicosia, Cyprus))

This paper revisits the question of how brain drain affects the optimal education policy of a developing economy. Our framework of analysis highlights the complementarity between public spending on education and students' efforts to acquire human capital in response to career opportunities at home and abroad. Given this complementarity, we find that brain drain has conflicting effects on the optimal provision of public education. A positive response is called for when the international earning differential with destination countries is large, and when the emigration rate is relatively low. In contrast with the findings in the existing literature, our numerical experiments show that these required conditions are in fact present in a large number of developing countries; they are equivalent to those under which an increase in emigration induces a net brain gain. As a further contribution, we study the interaction between the optimal immigration policy of the host country and education policy of the source country in a game-theoretic framework.

#### [School Performance, Score Inflation and Economic Geography](#)

Erich Battistin (Queen Mary University of London) ; Lorenzo Neri (Queen Mary University of London)

We show that grading standards for primary school exams in England have triggered an inflation of quality indicators in the national performance tables for almost two decades. The cumulative effects have resulted in significant differences in the quality signaled to parents for otherwise identical schools. These differences are as good as random, with score manipulation resulting from discretion in the grading of randomly assigned external markers. We find large housing price gains from the school quality improvements artificially signaled by manipulation as well as lower deprivation and more businesses catering to families in local neighbourhoods. The design ensures improved external validity for the valuation of school quality with respect to boundary discontinuities and has the potential for replication outside of our specific case study.

#### [Publication Performance vs. Influence: On the Questionable Value of Quality Weighted Publication Rankings](#)

Justus Haucap ; Tobias Thomas ; Klaus Wohlrabe

In broad parts of the scientific community the position in publication performance rankings, based on journal quality ratings is seen as highly reputational for the scientist. This contribution provides evidence that, at least in economics, such publication performance measures can not always be reconciled with measures for academic influence such as citation-based measures. We analyze data from the Scopus database as well as from the prestigious German-based Handelsblatt ranking for 100 renowned economists (lifetime achievement). Scholarly influence is proxied by various bibliometric indicators such as the number of citations, the h-index, the citations of the most cited paper as well as the hardly honorable Pi-Beta-score ("Publications Ignored, By Even The Author(s)"). We argue that publication performance measures based on journal ratings, such as the Handelsblatt rankings, are not good proxies for an economist's impact within the scientific community. From this perspective the value of publication performance rankings based on journal quality ratings is questionable.

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

Curtis Jr, James E

ABSTRACT An understanding of the freedoms (or the lack of freedoms) and their economic consequences on early black Americans provides an informative understanding to the freedoms (or



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

#### [Research Review: Impacts and Implementation of Blended Learning](#)

Mid-Atlantic Regional Educational Laboratory

Many school districts are interested in implementing blended learning but do not have evidence on its effects or information on how to implement it to reflect best practices. This infographic provides an overview of blended learning, its impact on student achievement, and best practices for successful implementation.

#### [Marital Age Gaps and Educational Homogamy - Evidence from a Compulsory Schooling Reform in the UK](#)

Timo Hener ; Tanya Wilson

We investigate the impact of a compulsory schooling reform on marriage market matching using a regression discontinuity design. Our results imply that the formally gender-neutral educational reform has asymmetric impacts for men and women, owing to the pervasive marital age gap and the birthdate discontinuity. We show that treated women decrease the marital age gap to avoid marrying less qualified men. Treated men in contrast are able to marry similarly educated women without substantially changing the age gap. Our estimates indicate that the disruptions for cohorts around the introduction of the reform are economically significant.

#### [Do Natives' Beliefs About Refugees' Education Level Affect Attitudes Toward Refugees? Evidence from Randomized Survey Experiments](#)

Philipp Lergtporer ; Marc Piopiunik ; Lisa Simon

In recent years, Europe has experienced an unprecedented influx of refugees. While natives' attitudes toward refugees are decisive for the political feasibility of asylum policies, little is known about how these attitudes are shaped by refugees' characteristics. We conducted survey experiments with more than 5,000 university students in Germany in which we exogenously shifted participants' beliefs about refugees' education level through information provision. Consistent with economic theory, we find that beliefs about refugees' education significantly affect concerns about

labor market competition. These concerns, however, do not translate into general attitudes because economic aspects are rather unimportant for forming attitudes toward refugees.

