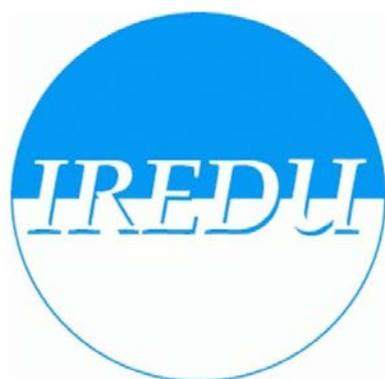


Veille de l'IREDU



Sommaire :

Acquisition de compétences	2
Aspects économiques de l'éducation	9
Aspects psychologiques de l'éducation.....	22
Aspects sociaux de l'éducation	32
Climat de l'école.....	53
Évaluation des dispositifs d'éducation-formation.....	57
Formation continue	72
Insertion professionnelle	73
Marché du travail	74
Métiers de l'éducation	83
Numérique et éducation.....	105
Orientation scolaire et professionnelle.....	123
Politique de l'éducation et système éducatif	126
Pratiques enseignantes.....	163
Réussite scolaire	169
Valeurs	177



[Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121](#)

Acquisition de compétences

Alonso-Díaz, L., Yuste-Tosina, R., & Mendo-Lázaro, S. (2019). **Adults video gaming: Key competences for a globalised society**. *Computers & Education*, 141, 103616. <https://doi.org/10.1016/j.compedu.2019.103616>

Is it possible that by playing video games adults can develop key competences that may prove beneficial in dealing with the new challenges of 21st-century society? The present study identifies the profile of adult video gamers and defines the characteristics of the games they choose to play. It also examines the way and with what type of video games adults perceive that key competences are developed. From a quantitative perspective, the questionnaire on video games and adult education (QVAD) (Alonso and Yuste, 2015) was applied to a sample of 404 subjects. The results confirmed that adult video gamer, while playing, also learns and develops key competences. Role-playing games are those most closely linked to the development of hard (technical, practical and mechanical) and soft skills (personality traits) for globalised society. In order to favour video games of interest to adults, they should be allowed to choose different levels of difficulty and promote individual decision-making, commitment and responsibility. Information and motivation regarding video games should be reoriented, especially in the case of women with secondary and higher education and older people, who choose cognitive and strategy video games out of concern for their cognitive development, when role-playing would really respond better to their needs.

An, X., Curby, T. W., & Brock, L. L. (2019). **Is the Child Really What's Being Rated? Sources of Variance in Teacher Ratings of Socioemotional Skills**. *Journal of Psychoeducational Assessment*, 37(7), 899-910. <https://doi.org/10.1177/0734282918808618>

This study examined three potential sources of variance in teacher ratings of the socioemotional skills of children: occasion, child, and teacher. The ratings were prepared using the Devereux Student Strengths Assessment. In total, 344 children were assessed in both the fall and spring of kindergarten and first grade, providing a total of 1,067 ratings across 106 teachers. We employed cross-classified random effects models to account for multiple occasions of measurement that were nested within both children and teachers, which allowed us to determine the amounts of variance attributable to occasion, children, and teachers. Overall, occasion accounted for the greatest proportion of variance (43%-50%) across a variety of socioemotional subscales, followed by child (36%-46%), and teacher (11%-16%). Findings suggest that caution is warranted when using these scales for high-stake decisions.

Ansari, A., Pianta, R. C., Whittaker, J. V., Vitiello, V. E., & Ruzek, E. A. (2019). **Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3**. *American Educational Research Journal*, 56(4), 1495-1523. <https://doi.org/10.3102/0002831218817737>

This investigation considered the short-term benefits of early childhood education participation at age 3 for 1,213 children from low-income families living in a large and linguistically diverse county. Although no benefits emerged for executive functioning, children who participated in formal early childhood programs at the age of 3 entered prekindergarten the following year demonstrating stronger academic skills and less optimal social behavior than their peers with no earlier educational experience. However, these academic benefits were short-lived and did not persist through the end

of prekindergarten, in large part because children who did not attend these programs at age 3 caught up with their classmates who did. Roughly a quarter of this convergence in academics was attributed to children's subsequent classroom experiences.

Burke, J., & Claughton, A. (2019). **Playing with or next to? The nuanced and complex play of children with impairments.** *International Journal of Inclusive Education*, 23(10). Consulté à l'adresse <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/00000010/art00005>

This paper examines play as a fundamental children's activity, giving particular attention to the inclusion of children with impairments at play and children's shared constructions of their playworlds. Children with impairments are customarily portrayed as incompetent, unskilled or deficient in their play, thus being positioned on the margins (or, as 'who's out'?) of mainstream discourses. On the other hand, non-impaired children are usually regarded as competent players, who play in 'normal' ways (as 'who's in'?). Little attention is afforded to noticing skilful or proficient play by children with impairments and including their perspectives in play research. The Social Model of Childhood Disability offers a perspective for considering 'disabled childhoods' and framing enquiry into the culturally-constructed playworlds of children with impairments. Evidence from two ethnographic studies that examine children with impairments at play is discussed, employing vignettes that utilise data from researcher and teacher observation notes. The authors document specific play interactions related to individual experiences and interests and explore how children work together and alone to create meaningful play interactions. The notion that play for children is a mutual, shared and inclusive cultural experience is supported in this paper.

Colin, B. (2018). **Les compétences au sein de l'école** (Mémoire de Master MEEF Mention encadrement éducatif 2ème année, ESPE de l'académie de Paris). ESPE de l'académie de Paris, Paris. <https://dumas.ccsd.cnrs.fr/dumas-01973358/document>

L'aspirant néo-titulaire ne peut alors s'empêcher de s'interroger sur sa pratique et sa pédagogie lorsque de si grandes responsabilités pèsent sur lui. De lui et de ses collègues dépendent beaucoup, et en premier lieu l'avenir des nouvelles générations. Or, au sein de cette évolution historique du système éducatif français où l'école a pu tenir des rôles et fonctions particulièrement différents selon les époques, pour la première fois depuis son existence moderne (que nous daterons dans ce mémoire des deux grandes lois Ferry de juin 1881 et mars 1882), les enseignants n'ont plus pour première occupation de transmettre des connaissances à leurs élèves, mais bien des compétences, telles que nous les indiquent les programmes scolaires formulés depuis 2008 non plus en termes de corpus intégrés de connaissances, mais bien de liste de compétences dites « opérationnelles ». L'objet de ce mémoire sera donc de s'interroger sur les compétences et leur mise en place pratique au sein de l'enseignement, notamment en Education musicale 6, et ce par trois biais différents avec tout d'abord la définition du concept de compétences, puis l'étude historique du contexte ayant mené à leur émergence, et enfin l'interrogation concrète de la mise en pratique de cette pédagogie telle qu'elle peut se concevoir sur le terrain.

Conoyer, S. J., Ford, J. W., Smith, R. A., Mason, E. N., Lembke, E. S., & Hosp, J. L. (2019). **Examining Curriculum-Based Measurement Screening Tools in Middle School Science:**

A Scaled Replication Study. *Journal of Psychoeducational Assessment*, 37(7), 887-898. <https://doi.org/10.1177/0734282918803493>

This replication study examined the alternate form reliability, criterion validity, and predictive utility of two curriculum-based measurement (CBM) tools in science, Vocabulary-Matching (VM) and Statement Verification for Science (SV-S), for the purpose of screening. In all, 205 seventh-grade students from four middle schools were given alternate forms of each science CBM tool. Scores from the Idaho Standards Achievement Test (ISAT) science assessment were obtained. Stronger evidence of reliability and validity with the ISAT was found for VM compared with SV-S. With regard to predictive utility, VM more accurately classified students' at-risk status compared with SV-S for identifying proficiency on the ISAT. Practical implications and directions for future research are also discussed.

Dendir, S., Orlov, A. G., & Roufagalas, J. (2019). **Do economics courses improve students' analytical skills? A Difference-in-Difference estimation.** *Journal of Economic Behavior & Organization*, 165, 1-20. <https://doi.org/10.1016/j.jebo.2019.07.004>

To the best of our knowledge, this is the first study that provides robust empirical support to the claim that exposure to economics training improves students' analytical skills and problem-solving abilities. We rely on Frederick's (2005) Cognitive Reflection Test (CRT) to measure these skills and abilities. The original CRT served as a pre-test, and a CRT-clone was administered as a post-test in a number of classes across various majors at a comprehensive, medium-sized university. Difference-in-difference estimation is used to assess the difference in CRT score improvements between economics and non-economics classes. Our main result shows that students in economics classes improve their analytical skills during the semester by between 7 and 11 percentage points more than those in non-economics classes. We also find that most of this effect is attributable to the economics principles courses. The results remain robust as we vary the number of control variables, the size of the sample and the estimation method, and are nearly always statistically significant at either 1% or 5% level.

Giuliani, F. (2018). **De l'élève « perturbateur » à l'enfant « en souffrance ». Le traitement de la souffrance des enfants à l'école primaire : « agency » ou étiquetage.** *Raisons éducatives*, 22(1), 151-172. <https://doi.org/10.3917/raised.022.0151>

Au sein des écoles situées en REP, les termes de « souffrance », de « mal-être », d'« enfants qui vont mal » ou « qui ne vont pas bien » sont désormais mobilisés par les acteurs scolaires pour requalifier les conduites d'élèves repérés comme « perturbateurs » et « inadéquats ». Quel traitement des élèves est mis en œuvre au nom de leur pâti? Quel statut leur est attribué lorsqu'ils sont reconnus et traités comme des élèves « en souffrance »? Cet article vise à montrer que la construction de l'enfant dans le registre de la souffrance produit deux traitements différents, en fonction de l'organisation du travail qui s'établit entre les professionnels. L'un tendrait à produire de la stigmatisation, l'autre viserait plutôt à permettre aux élèves de développer des capacités relatives à des situations. L'article tente également d'expliquer comment les professionnels peuvent basculer de l'une à l'autre conception de la souffrance des élèves.

Gong, X., & Zhu, R. (2019). **Cognitive abilities, non-cognitive skills, and gambling behaviors.** *Journal of Economic Behavior & Organization*, 165, 51-69. <https://doi.org/10.1016/j.jebo.2019.06.016>

This paper examines the effects of cognitive abilities and non-cognitive skills on gambling behaviors in Australia. We use the scores for three cognitive functioning tasks as measures of cognitive abilities. Locus of control and the Big Five personality traits are used as measures of non-cognitive skills. We find that cognitive abilities affect both gambling participation and problem gambling. While locus of control does not affect people's participation in gambling, gambling participants with strong internal locus of control are less likely to become a problem gambler than those with external locus of control. We also show that personality traits are important factors for both gambling participation and problem gambling. There is also evidence that both cognitive and non-cognitive skills affect gamblers' choice between skill-and-chance gambling and pure-chance gambling. Our findings seem to support the view that market imperfection could at least explain some individuals' participation in gambling.

Hultqvist, E., & Lidegran, I. (2018). **La Voie Courte, un programme d'intégration des nouveaux arrivés en Suède**. *Éducation et sociétés*, 42(2), 157-168. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-157.htm>

En Suède, plus de 160 000 réfugiés, dont 70 000 enfants, ont franchi les frontières entre septembre 2015 et juillet 2016. Cet afflux exigea des initiatives du secteur public et des engagements bénévoles et volontaires. Il s'agit ici de comprendre les résultats pour des immigrants diplômés –a priori plus faciles à intégrer– du programme La Voie Courte. Initié par l'Agence Nationale de l'Emploi, il a accueilli, de 2015 à 2016, 3105 étudiants. Destiné à améliorer l'intégration sur le marché du travail de diplômés du supérieur, il visait à raccourcir leur chemin vers le travail. Confié à une entreprise de statut privé en collaboration avec l'Université d'Uppsala, il mêlait deux systèmes, études supérieures et marché de l'emploi, sans bénéficier ni de la légitimité ni de la reconnaissance d'aucun d'entre eux. Le risque apparaît grand de contribuer à construire pour ces gens une identité d'immigrant, ni étudiant ni demandeur d'emploi. Les bénéficiaires de La Voie Courte s'insèrent-ils plus facilement et plus rapidement sur le marché du travail ? Seul un suivi longitudinal de plusieurs années pourrait répondre, mais les résultats de l'étude indiquent que, pour ces migrants très qualifiés, manquant du capital linguistique et social nécessaire pour réussir en Suède, il serait préférable d'entreprendre un processus de renforcement de leurs compétences sociales.

Hyun, S. H. (2019). **International graduate students in American higher education: Exploring academic and non-academic experiences of international graduate students in non-STEM fields**. *International Journal of Educational Research*, 96, 56-62. <https://doi.org/10.1016/j.ijer.2019.05.007>

Despite some efforts to address the topics of graduate education and graduate students, there is a lack of empirical research on understanding international graduate students' learning and educational and non-educational experiences in depth. Thus, this qualitative study explores academic and non-academic experiences of international graduate students in the US, especially in non-STEM fields. The findings show that the participants of this study focused on academic-centered relationship and interaction with their peers and faculty members to overcome their academic difficulties, while they were also facing non-academic challenges simultaneously such as time management, mental stress, and loneliness. However, the participants were able to pursue their degrees by having a clear goal and motivation of the graduate programs.

Kato, M., & Suzuki, K. (2019). **Effective or Self-Selective: Random Assignment Demonstrates Short-Term Study Abroad Effectively Encourages Further Study Abroad.** *Journal of Studies in International Education*, 23(4), 411-428.
<https://doi.org/10.1177/1028315318803713>

Much attention has been paid to the effects of study abroad, especially because of recent increases in participation in such programs. One problem, however, is the selection bias of participants inherent in study abroad programs. The present study examines whether participation in a short-term study abroad program leads to participation in further long-term study abroad programs. Data were obtained from 705 applicants in the 2013-2015 academic year at a Japanese university, 300 of whom were assigned randomly to participate in a short-term study abroad program. The study results showed a significantly higher participation rate among previous participants than among nonparticipants. The results of a questionnaire completed by the former participants of the short-term program showed that they were more likely to translate plans for participating in the long-term study abroad program into action based on their prior overseas experiences.

Léchenet, A., & Mercader, P. (2019). **Au collège et au lycée, des élèves, des adultes et des jeux.** *Education et formations*, (99), 33-53.
https://cache.media.education.gouv.fr/file/2019/61/2/depp-2019-EF99-web-03_1154612.pdf

Cet article rend compte des principaux résultats d'une recherche qualitative visant à comprendre les conduites des élèves entre eux – entre filles, entre garçons, entre filles et garçons – dans les établissements d'enseignement secondaire : s'agit-il, comme le disent le plus souvent les élèves, de jeux bénins, ou bien ces comportements sont-ils aussi constitutifs de violences ? À l'aide d'observations de type ethnographique, on met en évidence chez les élèves des fonctionnements sociolinguistiques appelant des interprétations difficiles et des conduites de contrôle réciproques asymétriques, par lesquelles les élèves se socialisent aux normes de l'hétérosexisme. Cet ensemble constitue bien, même à l'intérieur de jeux, un système de violence de genre. Les adultes de l'institution semblent ne percevoir ni certaines violences manifestes, ni le sens violent de conduites anodines – sans doute la conformité de ces conduites aux normes du genre et de l'hétérosexisme explique-t-elle cette cécité. Néanmoins un certain nombre d'enseignants dépassent le rapport de force inhérent à ces systèmes. L'article se termine par l'exploration de quelques possibilités de formation, initiale et continue, des personnels des établissements : connaissance des systèmes de genre et d'hétérosexisme, groupes de parole, formation aux pédagogies de l'équité.