#### [Education and Societal Change in Germany, 1925–2008](#)

Rolf Becker ; Karl Ulrich Mayer (Division of Social Science)

The aim of this study is to unravel the impact of societal change in terms of modernization, labor market fluctuation and historical conditions in Germany on educational trajectories and attainment as well as the on the degree of inequality of educational opportunity for cohorts born between 1919 and 1986. We want to analyze whether and how long term societal trends have modified educational trajectories of consecutive birth cohorts. This perspective provides an understanding of historical variations in educational attainment associated with societal processes such as modernization in social, political, economic, and cultural spheres on the one hand and by macroeconomic cycles on the other hand. The empirical basis of our investigation are clusters of time series for macro changes and retrospective data from 11 birth cohort studies from the German Life History Study and the National Educational Panel Study for educational outcomes. We apply piecewise exponential event history models to analyze the impact of societal change on educational trajectories.

#### [Minimum Wages and Occupational Skills Acquired During High School](#)

Meier, Benjamin ; Shadle, Kyrstin ; Kreider, Brent E. ; Orazem, Peter F

The National Longitudinal Survey of Youth 1997 Geocode sample and the O\*NET Occupational Database are used to generate estimates of skills acquired on jobs held by youth during high school. The types of jobs firms offer high school students change with the minimum wage. Jobs offered in high minimum wage states involve less skill acquisition. These same skills are shown to be important for income, employment and occupational skills later in life. Additional schooling substitutes for job skills acquired in high school, implying lost on-the-job training in high school is most costly for youth who do not go to college.

#### [Early Exclusionary School Discipline and Adolescent Wellbeing](#)

Nayan Ramirez (Pennsylvania State University) ; Garrett Pace (University of Michigan) ; Gerardo Cuevas (Pennsylvania State University) ; Wade Jacobsen (Pennsylvania State University)

Exclusionary school discipline is a common experience among US children. In an earlier paper, we find high suspension or expulsion rates even in elementary school, particularly among racial minorities and the poor. Moreover, such discipline is associated with increased physical aggression by age nine. In the current analysis, we extend this work in two ways. First, we examine the association between early suspension or expulsion on externalizing behavior problems six years later, when children are in high school. Second, given that mental health problems are more common in adolescence than at younger ages, we examine the association between early school discipline and adolescent internalizing behavior problems. Because school discipline is most concentrated among racial minorities and the poor, our findings have important implications for the role of school discipline policy in educational inequality. Early suspension or expulsion may have unintended negative consequences for child wellbeing that persist into middle adolescence.

#### [A School-to-Prison Pipeline? Locating the Link Between Exclusionary School Discipline and Juvenile Justice Contact](#)

Joel Mittleman (Princeton University)

There is growing concern that exclusionary school discipline promotes a "school-to-prison pipeline," disrupting children's lives in ways that increase their risk of coming into contact with the justice system. Empirical validations of this argument, however, face a fundamental challenge: both school sanctions and legal sanctions respond to the same behavioral risk factors and concentrate in the same disadvantaged contexts. To address this challenge, the current study combines survey data from the Fragile Families and Childhood Wellbeing Study with administrative data on children's schools and neighborhoods. Following children from birth through adolescence, I demonstrate that children removed from school at a young age face substantially higher risks of later legal entanglement than their peers. Moreover, the consequences of discipline vary by children's preexisting propensity for sanction. For every outcome considered, exclusionary discipline is most consequential for those children who were otherwise least likely to come into contact with the justice system.

#### [Family Planning and Women's Economic Empowerment: Incentive Effects and Direct Effects among Malaysian Women](#)

Kimberly Singer Babiarz (Stanford University) ; Jiwon Lee (Pomona College) ; Grant Miller (Stanford University) ; Tey Nai Peng (University of Malaysia) ; Christine Valente (University of Bristol)

Although family planning programs can improve women's welfare directly through changes in realized fertility, they may also have important incentive effects by increasing parents' investments in girls not yet fertile. Exploiting the staggered implementation of family planning programs in Malaysia during the 1960s and 1970s among girls of varying ages, we study these potential incentive effects, finding that family planning may have raised girls' educational attainment substantially. We also find that these early investments are linked to gains in women's paid labor at prime working ages and to greater support for women's elderly parents (a marker for women's bargaining power within the household). Notably, these incentive effects may be larger than the direct effects of family planning alone.

#### [Distributional Effects of Corruption When Enforcement is Biased: Theory and Evidence from Bribery in Schools in Bangladesh](#)

M. Shahe, Emran ; Asadul, Islam ; Forhad, Shilpi

In many models of corruption where enforcement is unbiased and the official maximizes her income, the rich are more likely to pay bribes for their children's education, implying that corruption reduces educational inequality. We develop models of bribery that reflect the fact that, in developing countries, anti-corruption enforcement is not unbiased, and higher income of a household is associated with higher bargaining power and better quality of institutions. In models of biased enforcement, the rich are less likely to pay bribes, making bribery regressive. The OLS estimates of the effects of household income are likely to find spurious progressivity in the incidence of bribery in schools. We exploit temporary rainfall shocks to identify the ability to pay effect, while long-term rainfall differences identify the combined 'poor people' and 'poor area' effects. The IV estimates show that the poor are more likely to pay bribes, and the amount paid does not depend on household income. The evidence rejects the ability to pay and related models based on unbiased enforcement, and is consistent with the "refusal to pay model" of bargaining power where the rich decline to pay bribes. "Free schooling" is free only for the rich, and corruption makes the playing field skewed against the poor.

### [Perceived Wages and the Gender Gap in STEM Fields](#)

Osikominu, Aderonke ; Pfeifer, Gregor

We estimate gender differences in elicited wage expectations among German University students applying for STEM and non-STEM fields. Descriptively, women expect to earn less than men and also have lower expectations about wages of average graduates across different fields. Using a two-step estimation procedure accounting for self-selection, we find that the gender gap in own expected wages can be explained to the extent of 54-69% by wage expectations for average graduates across different fields. However, gender differences in the wage expectations for average graduates across different fields do not contribute to explaining the gender gap in the choice of STEM majors.

### [The Origins of the Racial Gap in School Suspension and Expulsion](#)

Jayanti Owens (Brown University) ; Sara McLanahan (Princeton University)

In spite of widespread recognition that racial disparities in suspension and expulsion perpetuate racial inequality, why racial disparities exist remains an open empirical question. Using a dataset of 5,000 children in 2,560 schools across 20 cities, we provide the first analysis to jointly parse the relative contributions of four of the most prominent structural and social-psychological explanations. Highlighting the contextually-dependent nature of these disparities, we find that the concentration of Black youth in majority-minority schools and the harsher sanctioning of Black boys from father-absent families account for the majority of the race gap. Contrary to popular belief, racial differences school-entry behavioral development, family social class, and harsher punishment for the same misbehaviors are secondary contributors. Consequently, we argue that while open displays of racism have become less common, racism has morphed, presenting through punitive discipline in many minority-serving schools, and, interpersonally, through negative stereotyping of Black boys from father-absent families.

### [Evaluation of the Cost and Effectiveness of Direct Nutrition Education to Low-Income Audiences in Iowa: EFNEP and SNAP-Ed graduates practicing Optimal Nutritional Behaviors \(ONB\)](#)

Christine Hradek ; Helen H. Jensen (Center for Agricultural and Rural Development (CARD)) ; Nicole Schimerowski Miller ; Miyoung Oh

The Expanded Food and Nutrition Education Program (EFNEP) and the Family Nutrition Program (FNP) (the Supplemental Nutrition Assistance Program-Education, or SNAP-Ed in Iowa) are community outreach programs in Iowa designed to help teens and adults who have limited income and are parenting acquire the knowledge, skills, attitudes, and practices to improve total family diet and nutritional well-being. This study uses current information on Iowa's EFNEP and FNP today to evaluate the costs and benefits of the two related programs and provides updated information to a study conducted in Iowa from 1998 to 2000.

### [Leveled Literacy Intervention for Secondary Students: Results from a Randomized Controlled Trial in Oakland Schools](#)

Naihobe Gonzalez ; Sophie MacIntyre ; Pilar Beccar-Varela

This brief summarizes findings on the implementation and impacts of Leveled Literacy Intervention in Oakland, where the district conducted the nation's first randomized controlled trial of this intensive reading program in secondary grades.

## [A preliminary assessment of the indicators for Sustainable Development Goal \(SDG\) 14 “Conserve and sustainably use the oceans, seas and marine resources”](#)

Laura Recuero Virto (CESCO (MHNH) et ARAFER)

The SDGs are intended to address sustainable development processes in both developed and developing countries, and to facilitate action at all levels and with all actors, including government, civil society, the private sector and the science community to strengthen the capacity of the State to achieve the desired outcomes. The SDG 14 “Conserve and sustainably use the oceans, seas and marine resources for sustainable development” covers, among other features, economic pressures on the marine environment, as well as the Small Island Developing States (SIDS) and coastal communities since they are particularly impacted by the economic pressures and dependent on the oceans in socio-economic terms. This paper reviews the rationale for the SDG 14, as well as the framework for the SDG 14 indicators including (i) the basic concepts, i.e. the role of uncertainty, irreversibility and thresholds in the marine context, the multidimensionality of the SDG 14 indicators, and how to ensure effective SDG 14 monitoring and implementation through SMART SDG 14 targets; (ii) synergies and trade-offs among the SDG 14 targets and between SDG 14 and other SDGs targets, and how to track progress on policy coherence at the national level; (iii) synergies between SDG 14 indicators, and ocean-related Millennium Development Goals (MDGs) 7 and Multilateral Environmental Agreements (MEAs) targets and indicators; and (iv) the role of non-traditional sources of data such as big data. In addition, some preliminary indicators for the SDG 14 at the global and national scales (France) are also explored. As a result of this analysis, some areas for future research in the framework of SDG 14 indicators are proposed, i.e. building on the frontiers of ocean science, the development of innovative approaches for data collection, the development of common approaches in valuing marine ecosystem services and national accounting, the provision of incentives for best practice and peer-learning, the harmonisation of measurement methodologies and the selection of SDG 14 indicators according to the geographical level of intervention.