Lordan, G., & McGuire, A. (2019). **Widening the High School Curriculum to Include Soft Skill Training: Impacts on Health, Behaviour, Emotional Wellbeing and Occupational Aspirations** (IZA Discussion Paper N° 12439). Institute of Labor Economics (IZA).
<http://ftp.iza.org/dp12439.pdf>

From 2020 Personal, Social, Health and Economic Education will be compulsory in UK schools for adolescents, however less is known about how it can be taught in an effective manner. We examine, through a randomised trial, the impact of an evidenced based health related quality of life (HRQoL) curriculum called Healthy Minds that ran in 34 high schools in England over a four-year period. We find robust evidence that Healthy Minds positively augments many physical health domains of treated adolescents. We also find some evidence that Healthy Minds positively affects

behaviour, but has no impact on emotional wellbeing. We find notable gender effects, strongly favouring boys. We also present evidence that Healthy Minds changes career aspirations, with those exposed to treatment being less likely to choose competitive work and more likely to choose work that involves « people-skills ». Overall our work illustrates the potential for later childhood interventions to promote HRQoL and develop the career aspirations of adolescents.

Molin, F., Cabus, S., Haelermans, C., & Groot, W. (2019). ***Towards reducing anxiety and increasing performance in physics education: Evidence from a randomized experiment*** (Research Memorandum N° 014). Maastricht University, Graduate School of Business and Economics (GSBE). <https://cris.maastrichtuniversity.nl/portal/files/34250880/content>
This study evaluates the effectiveness of an intervention of formative assessments with a clicker-based technology on anxiety and academic performance. We use a randomized experiment in physics education in one school in Dutch secondary education. For treated students the formative assessments are operationalized through quizzing at the end of each physics class, where clickers enable students to respond to questions. Control students do not receive these assessments and do not use clickers, but apart from that the classes they attend are similar. Findings from multilevel regressions indicate that the formative assessments significantly reduce anxiety in physics, and improve academic performance in physics in comparison with a traditional teaching. Furthermore, a mediation effect of anxiety in physics on academic performance is observed. In sum, this implies that an easily to implement technique of formative assessments can make students feel more at ease, which contributes to better educational performance.

Morlaix, S., & Fanchini, A. (2018). ***L'intérêt de la prise en compte des compétences non académiques dans la redéfinition du capital humain développé par les élèves. Une application sur des élèves de l'école primaire française.*** *Éducation et sociétés*, 42(2), 135-156. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-135.htm>

La prise en compte des compétences non académiques par l'école est récente. Il s'agit ici de les examiner comme des indicateurs des capitaux (culturel, social, émotionnel) de l'élève qui pourraient expliquer son capital humain, lui-même mesuré par des compétences académiques. L'article s'appuie sur les données collectées pour une thèse sur environ mille élèves scolarisés en cycle 3 (fin du premier degré en France) pour démontrer en quoi chaque compétence non académique est l'indicateur d'un type de capital développé par les élèves. Cette approche permet de présenter une mesure originale du concept de capital et contribue à éclairer la compréhension des inégalités de réussite des élèves à l'école primaire, en prenant en compte des facteurs ou variables explicatives nouvelles portant sur les compétences non académiques des élèves. La croissance de ces compétences non académiques devient un enjeu de plus dans la lutte contre les inégalités de réussite, tant, avec les capitaux développés par les élèves, elles ont d'incidence sur leur parcours scolaire, puis professionnel.

Oonk, C., Gulikers, J., & Mulder, M. (2019). ***Educating Boundary Crossing Planners: Evidence for Student Learning in the Multistakeholder Regional Learning Environment.*** *Journal of Planning Education and Research*, 39(3), 360-373. <https://doi.org/10.1177/0739456X17737598>

The regional learning environment (RLE) embeds planning student learning in a real-world participatory planning process. This study investigates the effectiveness of the RLE and its “boundary crossing” design characteristics with respect to student learning. The quasi-experimental study combines a quantitative competence test (N = 225) with qualitative student and teacher learning reports. The RLE, in general, stimulates planning students’ learning. “Working in multidisciplinary student groups” and “high coaching intensity” have specific added value for learning. “Intense student-stakeholder collaboration” does not significantly improve learning; however, qualitative data indicate this to be a powerful boundary crossing design principle of the RLE.

Papon, L., Rezzi, N., Ponthieu, G., & Pasquier, A. (2019, avril). *Travailler l'identification et l'expression des émotions en école primaire : étude exploratoire de l'effet d'un dispositif d'enseignement moral et civique sur les compétences orales d'élèves de CM1/CM2*. Présenté à 6e Colloque international en éducation : enjeux actuels et futurs de la formation et de la profession enseignante, Canada. <https://hal.archives-ouvertes.fr/hal-02161767>

Le langage oral est au centre du développement cognitif et socio-émotionnel de l'enfant. Les programmes scolaires accordent une place de plus en plus importante au développement des compétences orales des élèves (BO n°11 du 26/11/2015). Malgré de nombreuses injonctions, les pratiques pédagogiques ne semblent pas changer. Les enseignants considèrent l'oral plus comme un outil de communication que comme un objet d'apprentissage (Le Cunff & Jourdain, 1999). C'est pourquoi, dans le cadre d'une recherche menée au sein d'une école primaire classée réseau d'éducation prioritaire (REP), nous voulons tester l'effet d'un dispositif d'enseignement moral et civique (EMC) sur les compétences orales des élèves. L'échantillon, composé de 71 enfants âgés de 11 à 12 ans, est réparti aléatoirement dans deux groupes (expérimental/contrôle). Le protocole comprend des phases Pré-test et Post-test du dispositif où les compétences orales (ELO, Khomsi, 2001) et les niveaux de conscience émotionnelle (LEAS-C, Bajgar et al., 2005) et de partage socio-émotionnel (Rimé, 2005) des élèves sont évalués. On s'attend à ce que le dispositif d'EMC centré sur l'identification et l'expression des émotions provoque des effets sur les compétences orales et les dimensions socioémotionnelles des sujets du groupe expérimental. Des implications de cette étude aux niveaux formatif et éducatif seront envisagées.

Pineda-Báez, C., Hennig Manzuoli, C., & Vargas Sánchez, A. (2019). **Supporting student cognitive and agentic engagement: Students' voices**. *International Journal of Educational Research*, 96, 81-90. <https://doi.org/10.1016/j.ijer.2019.06.005>

This qualitative study used a multimodal strategy to examine the voices of students with the objective of determining how they experienced the phenomenon of school engagement in two of its dimensions: cognitive and agentic. Data from 157 students, aged 12–13, from four public schools located in urban and rural areas of three municipalities in Colombia, served to identify key factors that reinforced or hindered students' investment in their school activities. Results show that encouragement and emotional support from teachers, along with a healthy school climate that favors peer collaboration, the explicit use of strategies to foster cognitive development, and bi-directional dialogue and respect are determinant factors in stimulating students to participate actively in their educational trajectories.

Piper, B., Bulat, J., Kwayumba, D., Oketch, J., & Gangla, L. (2019). **Measuring literacy outcomes for the blind and for the deaf: Nationally representative results from Kenya.** *International Journal of Educational Development*, 69, 1-8.
<https://doi.org/10.1016/j.ijedudev.2019.05.002>

Evidence is scarce as to the literacy skills of children with special needs in low- and middle-income countries. Utilizing nationally representative data from Kenya, we present literacy outcomes for the blind and for the deaf in English, and for the blind in Kiswahili in Grade 1 and 2. Although comparisons with children in "regular" classrooms would be inappropriate due to language differences, we used large-scale data available from non-special-needs Kenyan classrooms to investigate the distribution of literacy skills. We found that children served by special schools for the blind outperformed those who were attending special units within "regular" schools, across nearly all estimates of literacy. For the deaf, no meaningful differences emerged in performance scores between children attending special schools and special units. Further, language preferences for the deaf population varied broadly; future research should consider assessing skills in Kenya Sign Language as well as Signed Exact English. Given the low literacy skills of both the blind and the deaf populations, we recommend substantial investment in programs designed to improve literacy outcomes for these populations. We also recommend examining literacy skills among all special-needs learners at scale, because of the complexity countries find in supporting these diverse learners, and because only looking at a handful of schools can mask trends in low performance that would become more obvious at scale.

Tibajev, A., & Hellgren, C. (2019). **The Effects of Recognition of Foreign Education for Newly Arrived Immigrants.** *European Sociological Review*, 35(4), 506-521.
<https://doi.org/10.1093/esr/jcz011>

We analyze the effects of formal recognition of foreign higher education on employment probabilities and earnings for newly arrived immigrants in Swe

Aspects économiques de l'éducation

Alagarsamy, S. (2019). **Construction and Validation of the Learning Management System Success Scale in the Higher Education Setting** [GATR Journals]. Global Academy of Training and Research (GATR) Enterprise.
[http://gatrenterprise.com/GATRJournals/GJBSSR/pdf_files/GJBSSRVol7\(2\)2019/5.Subburaj.pdf](http://gatrenterprise.com/GATRJournals/GJBSSR/pdf_files/GJBSSRVol7(2)2019/5.Subburaj.pdf)

Objective - The concept of education is entirely outdated. Currently, many higher education institutions are adopting blended learning pedagogy to nurture 21st-century skills. The integration of ICT has become a recent global trend in education with universities and colleges using Learning Management Systems (LMS) as their primary method of disseminating and administering teaching and learning processes. The exploration of the factors crucial for successful implementation of LMS is therefore essential. However, most literature on this topic focuses on the technical quality of LMS's, and few address the educational quality and efficiency of LMS. Previous research also fails to discuss the conceptualization and measurement of LMS success. This study aims to construct and validate an instrument to measure LMS success in higher education institutions. Methodology/Technique - Various IS success frameworks were used to design the constructs in this study. A quantitative methodology was adopted with the sample of 379 randomly selected responses from university/college

students, academics, and course administrators from India (n=297) and the Maldives (n=82). IBM SPSS AMOS 25 was used to check the validity and reliability of the instrument and to identify the measurement invariance. Findings & Novelty - This study concludes that information quality, educational quality, system quality, service quality, intention to use, user satisfaction, and net benefits are the critical constructs for measuring LMS success. The findings of this study can be used to support scholars in developing and examining other information system-related theories, as well as to higher education institutions while implementing different LMS's.

Baert, S., Vujic, S., Amez, S., Claeskens, M., Daman, T., Mackelberghe, A., ... De Marez, L. (2019). **Smartphone use and academic performance: correlation or causal relationship?** [Working Papers of Faculty of Economics and Business Administration, Ghent University, Belgium]. Ghent University, Faculty of Economics and Business Administration. http://wps-feb.ugent.be/Papers/wp_19_976.pdf

After a decade of correlational research, this study attempts to measure the causal impact of (general) smartphone use on educational performance. To this end, we merge survey data on general smartphone use, exogenous predictors of this use, and other drivers of academic success with the exam scores of first-year students at two Belgian universities. The resulting data are analysed with instrumental variable estimation techniques. A one-standard-deviation increase in daily smartphone use yields a decrease in average exam scores of about one point (out of 20). When relying on ordinary least squares estimations, the magnitude of this effect is substantially underestimated. The negative association between smartphone use and exam results is more outspoken for students (i) with highly educated fathers, (ii) with divorced parents and (iii) who are in good health. Policy-makers should at least invest in information and awareness campaigns of teachers and parents to highlight this trade-off between smartphone use and academic performance.

BC Teacher's Federation. (2019). **Education Funding**. BC Teachers' Federation. <https://bctf.ca/uploadedFiles/Public/Publications/Briefs/2019EdFundingBudget.pdf>

British Columbia teachers are pleased to have an early opportunity to present their views on priorities for the 2020 provincial budget to the Select Standing Committee on Finance and Government Services. The British Columbia Teachers' Federation (BCTF) represents 43,000 teachers and associated professionals in public schools across British Columbia. Our brief to this committee is focused on recommendations that would give our students the education system they deserve. British Columbia has an opportunity to make the necessary and pressing improvements to public education that have been denied for far too long and re-orient public education funding to fully reflect the needs of students and classrooms. Reversing direction is not simple for an institution as large and diverse as public education, but that is no reason to be timid; if anything, it is a reason to act boldly and for the long term. Good will on the part of everyone in the system will, we are sure, allow for the establishment of a new equilibrium, where schools and students across the province have what they need to flourish and thrive.

Bosio, G., & Origo, F. (2019). **Who Gains from Active Learning in Higher Education?** (IZA Discussion Paper N° 12445). Institute of Labor Economics (IZA). <http://ftp.iza.org/dp12445.pdf>

The aim of this paper is to study whether and how teaching style (i.e., traditional vs active mode) affects academic performance of young individuals in tertiary

education. We focus on entrepreneurship education as an ideal subject for experimenting alternative teaching methods. Identification relies on Triple Differences (DDD) estimates based on detailed administrative data for the universe of students in a Master's program in Management and Finance in Italy over 2011-2015. We measure academic achievement through several indicators, both right after the end of the entrepreneurship course (short run) and at the end of the program (long run). Our preferred estimates show no significant effects of the teaching mode on student's achievement, both in the short and in the long run. However, further estimates reveal interesting heterogeneities across students, being active teaching more effective in the case of females and students from secondary schools with an academic track.

Breen, R. (2019). **Education and intergenerational social mobility in the US and four European countries**. *Oxford Review of Economic Policy*, 35(3), 445-466. <https://doi.org/10.1093/oxrep/grz013>

Abstract I draw on the findings of a recently completed comparative research project to address the question: how did intergenerational social mobility change over cohorts of men and women born in the first two-thirds of the twentieth century, and what role, if any, did education play in this? The countries studied are the US, France, Germany, the Netherlands, and Sweden. Notwithstanding the differences between them, by and large they present the same picture. Rates of upward mobility increased among cohorts born in the second quarter of the century and then declined among those born later. Among earlier born cohorts, social fluidity increased (that is, the association between the class a person was born into and the class he or she came to occupy as an adult declined) and then remained unchanged for those born after mid-century. The association between class origins and educational attainment followed much the same trend as social fluidity. This suggests that growing equalization in education may have contributed to the increase in social fluidity. In our analyses we find that this is so, but educational expansion also led to greater fluidity in some countries. There is also a strong link between upward mobility and social fluidity. Upward mobility was mostly driven by the expansion of higher-level white-collar jobs, especially in the 30 years after the end of the Second World War. This facilitated social fluidity because people from working class and farming origins could move into the service or salariat classes without reducing the rate at which children born into those classes could remain there. Educational expansion, educational equalization, and rapid structural change in the economies of the US and Europe all contributed to greater social fluidity among people born in the second quarter of the twentieth century. For people born after mid-century, rates of downward mobility have increased: however, despite the lack of further educational equalization and less pronounced structural change, social fluidity has remained unchanged.

Brunner, E., Dougherty, S., & Ross, S. (2019). **The Effects of Career and Technical Education: Evidence from the Connecticut Technical High School System** (Working Paper N° 2019-047). Human Capital and Economic Opportunity Working Group. <https://econpapers.repec.org/paper/hkawpaper/2019-047.htm>

We examine the effect of admission to 16 stand-alone technical high schools within the Connecticut Technical High School System (CTHSS) on student educational and labor market outcomes. To identify the causal effect of admission on student outcomes, we exploit the fact that CTHSS utilizes a score-based admissions system and identify the effect of admission using a regression discontinuity approach. We find that male

students attending one of the technical high schools are approximately 10 percentage points more likely to graduate from high school and 8 percentage points less likely to attend college, although there is some evidence that the negative effects on college attendance fade over time. We also find that male students attending a technical high school have quarterly earnings that are approximately 31% higher. Analyses of potential mechanisms behind these results reveal that male students that attend a technical high school have higher 9th grade attendance rates and higher 10th grade test scores. We find little evidence that attending a technical high school affects the educational or labor outcomes of women. These effects appear relatively broad based across different types of students in that we find little evidence of heterogeneity in these effects over student attributes like race and ethnicity, free lunch eligibility or residence in a poor, central city school district. However, when distinguishing between students based on the Career and Technical Education (CTE) offerings of the high school that these students likely would have attended, we find that the effects of admission to a CTHSS school are noticeably larger when the counterfactual high school has less CTE offerings.

Burger, K. (2019). *The socio-spatial dimension of educational inequality: A comparative European analysis* [MPRA Paper]. University Library of Munich, Germany.

https://mpra.ub.uni-muenchen.de/95309/1/MPRA_paper_95309.pdf

Given recent evidence of rising levels of social segregation in European countries, this study uses standardized data from the Program for International Student Assessment (n = 171,159; 50.5% male) to examine the extent to which education systems in Europe are socially segregated and whether social segregation in the school system affects achievement gaps between students of different social origin. Results suggest that the degree of social segregation within education systems varied substantially across countries. Furthermore, multilevel regression models indicate that the effect of socioeconomic status on student achievement was moderately but significantly stronger in more segregated education systems, even after controlling for alternative system-level determinants of social inequality in student achievement. These findings provide original evidence that social segregation in education systems may contribute to the intergenerational transmission of educational (dis)advantage and thus serve to exacerbate wider problems of socioeconomic inequality in Europe.

Canaan, S. (2019). *The Long-Run Effects of Reducing Early School Tracking* (IZA Discussion Paper N° 12419). Institute of Labor Economics (IZA).

<http://ftp.iza.org/dp12419.pdf>

Grouping students by ability is a controversial issue, and its impacts are likely to depend on the type of tracking students are exposed to. This paper studies a reform that moved French schools from a rigorous tracking system, which assigned students to tracks with significantly different learning environments and career options, to a milder form of ability-tracking that only grouped students into different classrooms. Using a regression discontinuity design, I find that the reform raised individuals' level of education and increased their wages by 4.7 percent at ages 40 to 45, with the strongest effects occurring among individuals from low socioeconomic backgrounds.

Daniel Halim Hillary C. Johnson Elizaveta Perova. (2019). *Preschool Availability and Female Labor Force Participation: Evidence from Indonesia*.

<https://doi.org/10.1596/1813-9450-8915>

At 50.9 percent, female labor force participation in Indonesia is far below the regional average of 60.8 percent. Is it being hindered by a lack of affordable childcare services in the country? This paper exploits the joint variations in preschool age eligibility and access to preschool across regions and over years in a difference-in-difference-in-differences framework. With a longitudinal survey that tracks individuals for an average of 22 years, a panel of mothers was constructed to estimate the elasticity of maternal employment to preschool access. The analysis finds that an additional public preschool per 1,000 children increases the work participation of mothers of preschool age eligible children by 11–16 percent from the baseline mean. Private preschools do not increase work participation at the extensive margin, but they increase the likelihood of holding a second job. The availability of preschools induces mothers to informal sector occupations that do not require full-time commitments.

Doersam, M., & Lauber, V. (2019). *The Effect of a Compressed High School Curriculum on University Performance* (Working Paper Series of the Department of Economics, University of Konstanz N° 2019-03). Department of Economics, University of Konstanz.

[http://www.uni-](http://www.uni-konstanz.de/FuF/wiwi/workingpaperseries/WP_03_Doersam_Lauber_2019.pdf)

[konstanz.de/FuF/wiwi/workingpaperseries/WP_03_Doersam_Lauber_2019.pdf](http://www.uni-konstanz.de/FuF/wiwi/workingpaperseries/WP_03_Doersam_Lauber_2019.pdf)

A recent education reform in Germany reduced the duration of academic high school education by one year but left the curriculum, and total class time unchanged. We use a unique data set of university students to investigate the effects of this reduction in years of schooling on academic achievements at the tertiary level. By exploiting variation in the implementation of the reform across school types over time, we isolate the reform effect from cohort, state, and school type effects. Our results suggest that the reform lowers the opportunity costs of schooling and facilitates an earlier labor market entry as we find no detrimental effects while students are one year younger on average.

Eurydice. (2019). *Frais et systèmes nationaux d'aides financières aux étudiants dans l'enseignement supérieur en Europe* (p. 106) [Report]. Eurydice.

<http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3043>

Le présent rapport annuel présente la manière dont les systèmes de frais et d'aides aux étudiants (y compris les bourses et les prêts) interagissent dans l'enseignement supérieur européen. Il offre à la fois une vue d'ensemble comparative et des fiches d'information pour chaque pays qui présentent les principales caractéristiques des systèmes nationaux. Il décrit en particulier les divers tarifs appliqués aux étudiants, en précisant les catégories d'étudiants qui doivent payer des frais et celles qui peuvent en être exemptées. De même, il détaille le type et les montants des aides publiques apportées sous forme de bourses et de prêts, ainsi que les avantages fiscaux et les allocations familiales, le cas échéant. Le présent rapport porte essentiellement sur les frais et les aides dans les établissements d'enseignement supérieur publics et les établissements privés subventionnés. Il contient des données sur les cursus courts et les cursus de premier cycle (niveau licence) et de deuxième cycle (master). Les informations présentées concernent 38 pays, dont les 28 États membres de l'UE, ainsi que l'Albanie, la Bosnie-Herzégovine, la Suisse, l'Islande, le Liechtenstein, le Monténégro, la Norvège, la Serbie, l'ancienne République yougoslave de Macédoine et la Turquie.

Feld, J., Salamanca, N., & Zöllitz, U. (2019). **Students Are Almost as Effective as Professors in University Teaching** (CESifo Working Paper Series N° 7764). CESifo Group Munich. https://www.cesifo-group.de/DocDL/cesifo1_wp7764.pdf

In a previous paper, we have shown that academic rank is largely unrelated to tutorial teaching effectiveness. In this paper, we further explore the effectiveness of the lowest-ranked instructors: students. We confirm that students are almost as effective as senior instructors, and we produce results informative on the effects of expanding the use of student instructors. We conclude that hiring moderately more student instructors would not harm students, but exclusively using them will likely negatively affect student outcomes. Given how inexpensive student instructors are, however, such a policy might still be worth it.

Gans, J., Leigh, A., Schmalz, M., & Triggs, A. (2019). **Inequality and market concentration, when shareholding is more skewed than consumption**. *Oxford Review of Economic Policy*, 35(3), 550-563. <https://doi.org/10.1093/oxrep/grz011>

Abstract Economic theory suggests that monopoly prices hurt consumers but benefit shareholders. But in a world where individuals or households can be both consumers and shareholders, the impact of market power on inequality depends in part on the relative distribution of consumption and corporate equity ownership across individuals or households. The paper calculates this distribution for the United States, using data from the Survey of Consumer Finances and the Consumer Expenditure Survey, spanning nearly three decades from 1989 to 2016. In 2016, the top 20 per cent consumed approximately as much as the bottom 60 per cent, but had 15 times as much corporate equity. Because ownership is more skewed than consumption, increased mark-ups increase inequality. Moreover, over time, corporate equity has become even more skewed relative to consumption.

Golsteyn, B. H. H., Jansen, M. W. J., Van Kann, D. H. H., & Verhagen, A. (2019). **Does Stimulating Physical Activity Affect School Performance?** (IZA Discussion Paper N° 12454). Institute of Labor Economics (IZA). <http://ftp.iza.org/dp12454.pdf>

This paper investigates whether encouraging children to become more physically active in their everyday life affects their primary school performance. We use data from a field quasi-experiment called the Active Living Program, which aimed to increase active modes of transportation to school and active play among 8- to 12-year-olds living in low socioeconomic status (SES) areas in the Netherlands. Difference-in-differences estimations reveal that while the interventions increase time spent on physical activity during school hours, they negatively affect school performance, especially among the worst-performing students. Further analyses reveal that increased restlessness during instruction time is a potential mechanism for this negative effect. Our results suggest that the commonly found positive effects of exercising or participating in sports on educational outcomes may not be generalizable to physical activity in everyday life. Policymakers and educators who seek to increase physical activity in everyday life need to weigh the health and well-being benefits against the probability of increasing inequality in school performance.

Huang, J., Groot, W., Sessions, J. G., & Tseng, Y. (2019). **Age of Menarche, Adolescent Sexual Intercourse and Schooling Attainment of Women**. *Oxford Bulletin of Economics and Statistics*, 81(4), 717-743. <https://doi.org/10.1111/obes.12284>

We use data from the 1970 British Cohort Study to measure the effect of adolescent sexual intercourse on female schooling attainment. We emphasize the appropriate use of menarcheal age as an instrumental variable (IV) for early intercourse. Our analysis suggests that developmental trajectories vary with menarcheal age and, therefore, capturing variations in individual cognitive capacities induced by pubertal timing is crucial for the validity of the IV identification strategy. Our empirical results indicate that adolescent sexuality reduces full-time education by approximately one year. Given that 37 percent of females in our data exited virginity in adolescence, the aggregate loss of human capital as measured by average years of female schooling could be up to one-third of a year.

Jain, A. D. (2018). *Trainee teachers attitude towards students in relation to certain variables* (Working Paper N° 2018-25-01). [Voice of Research. https://econpapers.repec.org/paper/vorissues/2018-25-01.htm](https://econpapers.repec.org/paper/vorissues/2018-25-01.htm)

This study aimed to identify the attitudes of trainee teachers towards students with specific learning disabilities and differentiation of the curriculum. Significant differences were found between the attitudes of primary and secondary school trainee teachers, and the influence of training. There were no differences in attitudes according to experience with students with specific learning disabilities. The findings have implications for teacher training programs. The different Policies on the inclusion of students with special educational needs in mainstream classrooms have focused attention on how general education teachers perceive these students. Furthermore with specific learning disabilities forming a large group of diverse students, and teachers' attitudes often not changing over the career span, preparing teachers for inclusive education is vitally important. Key Words: attitude, trainee teacher, primary teacher, teaching-learning Policy

Jarraud, F. (2019, août 28). *Quel coût pour la rentrée?* <http://www.cafepedagogique.net/lexpresso/Pages/2019/08/28082019Article637025743740416961.aspx>

Combien coûte la rentrée scolaire aux familles ? Pour Familles de France, le coût de la rentrée scolaire augmente de 0.95% avec un coût moyen par élève de 195€. Alors que les budgets papeterie et vêtements diminuent, le poste fourniture expliquerait la hausse. La Confédération syndicale des familles ne confirme pas ces données. Pour la CSF, le coût moyen stagne en 2019 avec une légère baisse de 0.17%. Mais cette moyenne cache de fortes inégalités. Au collège la hausse atteint 7% à l'entrée en 4ème et 6% en 6ème principalement du fait de l'équipement sportif. Le coût de l'entrée du lycée baisserait de 3 à 4%. Cette donnée sera à confirmer car la situation des manuels n'est pas encore claire partout. A l'école le coût moyen baisserait en CP mais augmenterait en cours moyen.

Kanbur, R. (2019). *Inequality in a global perspective*. *Oxford Review of Economic Policy*, 35(3), 431-444. <https://doi.org/10.1093/oxrep/grz010>

Abstract The basic story of global inequality in the last three decades has been an overall decline, but one which is composed of quite intricate patterns. There has been a decline in between-country inequality as China and India have grown relative to the US and other rich countries. This has been accompanied by an increase in within-country inequality, but this is itself composed of rising inequality in some countries such as China, India, and the US, and declining inequality in other countries, including large

economies in Latin America. Section II of the paper reviews these patterns, highlighting country diversity to make the central point that policy matters. Section III addresses a normative question—what relative weight should be given to within-country and between-country inequality in making an overall global assessment? This section brings on board recent philosophical discourse, including on inequality of opportunity in a global frame. Section IV returns to the 'policy matters' theme and takes up global constraints on national redistribution policy in a globalized world: for example, a race to the bottom on taxation to attract and keep capital and talent, and possible global institutional responses to alleviate these constraints.

Kim, H. (2018). *Healing a Wary, Self-cultivating Society through Education* (KDI Focus N° 91). Korea Development Institute (KDI).
<https://econpapers.repec.org/scripts/redir.pf?u=https%3A%2F%2Fwww.econstor.eu%2Fbitstream%2F10419%2F200892%2F1%2Fkdi-focus-91.pdf;h=repec:zbw:kdifoc:91>

Can education improve Korea's self-cultivating society which has left its people untrusting of others? Reforming public education, particularly eliminating rote-based learning and encouraging horizontal and participatory classes, will enhance peer relationships, trust and cooperation to ultimately contribute to reversing the decline in social capital. - The significance of social capital, which is formed of interpersonal relationships and interaction, is recognized throughout society. - Amid the growing popularity of the « each to his own » mentality, Korea is experiencing a continuous decline in mutual trust. - The low degree of happiness in Koreans is due to the lack of social capital. - In Northern European countries that apply horizontal collaborative methods, people with higher education show stronger social trust. But, this is not the case for Korea and East European countries wherein one-sided lectures are more dominant. - How children are taught is more significant to the cultivation of social capital than what is taught. What is critical to fostering social capital is how to teach, not what to teach. - A high proportion (81%) of Korean respondents described high school as a "battlefield." - Korean undergraduates have low public trust and prefer self-help methods to collective solutions. - Korea has the lowest percentage of those who believe that the general public and government officials will meet social norms. - Korea shows low willingness to make donations and has weak solidarity. - About 73% of Korean respondents preferred a secluded residential environment for privacy protection over communication and interaction. - Korean undergraduates believe that as the level of education increases, the level of cooperative spirit decreases. - Social capital increased further among students who were more frequently exposed to PBL activities. - Students who received a horizontal-type education showed more increases in their network of friends and better perceptions about social capital at the end of the semester. - Peer relationships fostered in the course of horizontal interactions were found to improve perceptions and attitudes about social capital. - Having experienced random grouping in class, students became more receptive to cooperating with others who are unfamiliar. - Horizontal interaction could be enhanced by adopting constructivism through, for example, PBL and flipped classroom programs. - It is necessary to extend evaluation systems to an appropriate degree, such as team-based, absolute, student participatory and process-focused formats. - An innovative education environment such as bottom-up changes in classes should be developed and HR systems for faculty need to be redesigned to go hand in hand with educational innovation. - Transforming teaching methods to be more horizontal and participatory is an important agenda that

will contribute to not only enhancing social capital but also to fostering those with skills needed in the future.