## [University invention and the abolishment of the professor’s privilege in Finland](#)

Ejermo, Olof (Department of Economic History, Lund University) ; Toivanen, Hannes (Teqmine)

In 2007 Finland changed ownership rights to inventions from its employees – “the professor’s privilege” – to universities. We investigate how this change affected academic patenting using new data on inventors and patenting in Finland for the period 1995- 2010. Matched sample panel data regressions using difference-in-differences show that patenting by individuals dropped by at least 29 percent after 2007. Unlike other countries studied, in Finland the reform was known before implementation. Adding the period after announcement to the reform period increases the drop in academic patenting to 46 percent. Our and others’ results call into question whether the European reform of the professor’s privilege were good innovation policy.

## [Socio-economic Disparities in U.S. Healthcare Spending: The Role of Public vs. Private Insurance](#)

Elena Capatina (UNSW Sydney) ; Michael P. Keane (UNSW Sydney) ; Shiko Maruyama (University of Technology Sydney)

In the US healthcare system, patients of different socio-economic status (SES) often receive disparate treatment for similar conditions. Prior work documents this phenomenon for particular treatments/conditions, but we take a system-wide view and examine socioeconomic disparities in spending for all medical conditions at the 3-digit ICD-9 level. We also compare SES spending gradients for those covered by private vs. public insurance (Medicare). Using data on adult

respondents from the Medical Expenditure Panel Survey 2000-14, we estimate multivariate regressions for individual medical spending (total and out-of-pocket) controlling for medical conditions, demographics, health, and insurance, separately by sex, education, and age. Within age-sex categories, we assess how spending on each condition varies with education (a proxy for SES). In the predominantly privately insured population aged 24-64, system spending for several of the most socially costly conditions is strongly increasing in education (e.g., breast cancer for women and chest symptoms for men). These disparities are not explained by differences in health, insurance status, or ability-to-pay, suggesting they arise due to discrimination. However, we find no positive SES gradients for individuals over 64 covered by the public Medicare program, suggesting that Medicare plays an important role in improving equity.

#### [You're Hired! The Skills Employers Seek in New Hires](#)

Mid-Atlantic Regional Educational Laboratory

Summarizes peer-reviewed research, research conducted by regional and national industry representatives, and a convening of regional employers in western Pennsylvania to describe soft skills that employers look for in new hires.

#### [Passive Learning and Incentivized Communication: A Randomized Controlled Trial in India](#)

Alem, Yonas (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Dugoua, Eugenie (Columbia University)

In order to understand the extent of the information barrier to adoption of a household technology, we designed a randomized controlled trial on willingness to pay (WTP) for solar lanterns in India. We gave high quality solar lanterns to randomly selected 'seed' households in a non-electrified region of the state of Uttar Pradesh. Three friends of the seed household were randomly assigned to one of the following three groups: control, passive learning and incentivized communication. We elicit WTP from the control group when the seed receives the solar lantern. We elicit WTP from the friends in the passive learning and incentivized communication groups thirty days after the seed receives the solar lantern. We show that passive learning increases WTP by 90% and incentivized communication by 145% relative to the control group. We also show that learning from others is the mechanism that drives the observed WTP by peers.

#### [Improving the employment prospects of graduates: What can universities do?](#)

McGuinness, Seamus ; Whelan, Adele ; Bergin, Adele

#### [The Effect of a Sibling's Gender on Earnings, Education and Family Formation](#)

Peter, Noemi (Faculty of Economics and Business, University of Groningen) ; Lundborg, Petter (Department of Economics, Lund University) ; Mikkelsen, Sara (Department of Economics, Lund University) ; Webbink, Dinand (Erasmus School of Economics, Rotterdam)

We examine how the gender of a sibling affects earnings, education and family formation. Identification is complicated by parental preferences: if parents prefer certain sex compositions over others, children's gender affects not only the outcomes of other children but also the existence of potential additional children. We employ two empirical strategies that both address this problem. First, we look at a sample of dizygotic (i.e. non-identical) twins. Second, we use a large sample of singletons to estimate whether first-borns are affected by the gender of their second-born sibling. We find that a same-sex sibling increases men's earnings and family formation outcomes (marriage



and number of children), as compared to an opposite-sex sibling. Women with a same-sex sibling also earn more and are somewhat more likely to form a family in the singleton sample. A large part of the positive effect on men's income can be explained by competition among brothers. Women on the other hand seem to benefit from sisters because of shared labor market networks. The effects on family formation might stem from differential parental treatment for men, and from competition between sisters for women.