Krill, Z., Geva, A., & Aloni, T. (2019). **The Effect of the Field of Study on the Higher Education Wage Premium — Evidence from Israel**. *LABOUR*, 33(3), 388-423. <https://doi.org/10.1111/labr.12150>

Choosing an academic field of study is an important economic decision; it impacts the skills acquired during the course of one's studies, the occupation and industry when entering the labor market, and consequently, one's potential salary. Using administrative records on the birth cohort of 1975–85 in Israel, we examine the impact of the choice of academic field of study on salary and find that this choice accounts for about 20 per cent of the explained variance in wages. In general, the effects we find are qualitatively similar to those found in a similar study conducted for the United States, although the variance found in Israeli data is slightly higher. Thus, compared with education studies graduates, we find a particularly high premium for computer science and engineering fields, and a negative premium for arts, psychology, architecture, and the humanities.

Kronfol, H., Nichols, A., & Thu Tran, T. (2019). **Women at Work: How Can Investment Incentives be Used to Enhance Economic Opportunities for Women?** <https://doi.org/10.1596/1813-9450-8935>

Around the world, women face persistent barriers in seeking to enter the labor force, attain leadership positions, and launch businesses. Gender inequality not only prevents women from achieving their full potential and gaining economic independence, but also inhibits the growth of national economies. In a context of growing global competition for private investment, policymakers face the timely challenge of ensuring that women are not left behind in the development agenda. This working paper identifies and analyzes investment incentives that governments can provide to businesses with the aim of promoting gender equality. Barriers to gender equality in the workplace include supply-side barriers that make it difficult for women to find jobs or investment financing, and demand-side barriers that make it more costly for firms or investors to hire or fund women. The paper discusses three main types of investment incentives that governments may use to address these barriers: (i) subsidies and grants, (ii) tax incentives, and (iii) public procurement incentives. Because incentives run the risk of creating market inefficiencies and leading to redundant outcomes, their use should be carefully conceived and implemented. The effectiveness of these instruments will depend on the underlying constraints to gender equality, the targeted policy goals, implementation features, and the broader enabling environment. Relevant studies and experiences from several countries are used to explore when and how governments might use investment incentives to promote gender equality.

Lordan, G., & McGuire, A. (2019). **Widening the High School Curriculum to Include Soft Skill Training: Impacts on Health, Behaviour, Emotional Wellbeing and Occupational Aspirations** (IZA Discussion Paper N° 12439). Institute of Labor Economics (IZA). <http://ftp.iza.org/dp12439.pdf>

From 2020 Personal, Social, Health and Economic Education will be compulsory in UK schools for adolescents, however less is known about how it can be taught in an effective manner. We examine, through a randomised trial, the impact of an evidenced based health related quality of life (HRQoL) curriculum called Healthy Minds

that ran in 34 high schools in England over a four-year period. We find robust evidence that Healthy Minds positively augments many physical health domains of treated adolescents. We also find some evidence that Healthy Minds positively affects behaviour, but has no impact on emotional wellbeing. We find notable gender effects, strongly favouring boys. We also present evidence that Healthy Minds changes career aspirations, with those exposed to treatment being less likely to choose competitive work and more likely to choose work that involves « people-skills ». Overall our work illustrates the potential for later childhood interventions to promote HRQoL and develop the career aspirations of adolescents.

Lordan, G., & McGuire, A. (2019). **Widening the high school curriculum to include soft skill training: impacts on health, behaviour, emotional wellbeing and occupational aspirations** [LSE Research Online Documents on Economics]. London School of Economics and Political Science, LSE Library. <https://econpapers.repec.org/scripts/redir.pf?u=http%3A%2F%2Fprints.lse.ac.uk%2F101233%2F;h=repec:ehl:lserod:101233>

From 2020 the health and relationships aspects of Personal, Social, Health and Economic Education will be compulsory in UK schools for adolescents. However less is known about how it can be taught in an effective manner. We examine, through a randomised trial, the impact of an evidenced based health related quality of life (HRQoL) curriculum called Healthy Minds that ran in 34 high schools in England over a four-year period. We find robust evidence that Healthy Minds positively augments many physical health domains of treated adolescents. We also find some evidence that Healthy Minds positively affects behaviour, but has no significant impact on emotional wellbeing. We find notable gender effects, strongly favouring boys. We also present evidence that Healthy Minds changes career aspirations, with those exposed to treatment being less likely to choose competitive work and more likely to choose work that involves "people-skills". Overall our work illustrates the potential for later childhood interventions to promote HRQoL and develop the career aspirations of adolescents.

Mayhew, K., & Wills, S. (2019). **Inequality: an assessment**. *Oxford Review of Economic Policy*, 35(3), 351-367. <https://doi.org/10.1093/oxrep/grz009>

Abstract Concern about inequality, particularly inequality of income and wealth, has become prominent in public discourse around the world. This article first discusses issues of measurement and goes on to ask why we should care, emphasizing fairness and the market distortions and negative externalities found in unequal societies. It documents that the decline in global inequality in recent decades has been due to falling inequality between, rather than within, countries. The popular picture of rising inequality in OECD countries is more varied and complex than often perceived. Its drivers include aspects of globalization and of technological change as well as changes in the distribution of market power, in financial markets, public policy, and monetary policy. There are two over-arching questions about how governments can address inequality. The first is what should be tackled at the international level and what should be the preserve of national policy. The second is what should be the balance between pre- and post-market interventions. Both have a role but generally the balance has been too skewed towards the latter.

McGregor, T., Smith, B., & Wills, S. (2019). **Measuring inequality**. *Oxford Review of Economic Policy*, 35(3), 368-395. <https://doi.org/10.1093/oxrep/grz015>

Abstract Inequality is important, both for its own sake and for its political, social, and economic implications. However, measuring inequality is not straightforward, as it requires decisions to be made on the variable, population, and distributional characteristics of interest. These decisions will naturally influence the conclusions that are drawn so they must be closely linked to an underlying purpose, which is ultimately defined by a social welfare function. This paper outlines important considerations when making each of these decisions, before surveying recent advances in measuring inequality and suggesting avenues for future work.

Mottaleb, K. A., Rahut, D. B., & Pallegedara, A. (2019). **Spending privately for education in Nepal. Who spends more on it and why?** *International Journal of Educational Development*, 69, 39-47. <https://doi.org/10.1016/j.ijedudev.2019.102076>

Using information collected from the Nepal Living Standards Survey (NLSS) 2010-11, this study shows that in Nepal, relatively rich, more educated and urban parents are more likely to send their children to private schools and hire tutors for private tuition. Thus, they spend more on children education. In contrast, economically lagging, less educated, backward caste and rural households mostly send their children to public schools, where the public funding per pupil is going down. They are also less likely to hire private tutors and thereby spend less on their children's education. It indicates the presence of a deep inequality in terms of access to education resources among the Nepalese citizen. This resource gap increases school segregation between rich and poor, castes, and urban and rural students, and is likely to result in greater inequality of school performance, although whether this occurs through higher value added in private schools or through more money spent on private tuition and education, is unclear.

Nigam, S. (2018). **Role of online education in today's world** (Working Paper N° 2018-27-02). Voice of Research. <https://econpapers.repec.org/paper/vorissues/2018-27-02.htm>

The field of education has seen a drastic change in the past two decades. The changing scenario of world economy and advancement in information and communication technology has resulted in the beginning of many new trends in education. Modern day education is all about innovation, accessibility, and suitability. From kindergarten to university, students are encouraged to learn through interactive and practical tools. Higher education is more career-oriented today than ever before. With advent of ICT, Online education is preferred because of its extendibility and expediency. It allows learners to set their own study time and duration without compromising on their present commitments. Online learning is cost effective and it carries great worth for jobseekers. Key Words:online, online education, education Policy

Nolan, B., & Valenzuela, L. (2019). **Inequality and its discontents.** *Oxford Review of Economic Policy*, 35(3), 396-430. <https://doi.org/10.1093/oxrep/grz016>

Abstract Inequality in the distribution of income and wealth has come to the fore as a core concern across the industrialized world. Here we examine what has happened to income inequality across the rich countries in recent decades. We discuss the range of factors that appear to be driving inequality upwards, notably the role of technological change, globalization, and national institutions and policies. We look at how rising inequality might undermine economic growth and squeeze the middle, and assess the extent to which it has actually done so. We assess whether rising inequality is associated with worsening outcomes and inequalities across various social domains.

Finally, we review emerging evidence on the role that rising inequality may be playing in the 'revolt of the angry' and rise of populism.

Obolenskaya, P., & Hills, J. (2019). **Flat-lining or seething beneath the surface? Two decades of changing economic inequality in the UK.** *Oxford Review of Economic Policy*, 35(3), 467-489. <https://doi.org/10.1093/oxrep/grz018>

Abstract This paper analyses what happened to economic inequalities in the United Kingdom in the two decades from 1995–6. In aggregate, inequality changes were unremarkable, especially by comparison with sharp increases in the 1980s. However, over the first decade economic outcomes improved across population groups, while over the second near-stagnation accompanied continuing high inequality. We show that the apparent stability of inequality in this period masked the way in which the nature and depth of economic inequalities changed after the economic crisis, leading to substantial differences between and within groups defined in different ways. Pervasively, younger adults lost out in the second decade compared to older ones. When population groups are defined in other ways (such as region, housing tenure, or ethnicity) patterns are more complex, but with the worst-off in particular groups often being 'left behind'.

Ogawa, K., Sterken, E., & Tokutsu, I. (2019). **International spillovers of R&D and marginal social returns - Ogawa - 2019 - Review of International Economics - Wiley Online Library.** *Review of International Economics*, 27(3). Consulté à l'adresse <https://onlinelibrary.wiley.com/doi/full/10.1111/roie.12404>

This study analyzes marginal social and private returns of R&D investment through the impact of international spillovers of R&D stocks. We compare the marginal social with marginal private returns using data of 27 OECD and EU countries from 1995 to 2008. We consider two channels of R&D spillovers: embodied in trade flows and disembodied by bilateral technological proximity. We find that marginal social returns on R&D are much larger than the marginal private returns for R&D-intensive countries, in the embodied spillover channel. We also find that the embodied spillover channel through import flows is more important than the disembodied channel.

Önder, Y. K., & Shamsuddin, M. (2019). **Heterogeneous Treatment Under Regression Discontinuity Design: Application to Female High School Enrolment.** *Oxford Bulletin of Economics and Statistics*, 81(4), 744-767. <https://doi.org/10.1111/obes.12292>

This paper undertakes a regression discontinuity (RD) framework with multiple cutoffs unlike typical RD setting where researchers normalize the score variable and pool all the observations. This paper explores this heterogeneity in the effect of Islamic mayor on female secular high schooling in Turkey using the multiple cutoff RD framework developed in Cattaneo et al. (2016). The presence of many parties in the 1994 municipality election in Turkey means that vote share of the strongest opponent party can vary substantially leading to different cutoffs. Meyersson (2014) finds that Islamic mayors of 1994 promoted female high schooling using a normalized and pooled RD framework, which averages the effect across all the different cutoffs. We extend his work by segregating the effect of Islamic mayor across different opponent party's vote shares. Our results suggest that the positive effect on female secular high school attainment was more pronounced in municipalities where the strongest opponent party was secular than where the opponent was conservative. This heterogeneity can be

attributed to a policy change in 1999, which restricted religious high school graduates from entering universities.

Priyam Saraf Tasmia Rahman Julian C Jamison. (2019). ***Group-Based Cognitive Behavioral Training Improves Mental Health of SME Entrepreneurs: Experimental Evidence from Conflict-Affected Areas of Pakistan.*** <https://doi.org/10.1596/1813-9450-8872>

Mental health, well-being and lasting economic outcomes are intimately connected. However, in geographies marked by fragility, conflict and violence, entrepreneurs of small and medium-size experience chronic stress and poor mental health on a regular basis. This paper describes the incremental effects of a five-week group cognitive behavioral training program—over and above the effect of receiving cash grants—on reducing depression and anxiety, as well as improving well-being among small and medium-size enterprise entrepreneurs in conflict-affected parts of Pakistan. Entrepreneurs in the treatment group received the intervention as well as cash grants, whereas those in the control group received only cash grants. The study, which was conducted with 235 entrepreneurs, found that cognitive behavioral training leads to significant improvements in mental health outcomes in the short run. Three months after the intervention, analysis of pooled data across two follow-up rounds (at five weeks and three months after) show that entrepreneurs in the treatment group experience statistically significant (at the 10 percent level) reduction in the intensity and prevalence of depression and anxiety symptoms (measured by the Patient Health Questionnaire Anxiety and Depression Scale) and higher levels of well-being (measured by the five-item World Health Organization Well-being Index) compared with the control group. Entrepreneurs in the treatment arm experienced a substantial decline in the odds of experiencing depression and anxiety compared with those in the control group (odds ratio of 0.46 for the treatment group relative to the control group), although the results are statistically significant only when the data are pooled. The effect was marked for those experiencing mild/moderate levels of depression and anxiety, indicating the clinical value of such low-touch early interventions. An endline survey is planned at 18 months to assess the longer-term impacts of the intervention on mental health and well-being as well as its impact on business performance.

Salinas, D. (2019). ***Can academic performance help disadvantaged students to achieve upward educational mobility?*** (PISA in Focus N° 99). OECD Publishing. <https://doi.org/10.1787/fd5356d0-en>

During the past century, access to education increased in countries all over the world. Up until the early decades of the 20th century, people attended school for only a few years. Towards the end of the century, adults in high-income countries completed 12 years of schooling, on average. Today in OECD countries, a larger share of the population than ever before completes tertiary education. For many, especially socio-economically disadvantaged students whose parents had attained only low levels of education, this expanded access to education has led to upward educational mobility – attaining a higher level of education than their parents did. But just as economic growth does not necessarily reduce income inequality, so the expansion of access to education does not automatically result in greater equity in educational attainment. For that to happen, disadvantaged students need to benefit as much as or more than advantaged students. A recent PISA report, *Equity in Education*, explores how upward educational mobility has changed over recent decades. It finds that, despite the

expansion of access, socioeconomic disparities in the completion of tertiary education remain large. However, the report also shows that when students with low-educated parents perform at high levels by age 15, as measured by PISA, their chances of completing tertiary education improve considerably.

Shephard, A., & Sidibe, M. (2019). **Schooling Investment, Mismatch, and Wage Inequality** [PIER Working Paper Archive]. Penn Institute for Economic Research, Department of Economics, University of Pennsylvania. <https://economics.sas.upenn.edu/system/files/working-papers/19-013%20PIER%20Paper%20Submission.pdf>

This paper examines how policies, aimed at increasing the supply of education in the economy, affect the matching between workers and firms, and the wages of various skill groups. We build an equilibrium model where workers endogenously invest in education, while firms direct their technology toward skill intensive production activities. Search frictions induce mismatch on both extensive (unemployment) and intensive (over-education) margins, with ensuing wage consequences. We estimate the model using NLSY and O*NET data, and propose an ex-ante evaluation of prominent educational policies. We find that higher education cost subsidies boost college attainment, produce substantial welfare gains in general equilibrium, but increase wage inequality. These changes are associated with a substantial upward shift in the distribution of job complexity, which leads to worse allocations for high-school graduates who end up under-educated in less productive firms, while highly-educated workers match with more productive firms and experience less over-education during their careers.

Stromboni, C. (2019, juillet 19). **ENA, ENS, Polytechnique... faut-il encore payer les élèves ?** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/07/19/ena-ens-polytechnique-faut-il-encore-payer-les-eleves_5490966_4401467.html

La question de la rémunération dans certaines grandes écoles est absente des discussions sur l'avenir de la formation de la haute fonction publique.

Stuart, B. (2019). **The Long-Run Effects of Recessions on Education and Income** (IZA Discussion Paper N° 12426). Institute of Labor Economics (IZA). <http://ftp.iza.org/dp12426.pdf>

This paper examines the long-run effects of the 1980-1982 recession on education and income. Using confidential Census data, I estimate difference-in-differences regressions that exploit variation across counties in recession severity and across cohorts in age at the time of the recession. For individuals age 0-10 in 1979, a 10 percent decrease in earnings per capita in their county of birth reduces four-year college degree attainment by 10 percent and income in adulthood by 3 percent. Simple calculations suggest that, in aggregate, the 1980-1982 recession led to 0.8-1.8 million fewer college graduates and \$42-\$87 billion less earned income per year.

Aspects psychologiques de l'éducation

Ahn, I., Patrick, H., Chiu, M. M., & Levesque-Bristol, C. (2019). **Measuring Teacher Practices That Support Student Motivation: Examining the Factor Structure of the Teacher**

as Social Context Questionnaire Using Multilevel Factor Analyses. *Journal of Psychoeducational Assessment*, 37(6), 743-756.
<https://doi.org/10.1177/0734282918791655>

We used multilevel factor analyses to investigate the structure of the Teacher as Social Context Questionnaire (TASCQ)-short form—a prominent measure of teacher practices that promote student motivation to learn. Based on Self-Determination Theory (SDT), the TASCQ contains three scales: Autonomy Support, Structure, and Involvement. Few studies have tested the construct validities of these three scales together. Furthermore, the few studies using factor analyses with these constructs' scales showed mixed results. Moreover, none of those studies properly modeled the clustered nature of data with a multilevel analysis. We examined the structure of TASCQ scores from 697 fifth and sixth graders in 35 classes by conducting multilevel exploratory and multilevel confirmatory factor analysis, each with half the sample. Results indicated that students did not distinguish among Autonomy Support, Structure, and Involvement items; the best fit was a single factor.

Alivernini, F., Manganelli, S., Cavicchiolo, E., Chirico, A., & Lucidi, F. (2019). **The Use of Self-Regulated Cognitive Strategies Across Students With Different Immigrant Backgrounds and Gender.** *Journal of Psychoeducational Assessment*, 37(5), 652-664.
<https://doi.org/10.1177/0734282918785072>

Cognitive self-regulation is regarded as necessary for enhancing academic success and the possibility of lifelong learning. This study, based on 263,683 Italian 10th-grade students, examines the use of self-regulated cognitive strategies in immigrant and native students, as well as in boys and girls. Preliminarily, we examined the psychometric properties and measurement invariance across the groups of the short four-factor scale adopted. Immigrant students report less use of self-regulated cognitive strategies than natives and that this use diminishes from one generation of immigrants to the next. Also boys report lower levels of cognitive self-regulation than girls. On the whole, these findings indicate that male and immigrant students systematically use less self-regulated cognitive strategies in studying. Improvements in their cognitive self-regulation should therefore increase the chances of academic success in these groups of students, which tend to have lower performances at school across the industrialized countries.

Badiee, M., & Andrade, E. (2019). **Microsystem and Macrosystem Predictors of Latinx College Students' Depression and Anxiety.** *Journal of Hispanic Higher Education*, 18(4), 422-434. <https://doi.org/10.1177/1538192718765077>

Latinx college students experience depression and anxiety similarly to other groups. Systemic factors (e.g., discrimination, family support) may exacerbate or protect from symptoms. We incorporated an ecological framework to assess family cohesion, social networks, acculturative stress, perceived discrimination, and foreigner objectification as predictors of depression and anxiety for Latinx students at a Hispanic Serving Institution (HSI). Only discrimination predicted depression and anxiety after controlling for age, gender, and birthplace. Educational and counseling implications are addressed.

Brewer, N., Zoanetti, J., & Young, R. L. (2019). **Convergent Validity of the A-ToM (Adult Theory of Mind) Test for Individuals With Autism Spectrum Disorder.** *Journal of Psychoeducational Assessment*, 37(6), 797-802.
<https://doi.org/10.1177/0734282918787433>

Brewer, Young, and Barnett reported a comprehensive psychometric evaluation of a new adult theory of mind measure (A-ToM) with a sample of high-functioning autism spectrum disorder (ASD) adults. Although correlations with existing theory of mind (ToM) instruments (i.e., the Strange Stories; the Frith- Happé animations) were reported, relationships with independent putative indicators of ToM development such as social-behavioral and interpersonal proficiencies were not examined. Here, we provide convergent validity data by examining the relations between A-ToM performance, and the social-behavioral skills and interpersonal relationships of ASD adults with IQs exceeding 85. ToM predicted interpersonal relationship quality via the mediating variable, social-behavioral skills, providing evidence of convergent validity for the A-ToM. Alternative models of the relationship between the three variables are described, as are the challenges associated with the interpretation of self-report social and interpersonal functioning measures.

Cormier, D. C., Van Norman, E. R., Cheong, C., Kennedy, K. E., Bulut, O., & Mrazik, M. (2019). **Developing Proficiency in Standardized Cognitive Assessment Scoring: How Much Is Enough?** *Canadian Journal of School Psychology, 34*(3), 215-233. <https://doi.org/10.1177/0829573518765010>

This study aims to systematically evaluate the scoring errors made by psychologists in training, in the hopes of providing strong, empirically based guidelines to training programs. Survival analysis was used to determine the number of attempts required for graduate students to achieve proficiency in scoring standardized record forms from the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV). The results suggest that the majority of students will require at least six attempts prior to achieving proficiency in the standardized scoring procedure associated with the WISC-IV. The significant contribution of this study stems from its notably larger sample size (N = 546 record forms) and increased ecological validity compared with previous studies. As a result, this study is likely to improve training in an area that has been established as a core competency for school, clinical, and counselling psychologists.

Davidson, F., Rusak, B., Chambers, C., & Corkum, P. (2019). **The Impact of Sleep Restriction on Daytime Functioning in School-Age Children With and Without ADHD: A Narrative Review of the Literature.** *Canadian Journal of School Psychology, 34*(3), 188-214. <https://doi.org/10.1177/0829573518770593>

The purpose of this narrative review was to synthesize the existing literature on the impact of sleep on daytime functioning in both typically developing (TD) children and children with attention-deficit/hyperactivity disorder (ADHD). Correlational studies in children suggest that insufficient sleep and impaired daytime functioning are significantly associated; however, this does not address the causal relationships between sleep and daytime functioning. The review results indicated that there is limited experimental sleep manipulation research in children. In the eight studies that employed experimental methods to examine sleep restriction, the consequences of insufficient sleep were greatest for attention and inconsistent for other domains, such as cognition and emotion regulation. Despite the significant co-occurrence of ADHD and sleep problems, the experimental sleep research focused on the daytime impact of shorter sleep in children with ADHD is extremely limited and as such more research is needed.

Ferri, L., Ginesti, G., Spano, R., & Zampella, A. (2019). **Exploring factors motivating entrepreneurial intentions: the case of Italian university students.** *International Journal of Training and Development*, 23(3), 202-220. <https://doi.org/10.1111/ijtd.12158>

This study aims to identify the factors motivating the intentions of university students to become entrepreneurs. Leveraging data from a survey of 941 Italian students and adopting Ajzen's theory of planned behaviour, this paper employs the structural equation model to identify factors explaining students' entrepreneurial intentions. The findings show that attitudes, subjective norms and perceived behavioural control positively shape Italian students' intentions. Moreover, the findings signal that the skills acquired during the university pathway play a crucial role in encouraging students to consider entrepreneurial choices. The paper extends and complements the academic and policy debate in the field of entrepreneurship offering a comprehensive investigation of the factors affecting entrepreneurial intentions. It also allows us to contend that higher education may have an important role to play in fostering the entrepreneurial intentions of young people. This is especially significant given current global economic conditions and the renewed importance of self-employment strategies.

Ganguly, R., & Perera, H. N. (2019). **Profiles of Psychological Resilience in College Students With Disabilities.** *Journal of Psychoeducational Assessment*, 37(5), 635-651. <https://doi.org/10.1177/0734282918783604>

The present article reports on research conducted to identify profiles of psychological resilience using factor mixture models. We also examine gender as a predictor of resilience profile membership and career optimism, academic satisfaction, and psychological well-being as outcomes of profile membership. Based on resilience data from university students with disabilities, factor mixture modeling revealed three distinct profiles of resilience (viz., "vulnerable," "spirituality-dominant," and "engaged-resilient"). Results also revealed that females were almost 4 times as likely to be in the spirituality-dominant profile than the vulnerable profile. Finally, distal outcome analyses revealed that career optimism, academic satisfaction, and well-being were higher in the engaged-resilient profile than the other profiles. Notably, spirituality-dominant and vulnerable individuals possessed about the same levels of career optimism, satisfaction, and well-being. The findings have important implications for the theory and assessment of resilience, suggesting the tenability of a person-centered assessment of psychological resilience.

Gonçalves, T., Lemos, M. S., & Canário, C. (2019). **Adaptation and Validation of a Measure of Students' Adaptive and Maladaptive Ways of Coping With Academic Problems.** *Journal of Psychoeducational Assessment*, 37(6), 782-796. <https://doi.org/10.1177/0734282918799389>

Little research has, to date, explored students' coping in the academic domain. Yet, children and adolescents frequently refer daily academic difficulties as a common source of stress. The ways children respond to academic demands have the potential to make a difference in their learning and achievement. Therefore, the availability of a measure of academic coping is of critical importance to expand educational research and practice in this area. The current study adapted and validated the Portuguese language version of the Multidimensional Measure of Coping (MMC). Cognitive interviewing, confirmatory factor analysis, and measurement invariance testing using calibration and validation samples provided sound support for the validity of the MMC

to measure academic coping among Portuguese elementary and middle school students. Furthermore, the external and discriminant validity of the scale was established based on the relations found between adaptive and maladaptive coping and their differential functionality for academic performance.

Gygi, J. T., Ledermann, T., Grob, A., Rudaz, M., & Hagmann-von Arx, P. (2019). **The Reynolds Intellectual Assessment Scales: Measurement Invariance Across Four Language Groups.** *Journal of Psychoeducational Assessment*, 37(5), 590-602. <https://doi.org/10.1177/0734282918780565>

The Reynolds Intellectual Assessment Scales (RIAS) measures general intelligence and its two main components, verbal and nonverbal intelligence, each comprising of two subtests. The RIAS has been recently standardized in Denmark, Germany, Switzerland, and Spain. Using the standardization samples of the U.S. (n = 2,438), Danish (n = 983), German (n = 2,103), and Spanish (n = 1,933) versions of the RIAS, this study examined measurement invariance across these four language groups for a single-factor structure, an oblique two-factor structure with a verbal and nonverbal factor, and a bifactor structure with a general, a verbal, and a nonverbal factor. Single-group confirmatory factor analysis (CFA) supported the oblique two-factor and bifactor structure for each language group but not the single-factor structure. The bifactor analysis revealed that the general factor accounted for the largest proportion of common variance in each language group, while the amount of variance accounted for by the two specific factors was small and their reliabilities low. Multiple-group CFA supported scalar invariance in both, the oblique two-factor and bifactor structure.

Keller-Margulis, M. A., Ochs, S., Reid, E. K., Faith, E. L., & Schanding, G. T. (2019). **Validity and Diagnostic Accuracy of Early Written Expression Screeners in Kindergarten.** *Journal of Psychoeducational Assessment*, 37(5), 539-552. <https://doi.org/10.1177/0734282918769978>

Many students struggle with the basic skill of writing, yet schools lack technically adequate screening measures to identify students at risk in this area. Measures that allow for valid screening decisions that identify students in need of interventions to improve performance are greatly needed. The purpose of this study was to evaluate the validity and diagnostic accuracy of early writing screeners. Two early writing screening measures, Picture Word and Word Dictation, were administered to a diverse sample of 95 kindergarten students, almost half of whom were classified as English language learners and almost 70% identified ethnically as Hispanic. It was hypothesized that the early writing screening measures would demonstrate moderate to strong relationships with a standardized norm-referenced measure of written expression and adequate diagnostic accuracy for identifying kindergarten students at risk. Findings indicate that concurrent validity coefficients for both Picture Word and Word Dictation tasks ranged from .32 to .70 with the Written Expression cluster of the Woodcock-Johnson Tests of Achievement-IV and .26 to .61 with the Writing Samples and Sentence Writing Fluency subtests. Diagnostic accuracy results suggest these measures are a promising option for screening early writing skills. Implications for practice and directions for future research are discussed.

Kern, M. L., Zeng, G., Hou, H., & Peng, K. (2019). **The Chinese Version of the EPOCH Measure of Adolescent Well-Being: Testing Cross-Cultural Measurement Invariance.**

Journal of Psychoeducational Assessment, 37(6), 757-769.
<https://doi.org/10.1177/0734282918789561>

Recent decades have brought growing interest in understanding and measuring psychological well-being. Although multiple measures of well-being exist, most were developed with Western populations. The current study tested the factor structure of a Chinese translation of the engagement, perseverance, optimism, connectedness and happiness (EPOCH) Measure of Adolescent Well-Being with 3,629 Chinese students (1,980 males, 1,649 females), and tested measurement invariance. The five-factor structure of the model was supported, and the model was invariant across age and gender. Combined with data from 2,041 American and 1,057 Australian adolescents, measurement invariance across cultures was supported for factor loadings but not intercepts or residuals. Results suggest that the factor structure is adequate across cultures, but the mean scores should not be directly compared. The findings support the EPOCH measure as an adequate scale, raise questions about different modeling decisions, and inform culturally sensitive approaches to comparing positive psychological variables across cultures.