#### [Women's education, employment status and the choice of birth control method: An investigation for the case of Turkey](#)

Deniz Karaođlan (Department of Economics, Bahçeşehir University, Istanbul, Turkey) ; Dürdane Sirin Saracoglu (Department of Economics, Middle East Technical University, Ankara, Turkey)

In this study we investigate whether women's education, labor market status and their status within the household have any impact on their choice of a birth control method in Turkey. We use the 2013 round of Demographic Health Survey (DHS) dataset which includes information about women's education levels and occupation types as well as other socioeconomic status indicators. The DHS also reports whether women use relatively more effective modern (i.e. IUD, pill, etc.) or traditional (i.e. withdrawal) methods. In the empirical analysis, we apply multivariate logistic estimation techniques and control for women's other indicators of socioeconomic status such as age, ethnicity, and wealth. We find that woman's education level and urban residence are the leading determinants that explain the choice of modern contraceptive methods. We also observe that women who are unemployed, inactive or unpaid family workers are less likely to use modern contraceptive methods compared to wage-earner women.

#### [Value of commuting time saving in Beijing: a stated preference study](#)

Yin, Hang (Department of Economics, School of Business, Economics and Law, Göteborg University)

We estimate the value of travel time savings with a discrete choice model using data from choice experiments on both car drivers and public transport users in Beijing. We find that, compared with public transport users, car drivers would be willing to pay more to save one hour during their commute; crowding inside the bus and subway carriage is very important for public transport users; the value of time saving is higher in the morning than in the evening; and the marginal willingness to pay for commuting time savings varies according to gender, income, education, and time flexibility. Moreover, we compare results from a model addressing attribute non-attendance and a standard model. The results from the model addressing non-attendance are more plausible, with higher consistency in estimated parameters and lower standard deviations.

#### [A Bibliometric Analysis of the Knowledge Exchange Patterns between Major Technology and Innovation Management Journals \(1999-2013\)](#)

Shikhar Sarin (Boise State University) ; Christophe Haon (GEM - Grenoble Ecole de Management - Grenoble École de Management (GEM), IREGÉ - Institut de Recherche en Gestion et en Economie - USMB [Université de Savoie] [Université de Chambéry] - Université Savoie Mont Blanc) ; Mustapha Belkhouja (MTS - Management Technologique et Strategique - Grenoble École de Management (GEM))

This essay takes a longitudinal look at the knowledge flow patterns between major technology and innovation management (TIM) journals and the effect on their impact factors. We analyze the flow of 29,776 citations from 4171 articles published in the top six dedicated TIM journals between 1999

and 2013. Findings indicate one subset of journals becoming more firmly rooted in the TIM domain, while the others becoming increasingly insulated from it. JPIM displays peculiar knowledge flow patterns, suggesting a broadening of its knowledge base and impact. Our bibliometric analysis provides one of the most comprehensive and detailed year-by-year looks at the intradomain knowledge exchange patterns over a 15-year period.

#### [The Geography of Talent: Development Implications and Long-Run Prospects](#)

Michal burzynski (University of Luxembourg, CREA) ; Christoph Deuster (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES) and Universidade Nova de Lisboa, Portugal) ; Frédéric Docquier (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES), National Fund for Scientific Research (FNRS), Belgium and Université d'Auvergne, FERDI, France)

This paper characterizes the recent evolution of the geographic distribution of talent, and studies its implications for development inequality. Assuming the continuation of recent educational and immigration policies, it produces integrated projections of income, population, urbanization and human capital for the 21st century. To do so, we develop and parameterize a two-sector, two-class, world economy model that endogenizes education decisions, population growth, labor mobility, and income disparities across countries and across regions/sectors (agriculture vs. nonagriculture). We find that the geography of talent matters for global inequality, whatever the size of technological externalities. Low access to education and the sectoral allocation of talent have substantial impacts on inequality, while the effect of international migration is small. We conclude that policies targeting access to all levels of education and sustainable urban development are vital to reduce demographic pressures and global inequality in the long term.

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

Diego F. Angel-Urdinola and Renata Mayer Gukovas. [A Skills-Based Human Capital Framework to Understand the Phenomenon of Youth Economic Disengagement](#). Policy Research Working Paper, WPS8348, feb 2018. 23 p.