Kong, S.-C., & Wang, Y.-Q. (2019). **Assessing Perceptions of Programming Education Among P-12 School Teachers and Principals: A Multigroup Invariance Analysis.** *Journal of Psychoeducational Assessment*, 37(6), 718-729.
<https://doi.org/10.1177/0734282918787670>

This study aims to establish a robust measurement to obtain a comprehensive understanding of perceptions of programming education (POPE) of teacher and principal groups. In this study, the POPE scale contains three dimensions: (a) understanding in programming (UP), (b) support for programming (SP), and (c) expectation of programming (EP). Self-reported questionnaires were administered among 258 teachers and 229 principals. Multigroup analyses were used among the two groups. The results of measurement invariance tests show that configural and metric invariance are fully supported, and scalar invariance is partially supported, suggesting the factor structures, loadings, and most item intercepts of the POPE scale are equivalent across the groups examined. Implications of the study are discussed.

Lohbeck, A., & Petermann, F. (2019). **Factorial Validity of the Anxiety Questionnaire for Students (AFS): Bifactor Modeling and Measurement Invariance.** *Journal of Psychoeducational Assessment*, 37(6), 770-781.
<https://doi.org/10.1177/0734282918794834>

The present study with 2,273 students aimed to examine the factorial validity of the Anxiety Questionnaire for Students (AFS) by using the bifactor modeling framework, that is, contrasting a confirmatory factor analysis (CFA) model to an exploratory structural equation model (ESEM) and two bifactor models (B-CFA and B-ESEM). In addition, measurement invariance and latent mean differences in the three facets of the AFS (test anxiety, manifest anxiety, dislike of school) across gender, age groups, and school types were explored. Results provided strong support for the multidimensionality of the AFS. The B-ESEM showed the best fit to the data as opposed to the other models. Also, measurement invariance across gender, age groups, and school types was fully supported. Girls and younger students generally reported higher levels of anxiety than boys and older students, while the latter stated more dislike of school than girls and younger students. Furthermore, elementary school students showed generally higher levels of anxiety than students of the other school types.

Månsson, J., Stjernqvist, K., Serenius, F., Ådén, U., & Källén, K. (2019). **Agreement Between Bayley-III Measurements and WISC-IV Measurements in Typically Developing Children.** *Journal of Psychoeducational Assessment*, 37(5), 603-616. <https://doi.org/10.1177/0734282918781431>

The study aim was to explore the relationship between a developmental assessment at preschool age and an intelligence quotient (IQ) assessment at school age. One hundred sixty-two children were assessed at 2.5 years with the Bayley Scales of Infant and Toddler Development—Third Edition (Bayley-III) and then at 6.5 years with the Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV). The Bayley-III Cognitive Index score was the Bayley entity that showed the highest correlation with WISC-IV Full-Scale IQ (FSIQ; $r = .41$). There was a significant difference between the individual WISC-IV FSIQ and the Bayley-III Cognitive Index scores. Analyses showed an average difference of -4 units and 95% limits of agreement of -18.5 to 26.4 units. A multivariate model identified the Bayley-III Cognitive Index score as the most important predictor for FSIQ and General Ability Index (GAI), respectively, in comparison with demographic factors. The model explained 24% of the total FSIQ variation and 26% of the GAI variation. It was concluded that the Bayley-III measurement was an insufficient predictor of later IQ.

McDermott, E. R., Umaña-Taylor, A. J., & Martinez-Fuentes, S. (2019). **Measuring Latino Adolescents' Coping With Ethnic-Racial Discrimination.** *Journal of Psychoeducational Assessment*, 37(6), 730-742. <https://doi.org/10.1177/0734282918792384>

Few studies have examined coping strategies specific to ethnic-racial discrimination among Latino youth. The current study examined the psychometric properties of the Discrimination Coping Strategies Scale (DCSS) including its factor structure, validity, and longitudinal measurement invariance. Data came from four waves of a longitudinal study of 323 Latino adolescents (Wave 1 Mage = 15.31 years, SD = .76; 49.5% female). Exploratory factor analysis and confirmatory factor analysis suggested a factor structure that included a three-item latent factor and two manifest variables. Analyses suggested that the factor structure for the latent construct was invariant across four waves of repeated measures. Support for construct validity emerged with tests of convergent, divergent, and predictive validity. Taken together, findings provide support for the validity of the proactive coping subscale of the DCSS as a measure of Latino adolescents' proactive coping with ethnic-racial discrimination.

Oak, E., Viezel, K. D., Dumont, R., & Willis, J. (2019). **Wechsler Administration and Scoring Errors Made by Graduate Students and School Psychologists.** *Journal of Psychoeducational Assessment*, 37(6), 679-691. <https://doi.org/10.1177/0734282918786355>

Individuals trained in the use of cognitive tests should be able to complete an assessment without making administrative, scoring, or recording errors. However, an examination of 295 Wechsler protocols completed by graduate students and practicing school psychologists revealed that errors are the norm, not the exception. The most common errors included failure to administer sample items, incorrect calculation of raw scores, failure to record responses verbatim, and failure to query. Significant differences were found between specific error frequencies of students and practitioners. Adequate training in administering the Wechsler scales is clearly essential. Based on the outcome of this study, it is recommended that programs training students

to administer cognitive assessments provide ample feedback, and that practicing psychologists maintain best practices and take part in continuing education regarding cognitive assessments.

Park, Y., Martin, M., McCallum, R. S., & Bell, S. M. (2019). **Monitoring Instructional Responsiveness–Reading (MIR-R): Preliminary Validity and Reliability With Economically Diverse Learners.** *Journal of Psychoeducational Assessment, 37*(5), 617-634. <https://doi.org/10.1177/0734282918782338>

To preliminarily validate the Monitoring Instructional Responsiveness–Reading (MIR-R) for use in low-income settings, data were collected from 147 students from first through fifth grades who were primarily from low-income families. Data from three MIR-R components (Total Words Read, Ideas Attempted, Ideas Correct) and three related dependent measures (i.e., Test of Silent Contextual Reading Fluency [TOSCRF], Test of Silent Word Reading Fluency [TOSWRF], and Gray Silent Reading Test [GSRT]) were obtained across two time points (i.e., Time 1 and Time 2) in the same setting to address test–retest reliability and concurrent validity. Results showed (a) stability of the three MIR-R components scores over time, (b) strong correlations ($p < .05$) between the MIR-R Total Words Read and Ideas Attempted and TOSWRF and TOSCRF, and (c) strong associations between MIR-R Ideas Correct and TOSCRF, TOSWRF, and GSRT in Time 1 and Time 2. Because these results showed strong associations between MIR-R and established measures of reading and because MIR-R can be administered in only 3 min, it may provide an efficient operationalization of student progress. Additional implications were discussed.

Rajlic, G., Kwon, J. Y., Roded, K., & Hubley, A. M. (2019). **Development of the Global Self-Esteem Measure: A Pilot Study.** *Journal of Psychoeducational Assessment, 37*(7), 863-873. <https://doi.org/10.1177/0734282918801816>

In the current study, we present the development of the Global Self-Esteem (GSE) measure. The six-item GSE fulfills a need for a short unidimensional measure of global self-esteem conceptualized as “overall positive view of self.” The construct is traditionally measured by the Rosenberg Self-Esteem Scale (RSE); however, several important shortcomings of the scale have been highlighted in the recent research. To improve the operationalization of global self-esteem, the shortcomings of the RSE and of the other measures intended to measure the construct are addressed in the construction of the GSE. Initial psychometric characteristics of the GSE, obtained in a pilot study, are reported. The results of exploratory factor analysis indicated unidimensionality of the measure—a single factor accounted for 78% of the variance in the GSE items, and the magnitude of factor loadings ranged from .81 to .91. Internal consistency reliability was high (ordinal $\alpha = .95$), and expected relations between the GSE scores and other self-esteem measures were found. The utility of the measure and goals for future research are discussed in the context of limitations of the current study.

Rekha, K. N., & Ganesh, M. P. (2019). **Factors influencing mentors' learning from mentoring relationships: insights from a serial mediation study in India.** *International Journal of Training and Development, 23*(3), 221-239. <https://doi.org/10.1111/ijtd.12159>

The primary objective of the present study is to understand mentoring relationships in Indian organizations from the mentors' perspective. In particular, the study examines whether the learning goal orientation of a mentor can significantly influence the mentoring process and outcomes for the mentor in a mentoring relationship. Two

hundred and thirty-six participants were selected using purposive sampling. Data were gathered using standardized questionnaires. Mediating effects were investigated using the PROCESS model by Hayes, Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression Based Approach. The results indicate high levels of support for several hypotheses examining the direct effects of learning goal orientation on willingness to engage by the mentor, mentoring functions provided and mentor outcomes (personal learning and self enhancement). The overall findings of the study suggest that mentors are not only 'providers' but also 'receivers of learning'. Limitations and directions for future research are also discussed in the paper.

Renshaw, T. L., & Chenier, J. S. (2019). **Screening for Student Subjective Well-Being: An Analog Evaluation of Broad and Targeted Models.** *Journal of Psychoeducational Assessment*, 37(6), 803-809. <https://doi.org/10.1177/0734282918795797>

This brief report presents a secondary analysis of responses to the Student Subjective Wellbeing Questionnaire (SSWQ) with a sample of urban middle-schoolers. Relative classification validity evidence was evaluated for two screening models derived from responses to the SSWQ: one based on the Overall Wellbeing Scale (OWS) and the other based solely on the Academic Efficacy Subscale (AES). Results from Bayesian t tests, using several school-reported outcomes as dependent variables, indicated evidence in favor of classification validity for both the OWS and AES screening models. Yet findings also show that the evidence for the AES model was stronger than that for the OWS model. Implications for future research and practice are discussed.

Rischall, E., & Meyers, S. A. (2019). **Conflicting Cultural Pressures and the Adjustment of Latino College Students.** *Journal of Hispanic Higher Education*, 18(4), 343-356. <https://doi.org/10.1177/1538192717747948>

The risk and protective variables for Latino students' experience of depression, college adjustment, and drop-out intentions were examined. Perceived bicultural competence emerged as a protective factor, and cultural incongruity, negative perceptions of the university environment, and intragroup marginalization emerged as risk factors associated with these psychological and academic outcomes. Multiple regressions revealed cultural incongruity predicted depression and college adjustment, and bicultural competence predicted college adjustment and drop-out intentions when other variables were controlled.

Sanchez Gonzalez, M. L., Castillo, L. G., Montague, M. L., & Lynch, P. S. (2019). **Predictors of College Enrollment Among Latinx High School Students.** *Journal of Hispanic Higher Education*, 18(4), 410-421. <https://doi.org/10.1177/1538192718765074>

This study investigated the relationship between psychocultural, sociocultural, college knowledge, and citizenship status factors on Latinx high school students' college enrollment. Participants included 307 Latinx ninth-grade students enrolled across four high schools in central Texas that were followed post-high school graduation. Results indicated that only receiving-culture acquisition and college knowledge were statistically significant predictors of college enrollment. Researchers provide implications for counselors and psychologists.

Saoji, N., Baran, J., Gerhardt, C. A., Vannatta, K., Rotter, D., Trauth, J. M., & Noll, R. B. (2019). **The Psychometrics of the Children's Depression Inventory When Used With Children Who Are Chronically Ill and Matched Community Comparison Peers.** *Journal*

of *Psychoeducational Assessment*, 37(5), 566-577.
<https://doi.org/10.1177/0734282918774963>

The Children's Depression Inventory (CDI) is used to screen for depression in children aged 7 years to 16 years. The purpose of this study is to examine the psychometrics of the CDI in a sample of children who are chronically ill (N = 350) and in a sample of matched community comparison peers (N = 357), and determine if the psychometrics of the scale are similar in both groups. Data were aggregated from previous reports examining social and emotional functioning of children with six chronic diseases and matched comparisons. The CDI was completed in the homes of all participants. No significant differences between groups on CDI scores, distributions, reliability, or validity were observed. Findings suggest that the psychometrics of the CDI are similar for children with chronic diseases compared with typically developing children. The CDI may be an effective screening tool for use with children who have chronic health conditions.

Tu, Y., Wang, J., & Yao, L. (2019). **Teachers' Concerns Regarding Touching Their Students in the Classroom: A Scale Development Study.** *Journal of Psychoeducational Assessment*, 37(5), 578-589. <https://doi.org/10.1177/0734282918778708>

This study details the development of the "Classroom Touch Concern Scale" (CTC), which was designed to measure individual differences among teachers regarding their feelings of concern when touching students in the classroom. The CTC incorporates two correlated dimensions: CTC associated with touching students of the same gender and CTC associated with touching students of a different gender. Studies 1 through 7 used various samples of university faculty and high school teachers to investigate the CTC with regard to item development, dimensionality, construct validity, linguistic validity, predictive validity, discriminant validity, and convergent validity. The results showed that the CTC has high internal consistency reliability and an acceptable to good construct validity, a good discriminant and convergent validity, linguistic validity, and predictive validity. We discuss the practical implications and limitations of using the CTC.

Wang, Y., Su, Q., & Wen, Z. (2019). **Exploring Latent Profiles of Empathy Among Chinese Preschool Teachers: A Person-Centered Approach.** *Journal of Psychoeducational Assessment*, 37(6), 706-717. <https://doi.org/10.1177/0734282918786653>

In view of the shortcomings of previous research on empathy (e.g., no dimensional differentiation, predominantly variable-centered approaches, and a lack of sample diversity), we adopted a person-centered approach to identify distinct profiles of empathy among Chinese preschool teachers, and we examined how these profiles relate to certain outcomes. We identified three profiles—moderate empathy, high cognitive empathy—moderate affective empathy, and high empathy—that varied in the level and shape of the profile indicators. Subsequent analyses showed that participants with higher levels of overall empathy scored higher in sympathy, while those with higher levels of affective empathy and lower levels of cognitive empathy scored higher in emotional exhaustion. Finally, we discussed the theoretical and practical implications of the findings and the limitations of the study.

Whitney, B. M., Cheng, Y., Brodersen, A. S., & Hong, M. R. (2019). **The Scale of Student Engagement in Statistics: Development and Initial Validation.** *Journal of Psychoeducational Assessment*, 37(5), 553-565.
<https://doi.org/10.1177/0734282918769983>

Student engagement has been a focal point of research, partly due to its efficacy in promoting long-term academic success. However, many scales are designed to measure engagement across the school setting rather than within specific classes. Though some accomplish the latter, there are even fewer designed to measure student engagement for course-specific material as opposed to generalized classroom engagement. The Scale of Student Engagement in Statistics was developed to better understand and measure the structure of student engagement at this micro level, resulting in a three-factor structure of engagement consisting of affective, behavioral, and cognitive features. The use of the full- and subscale scores were validated and their utility in predicting academic outcomes was demonstrated. This new measure is a crucial step in researching how students engage with introductory statistics courses and provides a scaffold to measure student engagement in other science, technology, engineering, and mathematics (STEM) subjects.

Woods, I. L., Floyd, R. G., Singh, L. J., Layton, H. K., Norfolk, P. A., & Farmer, R. L. (2019). **What Is in a Name? A Historical Review of Intelligence Test Score Labels.** *Journal of Psychoeducational Assessment*, 37(6), 692-705.
<https://doi.org/10.1177/0734282918786651>

Labels for scores stemming from intelligence tests have been employed since their inception in the United States. The purpose of this study was to systematically identify and document score labels for IQs used during the past 102 years. Using pairs of reviewers, score labels from 40 tests were reviewed, and 61 unique labels were identified. Comparative analyses by score range and decade were completed. Results indicate a paradigm shift beginning in the 1980s that has slowly resulted in more common, but not universal, use of terminology that focuses on the statistical aspect of scores, rather than employing value-laden and potentially stigmatizing terms. A universal score label system would help to avoid confusion, miscommunication, and biased decision making.