This paper revisits traditional human capital models and proposes a new conceptual framework of human capital accumulation, anchored in skills development, to illustrate the phenomenon and implications of youth economic disengagement. In the framework, youth economic disengagement is defined as a state (temporary or permanent) where individuals stop accumulating human capital due to inadequate access and quality of opportunities for skills development through formal education and employment. Total economic disengagement is a rational choice that individuals make when (i) the formal education system and labor market do not contribute to build skills that are valued by the labor market, and (ii) the costs related to economic engagement (that is, studying and working) surpass its benefits. The phenomenon of economic disengagement has lifelong implications that not only constrain and restrain future earnings, but also undermine prospects for improvements in productivity and economic growth.



## 2. Sommaires de revues en éducation

### Revues francophones :

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- Dynamiques d'évolution des espaces et des campus universitaires à l'heure du numérique  
Florence Kohler
- Le bien-être dans les espaces scolaires  
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- Quelle architecture pour l'école de demain ?  
Entretien avec Antoine Assus, Propos recueillis par Lydie Klucik
- Le Smart Campus de l'université de La Rochelle, un Living Lab pour la cité  
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- Catherine Mary Entre contraintes réglementaires et incitation à l'ouverture...  
Isabelle Klepal
- Le programme Maison pour vivre, apprendre et agir ensemble  
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- L'optimisation des espaces scolaires : le point de vue des élèves  
Bernard Dizambourg, Éric Biset, Mise en forme par Lydie Klucik, et al.
- Le lycée Boismard de Brionne et l'animation du tissu social environnant  
Entretien avec Frédéric Delamare, Propos recueillis par Bernard Dizambourg, et Michèle Le Bourg, et al.
- Évolution d'un territoire autour d'un festival de jazz  
Entretien avec Jean-Louis Guilhaumon, Propos recueillis et mis en forme par Bernard Dizambourg
- Utiliser les infrastructures scolaires au-delà du temps scolaire habituel : l'exemple des écoles ouvertes d'Athènes et deux autres exemples (Slovaquie et Uruguay)

Julie Velissaratou, Traduit de l'anglais par Christine de Tarr

- Le patrimoine immobilier dans l'enseignement supérieur, un actif stratégique et un enjeu de politique publique  
Frédéric Forest
- Les évolutions récentes du cadre juridique applicable à l'immobilier universitaire  
Simon Larger
- Optimisation économique des espaces de formation : problématisation dans le supérieur  
Maryelle Girardey-Maillard, Éric Pimmel
- Sûreté des bâtiments scolaires et universitaires : convergences et différences  
Marie-Cécile Laguette-de Mecquenem
- L'importance des travaux d'entretien, de rénovation et le rythme de création de nouvelles écoles  
Entretien avec Bernard de Carrère, et Philippe Knusmann, Propos recueillis par Éric Biset, et al.
- Politique de construction et de rénovation des lycées en Bretagne  
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- Le Plan Collèges nouvelles générations : une démarche pour un référentiel architectural partagé  
Michel Biedinger
- Immobilier et campus : les nouvelles compétences  
Franck Joyeux
- Cour, couloir, escalier, salle, classe, quelques lieux d'éducation  
Marc Bablet
- Cabinet de curiosités  
Jean-Claude Rouanet

[Carrefours de l'éducation, n° 44, 2017/2](#)

- L'école et les régimes de vérité(s)  
José-Luis Wolfs, Nancy Bouchard
- Les régimes de vérité dans les manuels français de SVT  
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- Images diverses et partielles des sciences renvoyées par les programmes français de deux disciplines scolaires  
Laurence Maurines, Magali Fuchs-Gallezot, Marie-Joëlle Ramage, et al.
- Conceptions créationnistes de lycéens musulmans français  
Pierre Clément
- Le questionnement sur les régimes épistémiques en fin de scolarité obligatoire en Suisse romande  
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- Conception sécularisée ou non-sécularisée de la science chez des élèves de sept pays  
José-Luis Wolfs, Eva García Redondo, Belen Espejo Vilar, et al.
- Les régimes de cohabitation des discours de vérité religieux et scientifiques dans les écoles djiboutiennes  
Rachel Solomon Tsehaye
- Éthique et culture religieuse à l'école québécoise. Une approche éthique et culturelle de l'éducation au vivre-ensemble ?  
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Rencontre avec Guy Bourgeault, Propos recueillis par Nancy Bouchard
- Interroger Ricœur et les sciences cognitives pour enrichir les pratiques d'éducation morale  
Diane Laflamme
- Repenser les situations complexes dans l'enseignement à partir d'un programme de recherche en anthropologie culturaliste : une étude de cas en EPS  
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- Partage de connaissances entre élèves en situations de coopération. Un exemple en arts du cirque  
Agathe Evin, Carole Sève, Jacques Saury, et al.
- Jeu sérieux à l'université : quels apports sur l'engagement des équipes ?  
Valérie Caraguel, Karine Guiderdoni-Jourdain
- L'évaluation des écoliers et collégiens, une approche comparative France-Japon  
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- Distance sociale et glissements de rôles dans le tutorat à distance  
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- L'intervention, hier et aujourd'hui  
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- A propos de la neutralité de l'intervenant  
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- La démarche ergologique et le « chaînon manquant » dans le champ de l'intervention  
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- La recherche-intervention est un sport de combat  
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- Intervenir à l'hôpital pour redonner du sens au travail : une démarche ergologique  
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- Faire appel à un consultant  
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- L'intervention comme processus d'apprentissage de l'intervenant  
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- La « dynamique humaine de l'organisation ». Une intervention enseignante en école de management  
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- L'intervention sociologique dans les organisations. Une expérience d'enseignement des sciences humaines en école d'ingénieurs  
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- Comment tirer le meilleur parti de la double casquette « chercheur » et « formateur » dans le cadre de l'évolution d'un dispositif de formation d'enseignants ?  
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- L'égalité professionnelle entre les hommes et les femmes, mise en images pour un nouvel espace relationnel  
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- L'Union européenne comme acteur international des politiques éducatives et sa « mallette éducative » : méthode ouverte de coordination, benchmarks, compétences clés et cadre européen des certifications  
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[Revue internationale du Travail, Volume 156, Issue 3-4, December 2017](#)

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### **Revues anglophones :**

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- Selection and rejection in teacher education: qualities of character crucial in selecting and developing teacher education students  
Amanda McGraw & Tim Fish
- Critical service-learning: promoting values orientation and enterprise skills in pre-service teacher programmes  
Radha Iyer, Suzanne Carrington, Louise Mercer & Gitta Selva
- Who should teach? A Chinese teacher candidate's understandings of a good teacher and racialised experiences  
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- We train, but what do they think? Preservice teachers' perceptions of the adequacy of their teacher education in Turkey  
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- The global and the local in educational assessment  
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- Checking the possibility of equating a mathematics assessment between Russia, Scotland and England for children starting school  
Alina Ivanova, Elena Kardanova, Christine Merrell, Peter Tymms & David Hawker
- Implementation of formative assessment – effects of quality of programme delivery on students' mathematics achievement and interest  
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- Student self-assessment practices: the role of gender, school level and goal orientation

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- Strategic planning tools for large-scale technology-based assessments  
Marten Koomen & Nathan Zoanetti

[The British Journal of Sociology, Volume 69, Issue 1, March 2018](#)

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Anthony King and Daniel Smith
- Class categories and the subjective dimension of class: the case of Denmark  
Gitte Sommer Harrits and Helene Helboe Pedersen
- The intersection of class origin and immigration background in structuring social capital: the role of transnational ties  
Anton Andersson, Christofer Edling and Jens Rydgren
- Social space and cultural class divisions: the forms of capital and contemporary lifestyle differentiation  
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- Declining social mobility? Evidence from five linked censuses in England and Wales 1971–2011  
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- Social mobility and the well-being of individuals  
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- ‘I just don't want to connect my life with this occupation’: working-class young men, manual labour, and social mobility in contemporary Russia  
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[British Journal of Sociology of Education, Volume 39, Issue 3, April 2018](#)

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- ‘We are equals’; datum or delusion: perceptions of Muslim women academics in three Malaysian universities



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- Journeys across educational and cultural borders: international postgraduate students with young children  
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- Resistances to global educational prescriptions in the Global South: theoretical considerations through Michel Foucault's lenses  
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- Why study abroad? Sorting of Chinese students across British universities | Open Access  
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#### [Computers & Education, Volume 120, May 2018](#)

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- Evaluating the effectiveness of a game-based rational number training - In-game metrics as learning indicators  
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Rachel Carlos Duque Reis, Seiji Isotani, Carla Lopes Rodriguez, Kamila Takayama Lyra, Patrícia Augustin Jaques, Ig Ibert Bittencourt

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[World Development, Volume 105, May 2018](#)

- Conditional cash transfers for primary education: Which children are left out?