Aspects sociaux de l'éducation

Alagarsamy, S. (2019). **Construction and Validation of the Learning Management System Success Scale in the Higher Education Setting** [GATR Journals]. Global Academy of Training and Research (GATR) Enterprise.
[http://gatrenterprise.com/GATRJournals/GJBSSR/pdf_files/GJBSSRVol7\(2\)2019/5.Subburaj.pdf](http://gatrenterprise.com/GATRJournals/GJBSSR/pdf_files/GJBSSRVol7(2)2019/5.Subburaj.pdf)

Objective - The concept of education is entirely outdated. Currently, many higher education institutions are adopting blended learning pedagogy to nurture 21st-century skills. The integration of ICT has become a recent global trend in education with universities and colleges using Learning Management Systems (LMS) as their primary method of disseminating and administering teaching and learning processes. The exploration of the factors crucial for successful implementation of LMS is therefore essential. However, most literature on this topic focuses on the technical quality of LMS's, and few address the educational quality and efficiency of LMS. Previous research also fails to discuss the conceptualization and measurement of LMS success. This study aims to construct and validate an instrument to measure LMS success in higher education institutions. Methodology/Technique - Various IS success frameworks were used to design the constructs in this study. A quantitative methodology was adopted with the sample of 379 randomly selected responses from university/college

students, academics, and course administrators from India (n=297) and the Maldives (n=82). IBM SPSS AMOS 25 was used to check the validity and reliability of the instrument and to identify the measurement invariance. Findings & Novelty - This study concludes that information quality, educational quality, system quality, service quality, intention to use, user satisfaction, and net benefits are the critical constructs for measuring LMS success. The findings of this study can be used to support scholars in developing and examining other information system-related theories, as well as to higher education institutions while implementing different LMS's.

Andrade, S. B., & Thomsen, J.-P. (2019). **Educational assortative mating: a micro-educational approach.** *The British Journal of Sociology*, 70(4), 1245-1275. <https://doi.org/10.1111/1468-4446.12488>

This article presents a new way of analysing educational assortative mating patterns, using a detailed 'micro-educational' classification capturing both hierarchical and horizontal forms of educational differentiation. Taking advantage of rich Danish population data, we apply log-linear models that include four ways of measuring educational homogamy patterns: (a) by returns to education, (b) by macro-education (five aggregated levels), (c) by field of study (16 categories), and (d) by a disaggregated micro-educational classification, combining levels and fields of study (54 groups). Our results show declines in educational homogamy from 1984 to 2013, but the odds ratios of being educationally homogamous at the university college and university levels remain of substantial magnitude, by both the macro- and micro-educational measures. The micro-educational classification outperforms all other measures in explaining the associations in the homogamy tables. The income measure ('returns to education') does a particularly poor job of explaining homogamy patterns from 1984 to 2013.

Atlay, C., Tieben, N., Hillmert, S., & Fauth, B. (2019). **Instructional quality and achievement inequality: How effective is teaching in closing the social achievement gap?** *Learning and Instruction*, 63, 101211. <https://doi.org/10.1016/j.learninstruc.2019.05.008>

Previous empirical studies have shown that there is an association between parental socioeconomic status (SES) and educational achievement. Research has also shown that although teaching quality contributes to overall student achievement, it may have differential effects on the learning outcomes of students from lower and higher socioeconomic backgrounds. In this paper, we investigate if teaching quality is associated with the student achievement among students from low and high socioeconomic backgrounds. Using German panel data and multilevel modelling, we examined the interaction between three dimensions of teaching quality (cognitive activation, classroom management and supportive climate) and student background. Our results suggest that, overall, classroom management is positively associated with student performance. Students with high socioeconomic backgrounds seem to profit more from cognitive activation and supportive climate compared to their peers with middle and low socio-economic backgrounds: These two indicators of teaching positively moderated the association between socioeconomic background and achievement levels, thus leading to a larger achievement gap.

Beck, B. L. (2019). "A Different Kind of Activism": The University of Florida Committee on Sexism and Homophobia, 1981–1992. *American Educational Research Journal*, 56(4), 1353-1379. <https://doi.org/10.3102/0002831218818784>

By 1982, the queer student group at the University of Florida (UF) had gained official recognition and space on campus. However, in 1987 they decided to remove themselves from university life. The group reemerged in 1991 with the assistance of a new, quietly radical entity—The UF Committee on Sexism and Homophobia. Anchored by the oral histories of Phyllis Meek and Irene Stevens, the founders of the UF Committee on Sexism and Homophobia, the historical analysis of this overlooked episode is designed to illuminate the quieter role faculty and staff in higher education played in sustaining the civil rights and human dignities of queer people at UF during a time when students activism had lost momentum.

Bellamy, V. (s. d.). **201 500 élèves du second degré sont internes à la rentrée 2018**. *Note d'information*, (19.31), juillet 2019. https://cache.media.education.gouv.fr/file/2019/61/8/depp-ni-2019-19-31-201_500-eleves-du-second-degre-sont-internes-a-la-rentree-2018_1157618.pdf

À la rentrée 2018, 201 500 élèves sont internes dans le second degré, soit 3,6 % de l'ensemble des élèves du second degré. Si la part des internes est faible chez les collégiens (0,7 %), elle est plus importante chez les lycéens en voie générale ou technologique (5,9 %) et plus encore chez les lycéens de la voie professionnelle (12,7 %). Dans l'académie de Limoges, près d'un élève sur dix est interne. À l'inverse, les académies d'Île-de-France, de la Guyane, de la Guadeloupe et de Mayotte ont moins de 1 % d'élèves internes.

Betthäuser, B. A. (2019). **The Effect of the Post-Socialist Transition on Inequality of Educational Opportunity: Evidence from German Unification**. *European Sociological Review*, 35(4), 461-473. <https://doi.org/10.1093/esr/jcz012>

Abstract. In 1990, German unification led to an abrupt and extensive restructuring of the educational system and economy of the German Democratic Republic (GDR

Boertien, D., & Permanyer, I. (2019). **Educational Assortative Mating as a Determinant of Changing Household Income Inequality: A 21-Country Study**. *European Sociological Review*, 35(4), 522-537. <https://doi.org/10.1093/esr/jcz013>

Abstract. Despite the intuitive notion that educational homogamy matters for the distribution of economic resources across households, existing research finds

Boléguin, V., Guillon, S., & Picot, J. (2019). **Le poids du genre dans l'expérience étudiante et l'accès à l'emploi. L'exemple des sortants de l'université de Strasbourg**. *Education et formations*, (99), 55-70. https://cache.media.education.gouv.fr/file/2019/61/0/depp-2019-EF99-web-04_1154610.pdf

Étudier le parcours d'études à l'université permet d'aborder l'expérience étudiante comme une forme de socialisation pouvant participer de la production d'écart interindividuels en termes d'intégration, de réussite académique et plus tard de qualité dans la relation formation-emploi. Cette expérience inclut l'inscription de l'étudiant dans le groupe des pairs, mais également dans la matrice disciplinaire en tant qu'elle est un contexte à l'intérieur duquel se construisent les apprentissages et le projet étudiant d'orientation et de professionnalisation. Déjà identifiée comme

caractéristique intervenant dans la construction des parcours scolaires et les modalités d'accès, de stabilisation et d'évolution sur le marché du travail, l'appartenance genrée a été moins souvent interrogée en tant qu'elle produit des formes spécifiques d'intégration étudiante par les pairs, à l'intérieur des contextes d'apprentissage et dans la relation pédagogique. Nous proposons ici d'illustrer cette différenciation à partir de données tirées d'une enquête rétrospective portant sur l'expérience étudiante et l'accès à l'emploi auprès d'un échantillon d'anciens étudiants inscrits à l'université de Strasbourg en 2005-2006, analysant longitudinalement la période d'études et la séquence de primo-insertion. Le genre apparaît comme un facteur impactant, en défaveur des étudiantes, d'abord dans l'intégration dans l'enseignement supérieur du fait d'un parcours moins long dans l'espace universitaire, d'une socialisation plus faible dans le groupe des pairs et dans le contexte institutionnel, et d'un niveau de diplomation moins élevé, ensuite dans les modalités d'insertion professionnelle plus souvent marquées par le chômage, le déclassement et l'instabilité professionnelle.

Bolzman, C., Felder, A., & Fernandez, A. (2018). **Trajectoires de formation des jeunes migrants en situation juridique précaire : logiques de mobilisation de ressources face à des contraintes multiples.** *Raisons éducatives*, 22(1), 249-275.
<https://doi.org/10.3917/raised.022.0249>

Le but de cet article est d'analyser les trajectoires de formation « post-obligatoires » des jeunes migrants sans statut légal reconnu (sans papiers) ou avec un statut juridique précaire (requérants d'asile et admissions provisoires) arrivés en Suisse en cours de scolarité, notamment vers la fin du secondaire I. À partir de vingt entretiens semi-directifs, il s'agit de comprendre quelles sont leurs chances de poursuivre leur formation et d'obtenir un diplôme secondaire général ou professionnel. Il s'agit également de prendre en considération divers facteurs pouvant avoir une influence sur leurs trajectoires de formation. Outre les facteurs juridiques liés à leur statut de séjour, les facteurs individuels, familiaux et institutionnels sont examinés, en tenant compte des contraintes et des stratégies de différents acteurs, notamment des jeunes et de leurs familles. Une typologie permet de distinguer trois modalités principales dans les trajectoires de ces jeunes.

Breen, R. (2019). **Education and intergenerational social mobility in the US and four European countries.** *Oxford Review of Economic Policy*, 35(3), 445-466.
<https://doi.org/10.1093/oxrep/grz013>

Abstract I draw on the findings of a recently completed comparative research project to address the question: how did intergenerational social mobility change over cohorts of men and women born in the first two-thirds of the twentieth century, and what role, if any, did education play in this? The countries studied are the US, France, Germany, the Netherlands, and Sweden. Notwithstanding the differences between them, by and large they present the same picture. Rates of upward mobility increased among cohorts born in the second quarter of the century and then declined among those born later. Among earlier born cohorts, social fluidity increased (that is, the association between the class a person was born into and the class he or she came to occupy as an adult declined) and then remained unchanged for those born after mid-century. The association between class origins and educational attainment followed much the same trend as social fluidity. This suggests that growing equalization in education may have contributed to the increase in social fluidity. In our analyses we find that this is so, but educational expansion also led to greater fluidity in some

countries. There is also a strong link between upward mobility and social fluidity. Upward mobility was mostly driven by the expansion of higher-level white-collar jobs, especially in the 30 years after the end of the Second World War. This facilitated social fluidity because people from working class and farming origins could move into the service or salariat classes without reducing the rate at which children born into those classes could remain there. Educational expansion, educational equalization, and rapid structural change in the economies of the US and Europe all contributed to greater social fluidity among people born in the second quarter of the twentieth century. For people born after mid-century, rates of downward mobility have increased: however, despite the lack of further educational equalization and less pronounced structural change, social fluidity has remained unchanged.

Burger, K. (2019). *The socio-spatial dimension of educational inequality: A comparative European analysis* [MPRA Paper]. University Library of Munich, Germany. https://mpra.ub.uni-muenchen.de/95309/1/MPRA_paper_95309.pdf

Given recent evidence of rising levels of social segregation in European countries, this study uses standardized data from the Program for International Student Assessment (n = 171,159; 50.5% male) to examine the extent to which education systems in Europe are socially segregated and whether social segregation in the school system affects achievement gaps between students of different social origin. Results suggest that the degree of social segregation within education systems varied substantially across countries. Furthermore, multilevel regression models indicate that the effect of socioeconomic status on student achievement was moderately but significantly stronger in more segregated education systems, even after controlling for alternative system-level determinants of social inequality in student achievement. These findings provide original evidence that social segregation in education systems may contribute to the intergenerational transmission of educational (dis)advantage and thus serve to exacerbate wider problems of socioeconomic inequality in Europe.

Clavé-Mercier, A., & Schiff, C. (2018). **L'école française face aux nouvelles figures de l'immigration : le cas d'enfants de migrants roms bulgares et de réfugiés syriens dans des territoires scolaires contrastés.** *Raisons éducatives*, 22(1), 193-222. <https://doi.org/10.3917/raised.022.0193>

À partir d'une enquête ethnographique menée dans différentes localités d'une région française, cet article s'intéresse aux ajustements mis en place par l'institution scolaire pour faire face aux difficultés posées par l'arrivée d'enfants de populations migrantes jusqu'alors peu présentes en France. Il s'agit d'une part de familles roms bulgares en habitat précaire regroupées en territoire urbain, et d'autre part de familles syriennes réfugiées « réinstallées » de façon isolée dans diverses communes rurales qui se sont portées volontaires pour les accueillir. La comparaison met en évidence que la multiplication des dispositifs spécifiques et des ressources dédiées aux allophones n'aboutit pas nécessairement à l'inclusion, alors que leur absence n'est pas en soi un obstacle à leur intégration scolaire, dès lors qu'un certain nombre d'acteurs se mobilise autour de ces enfants. La réflexion sur les conditions d'accueil et l'incidence des représentations qui distinguent les migrants économiques des réfugiés révèle que lorsque la prise en charge de ces élèves devient l'affaire de tous, leur présence acquiert une légitimité qui permet d'encourager à la fois l'innovation pédagogique et la banalisation de leurs différences.

Couchot-Schiex, S. (2019). **Collaborer pour développer l'égalité filles-garçons. À la recherche d'une dynamique à déployer dans l'académie de Créteil.** *Education et formations*, (99), 15-32. https://cache.media.education.gouv.fr/file/2019/61/4/depp-2019-EF99-web-02_1154614.pdf

Des actions, des recherches, des enseignements concernant l'égalité des sexes sont réalisés dans les établissements scolaires, dans les lieux de la formation des enseignantes et des enseignants au sein des écoles supérieures du professorat et de l'éducation (ESPE), dans les missions égalité des rectorats. Cet article a pour objet de décrire et analyser l'expérience d'acteurs et actrices de différents statuts qui œuvrent pour l'égalité sur le territoire de l'académie de Créteil en s'inscrivant dans une dynamique collective. Des regards croisés, des échanges de réflexion et de pratiques, des invitations mutuelles tissent année après année des rapprochements qui apparaissent déjà fructueux et pourraient constituer des leviers pour le développement d'actions futures dans les espaces scolaires et de formation de l'académie. L'analyse tirée des témoignages montre que les avancées concrètes relèvent de « petits pas » sur le terrain qui pourraient se renforcer par la conjonction de conditions favorables. Ces avancées tireraient bénéfice, d'une part de la construction collective de compétences professionnelles pour l'égalité pour tous les personnels. D'autre part, elles sont sensibles au soutien mutuel entre les différents partenaires, condition d'une réelle confiance entre acteurs et actrices et garantie essentielle de la mobilisation collective à l'échelon d'un territoire académique pour la transformation active des pratiques professionnelles.