Jonathan Bauchet, Eduardo A. Undurraga, Victoria Reyes-García, Jere R. Behrman, Ricardo A. Godoy

### 3. Livres intéressants

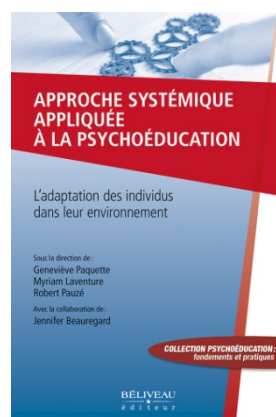


Fullan, M. & Quinn, J. (2018). **La cohérence : Mettre en action les moteurs efficaces du changement en éducation**. Québec, Québec : Presses de l'Université du Québec. 25,00 \$ ISBN: 978-2-7605-4741-4

Notre époque complexe exige des solutions claires. Si un problème de surcharge ou d'éparpillement vous empêche de réaliser vos projets les plus importants, il faut envisager une nouvelle façon d'exercer votre leadership. La clé d'un processus de changement fructueux et durable est le Cadre de cohérence, un plan d'action dynamique et flexible composé de quatre volets essentiels :

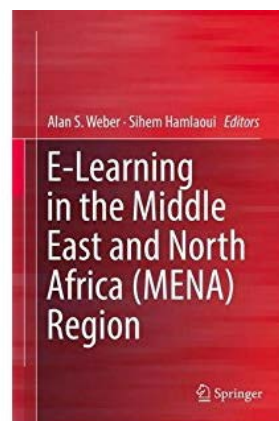
- Etablir une orientation précise en vue de définir un objectif commun ;
- Instaurer des cultures collaboratives, tout en précisant les rôles individuels et collectifs ;
- Enrichir l'apprentissage en vue d'accélérer l'amélioration et de stimuler l'innovation ;
- Instaurer une reddition de comptes interne qui permettra de mieux composer avec les exigences externes.

Le présent ouvrage fournit aux enseignants et aux administrateurs d'établissements scolaires les connaissances et les outils nécessaires pour exercer un leadership efficace dans le système d'éducation actuel.



Paquette, G., Laventure, M. & Pauzé, R. (dir.) (2018). **Approche systémique appliquée à la psychoéducation**. Boucherville, Québec : Béliveau éditeur. ISBN 9782890929043 - 34.95 \$

L'approche systémique fait partie des principales approches théoriques -utilisées en psychoéducation. Cet ouvrage, s'adressant aux étudiantes et aux étudiants en psychoéducation, a pour objectif de soutenir le développement des compétences d'évaluation et d'intervention selon une approche systémique. Ces compétences se déploient ainsi à travers une compréhension de la situation adaptative de la personne indissociable du fonctionnement des systèmes au sein desquels elle évolue, que ce soit sa famille, ses groupes d'appartenance, voire l'équipe de travail de la psychoéducatrice ou du psychoéducateur. Une première partie de l'ouvrage est consacrée à la situation de l'approche systémique au regard des autres approches théoriques fréquemment employées en psycho-éducation, notamment de la théorie bioécologique, de la théorie biopsychosociale et de l'approche développementale. La seconde partie aborde les fondements de l'approche systémique, et les théories et modèles théoriques qui s'y rattachent. De nombreux exemples sont intégrés à chacun des chapitres afin de rendre vivantes les notions systémiques à l'aide d'exemples typiques de la psychoéducation ou de la vie quotidienne. Deux chapitres illustrent l'application des concepts de la systémique à des systèmes particuliers, soit un groupe de jeunes recevant des services psycho-sociaux et une équipe éducative mandatée de prendre en charge un groupe de jeunes en centre de réadaptation. Enfin, les psycho-éducatrices et les psycho-éducateurs en exercice y trouveront une occasion de réfléchir à leur pratique d'évaluation et d'intervention selon une approche systémique.



Weber, A. S. & Hamlaoui, S. (dir.) (2018). **E-Learning in the Middle East and North Africa (MENA) Region**. New York, New York : Springer International Publishing. ISBN 978-3-319-68999-9 - 145,59 €

In the last decade, due to factors of ICT infrastructural and broadband maturation, rising levels of educational attainment and computer literacy, and diversification strategies, e-learning has exploded in the Middle East and North Africa (MENA) region. However, significant barriers remain in the region's e-learning development: lack of research on outcomes and effectiveness, paucity of Arabic language learning objects, monopolies and high cost of telecommunications, cultural taboos, accreditation, censorship, and teacher training.

This unique volume is the first comprehensive effort to describe the history, development, and current state of e-learning in each of the 20 MENA countries from Algeria to Yemen. Each entry is expertly written by a specialist who is acutely familiar with the state of e-learning in their respective country, and concludes with a bibliography of key reports, peer-reviewed books and articles, and web resources.



E-Learning in the Middle East and North Africa (MENA) proves itself as a vital compendium for a wide readership that includes academics and students, transnational program directors, international education experts, MENA government departments, commercial vendors and investors, and ICT development and regulatory agencies involved in e-learning in the Middle East.