Crosier, D., Delhaxhe, A., & Kocanova, D. (2019). **L'intégration des demandeurs d'asile et des réfugiés dans l'enseignement supérieur en Europe.** Eurydice.

Daguet, F. (2019). **En 2016, les femmes cadres ont un peu moins d'enfants que les employées.** *INSEE Première*, (1769). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4202277?pk_campagn=avis-parution

En France, en 2016, la fécondité des femmes qui travaillent (ou ont déjà travaillé) varie peu selon le groupe social : l'indicateur conjoncturel de fécondité va de 1,64 enfant par femme pour les cadres à 1,91 pour les employées. Les femmes qui n'ont jamais travaillé ont de loin la plus forte fécondité (2,57). Les groupes sociaux se différencient aussi par leur âge moyen à l'accouchement : 30 ans pour les employées et les ouvrières, 33 ans pour les cadres. Les comportements varient nettement selon l'âge, en particulier avant 30 ans. Après 30 ans, lorsqu'elles vivent en couple, les cadres ont autant d'enfants que les femmes sans profession. Les écarts de niveau de fécondité entre groupes sociaux sont faibles parmi les femmes non immigrées, forts parmi les femmes immigrées. En revanche, les femmes d'un même groupe social accouchent en moyenne au même âge, qu'elles soient immigrées ou non. En 2016, les hommes qui ont le plus d'enfants sont les agriculteurs et les artisans ou commerçants (2,1 enfants par homme). Ils sont aussi les pères les plus jeunes. Au contraire, les hommes qui n'ont jamais travaillé, plus rarement en couple, ont moins d'enfants.

Delon, M. (2019). **Des « Blancs honoraires » ? Les trajectoires sociales des Portugais et de leurs descendants en France.** *Actes de la recherche en sciences sociales*, 228(3), 4-28. <https://doi.org/10.3917/ars.228.0004>

Peu étudiés, les immigrés et descendants d'immigrés portugais occupent une position originale dans les dynamiques de stratification en France. Disposant de capitaux économiques, ils accèdent plus rarement aux positions les plus dominantes sur les

marchés des titres scolaires et de l'emploi. À partir d'une enquête par entretiens, observations, archives et statistiques, l'article décrit les trajectoires socio-résidentielles de ce groupe afin de saisir les processus de racialisation ainsi que les hiérarchies auxquelles ils contribuent, relativement à d'autres groupes issus de l'immigration. À ces fins, la catégorie de « Blanc honoraire », créée dans le contexte étasunien, est employée pour rendre compte de l'importance des groupes intermédiaires dans les hiérarchies ethno-raciales. Cette catégorie permet de saisir tant le privilège dont bénéficient les personnes d'origine portugaise relativement aux minorités coloniales et postcoloniales que le caractère ambigu et précaire de ce privilège. Pour être effectif, ce dernier suppose en effet l'adhésion et la reproduction des attentes du groupe dominant, notamment en ce qui concerne le fait de se distinguer de groupes stigmatisés. L'étude de la façon dont ce privilège a été en partie construit par les politiques de l'immigration et de l'habitat précaire dans l'après-guerre montre également combien la racialisation est loin d'avoir été linéaire et uniforme. Ce processus a créé des conditions de socialisation congruentes avec certaines aspirations migratoires des familles dans les bidonvilles, ce qui a durablement structuré les trajectoires et les manières de se positionner des personnes qui y ont grandi.

Duru-Bellat, M. (2019, août 28). **Comment parler aux jeunes du déterminisme social ?** <https://www.inegalites.fr/Comment-parler-aux-jeunes-du-determinisme-social>

Comment expliquer les déterminismes sociaux sans risquer de décourager ceux qui les subissent ? Une question encore plus délicate lorsqu'on s'adresse aux jeunes. Les réflexions de Marie Duru-Bellat, sociologue, extraites du magazine Alternatives Économiques.

Eurydice. (2019). **Frais et systèmes nationaux d'aides financières aux étudiants dans l'enseignement supérieur en Europe** (p. 106) [Report]. Eurydice.

<http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3043>

Le présent rapport annuel présente la manière dont les systèmes de frais et d'aides aux étudiants (y compris les bourses et les prêts) interagissent dans l'enseignement supérieur européen. Il offre à la fois une vue d'ensemble comparative et des fiches d'information pour chaque pays qui présentent les principales caractéristiques des systèmes nationaux. Il décrit en particulier les divers tarifs appliqués aux étudiants, en précisant les catégories d'étudiants qui doivent payer des frais et celles qui peuvent en être exemptées. De même, il détaille le type et les montants des aides publiques apportées sous forme de bourses et de prêts, ainsi que les avantages fiscaux et les allocations familiales, le cas échéant. Le présent rapport porte essentiellement sur les frais et les aides dans les établissements d'enseignement supérieur publics et les établissements privés subventionnés. Il contient des données sur les cursus courts et les cursus de premier cycle (niveau licence) et de deuxième cycle (master). Les informations présentées concernent 38 pays, dont les 28 États membres de l'UE, ainsi que l'Albanie, la Bosnie-Herzégovine, la Suisse, l'Islande, le Liechtenstein, le Monténégro, la Norvège, la Serbie, l'ancienne République yougoslave de Macédoine et la Turquie.

Fernández-Vavrik, G., Pirone, F., & van Zanten, A. (2018). **Discrimination positive, méritocratie et l'inclusion en tension : les « Conventions éducation prioritaire » de Sciences Po**. *Raisons éducatives*, 22(1), 19-47. <https://doi.org/10.3917/raised.022.0019>

Cet article s'intéresse à un dispositif dit « d'ouverture sociale », les « Conventions Education Prioritaire » (CEP) de Sciences Po, en prenant appui sur une enquête

ethnographique en cours comprenant des analyses de textes institutionnels ainsi que des entretiens et des observations à Sciences Po et dans quatre lycées conventionnés. Il s'intéresse aux tensions normatives entre les acteurs impliqués, notamment entre les responsables institutionnels qui impulsent et coordonnent le dispositif et les acteurs scolaires qui le mettent en œuvre, autour de la priorité à accorder à la méritocratie, à la discrimination positive et à l'inclusion. Il examine également les arrangements pédagogiques et organisationnels auxquels les efforts pour résoudre ces tensions donnent lieu. La conclusion insiste notamment sur les effets de ces tensions et des pratiques qui en résultent sur le brouillage entre deux objectifs politiques distincts, la diversification des élites et la réduction des inégalités.

Gans, J., Leigh, A., Schmalz, M., & Triggs, A. (2019). **Inequality and market concentration, when shareholding is more skewed than consumption.** *Oxford Review of Economic Policy*, 35(3), 550-563. <https://doi.org/10.1093/oxrep/grz011>

Abstract Economic theory suggests that monopoly prices hurt consumers but benefit shareholders. But in a world where individuals or households can be both consumers and shareholders, the impact of market power on inequality depends in part on the relative distribution of consumption and corporate equity ownership across individuals or households. The paper calculates this distribution for the United States, using data from the Survey of Consumer Finances and the Consumer Expenditure Survey, spanning nearly three decades from 1989 to 2016. In 2016, the top 20 per cent consumed approximately as much as the bottom 60 per cent, but had 15 times as much corporate equity. Because ownership is more skewed than consumption, increased mark-ups increase inequality. Moreover, over time, corporate equity has become even more skewed relative to consumption.

Giovannelli, V. (2019). **Key Data on Early Childhood Education and Care in Europe – 2019 Edition** [Text]. Eurydice. https://eacea.ec.europa.eu/national-policies/eurydice/content/key-data-early-childhood-education-and-care-europe-%E2%80%93-2019-edition_en

Early childhood education and care (ECEC) – the phase before primary education – is increasingly acknowledged as providing the foundations for lifelong learning and development. This second edition of Key Data on Early Childhood Education and Care in Europe charts the progress made in the key quality areas identified in the Council Recommendation on High Quality ECEC Systems. The report provides indicators on the key quality areas of governance, access, staff, educational guidelines as well as evaluation and monitoring. Cross-cutting these key areas, it presents a child-centred approach, with special attention being paid to the inter-relatedness of policies in different areas. The importance of inclusiveness in education is also stressed as high quality ECEC is considered to be one of the best ways to increase equity and equality in society. Part one provides policymakers, researchers and parents with comparative information on the current ECEC policies across Europe. Part two gives an overview of the key features of national ECEC systems accompanied by a diagram of their structure. The scope of the report is wide, covering centre-based and regulated home-based provision in both the public and private sectors in the 38 European countries (43 education systems) participating in the EU's Erasmus+ programme. It includes the 28 Member States of the European Union as well as Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey.

Giuliani, F., Fouquet-Chauprade, B., & Sanchez-Mazas, M. (2018). **Les recompositions actuelles de l'action éducative : une introduction**. *Raisons éducatives*, 22(1), 5-17. <https://doi.org/10.3917/raised.022.0005>

Une des évolutions notables de l'école contemporaine concerne l'émergence de problématiques socioéducatives qui interrogent la mission de socialisation traditionnellement dévolue à l'institution scolaire. Appelée à gérer des situations qui vont au-delà du travail éducatif ordinaire et à traiter les problématiques pouvant émerger du fait de la prise en compte de publics en situation de précarité et de grande hétérogénéité socioculturelle, l'école se voit aujourd'hui confrontée à la question sociale sous une forme à bien des égards renouvelée. Désormais, face à des populations d'élèves dont les conduites sociales s'écartent des attentes scolaires, l'école se charge non plus seulement d'instruire des cohortes mais aussi d'éduquer, de soutenir et d'accompagner des acteurs scolaires (élèves, parents) pris dans un monde d'instabilité et d'insécurité sociales croissantes. Ce contexte général se traduit par une double exigence, à la fois de diversification des rôles professionnels et de développement d'une prise en charge axée sur les singularités des élèves, laquelle est porteuse d'innovations, mais aussi source de tensions. Au travers de contributions issues de différents contextes éducatifs et d'approches variées, ce numéro de *Raisons éducatives* entend examiner la manière dont les frontières de l'action éducative se recomposent sous l'effet de l'évolution des publics et des politiques scolaires.

Givens, J. R. (2019). **"There Would Be No Lynching If It Did Not Start in the Schoolroom": Carter G. Woodson and the Occasion of Negro History Week, 1926–1950**. *American Educational Research Journal*, 56(4), 1457-1494. <https://doi.org/10.3102/0002831218818454>

This article analyzes Carter G. Woodson's iconic Negro History Week and its impact on Black schools during Jim Crow. Negro History Week introduced knowledge on Afro-diasporic history and culture to schools around the country. As a result of teachers' grassroots organizing, it became a cultural norm in Black schools by the end of the 1930s. This program reflected Woodson's critique that anti-Black ideas in school knowledge were inextricably linked to the violence Black people experienced in the material world. Thus, he worked to construct a new system of knowledge altogether. Negro History Week engaged students in this counterhegemonic knowledge through performances grounded in Black formalism and an invigorated Black aesthetic, facilitating what I have come to call "embodied learning."

Gourdon, J., Miller, M., & Iribarnegaray, L. (2019, juin 27). **« Les dispositifs d'égalité des chances des grandes écoles se focalisent sur la pointe de la pyramide »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/06/27/les-dispositifs-d-egalite-des-chances-des-grandes-ecoles-se-focalisent-sur-la-pointe-de-la-pyramide_5482335_4401467.html

Après la diffusion du documentaire « Les Défricheurs », Fabien Truong, coréalisateur et sociologue, et David Guilbaud, énarque et auteur de « L'Illusion méritocratique », ont répondu à vos questions sur le thème de l'égalité des chances.

Hinojosa, M. S., Hinojosa, R., Bright, M., & Nguyen, J. (2019). **Adverse Childhood Experiences and Grade Retention in a National Sample of US Children***. *Sociological Inquiry*, 89(3), 401-426. <https://doi.org/10.1111/soin.12272>

Adverse childhood experiences (ACEs) include extreme economic hardship, abuse, neglect, household and family dysfunction, and exposure to community violence. Children with ACEs are at a higher risk of developing mental, physical, and developmental disorders that can lead to difficulty in school. Using the 2012 National Survey of Children's Health, we use multivariate logistic regression to examine the association between ACEs and grade retention and the moderating effects of race/ethnicity on this relationship. Results indicate that specific ACEs are related to higher rates of grade retention (economic hardship, parental incarceration, neighborhood violence, and witnessing domestic violence). Children reporting three or more ACEs were at a significantly higher risk of grade retention compared to children with zero reported ACEs. Further, patterns differed among black children in the sample with higher numbers of ACEs not increasing retention rates for black children compared to white children. This study improves our understanding of the relationship between ACEs and grade retention, but also raises questions about differing patterns among racially and ethnically diverse student populations that warrants further study.

Holm, A., Hjorth-Trolle, A., & Jæger, M. M. (2019). **Signals, Educational Decision-Making, and Inequality.** *European Sociological Review*, 35(4), 447-460. <https://doi.org/10.1093/esr/jcz010>

Abstract. We propose a model of educational decision-making based on rational choice theory in which students use signals about academic ability to make inferences

Jarness, V., Pedersen, W., & Flemmen, M. P. (2019). **The discreet charm of the children of the bourgeoisie: economic capital and its symbolic expressions at an elite business school.** *The British Journal of Sociology*, 70(4), 1402-1423. <https://doi.org/10.1111/1468-4446.12625>

We address a largely neglected issue in contemporary research on cultural class divisions: economic capital and its associated lifestyles and symbolic expressions. Using qualitative interviews, we explore how adolescents from wealthy elite backgrounds, namely students at Oslo Commerce School (OCS), traditionally one of the most prestigious upper-secondary schools in Norway, demarcate themselves symbolically from others. They draw symbolic boundaries against students at other elite schools in Oslo, more characterized by backgrounds with high cultural capital, accusing them of mimicking a 'hipster' style. Within the OCS student body, we describe identity work centring on styles of material consumption and bodily distinctions. The most salient dividing line is between those who manage to master a 'natural' style, where expensive clothes and the desired bodily attributes are displayed discreetly, and those who are 'trying too hard' and thus marked by the stigma of effort. We also show some interesting intersections between class and gender: girls aspiring to the economic elite obey the 'rules of the game' by exercising extensive control over their bodies and adhering to demanding bodily norms for their weight and slimness. Such rules are less evident among the boys, where a lack of discipline, unruliness, hard partying and even fighting constitute parts of the lifestyle valued. This article contributes to the field of cultural stratification, highlighting the importance of the 'hows' of material consumption when expressing elite distinction. It also adds new insight to the research field of elite education by showing how a mastery of 'high-end' consumer culture is involved in fostering favourable dispositions at elite schools.

Jarraud, F. (2019, juillet 9). Insee: Les origines et les inégalités éducatives. <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/09072019Article636982540460590883.aspx>

Elika Athari, Jérôme Lê (Insee) et Yaël Brinbaum (Cnam-Lise-CEET) publient une nouvelle étude sur le rôle des origines dans la persistance des inégalités. Sur le terrain éducatif, leur enquête montre que « le niveau d'éducation des descendants d'immigrés est plus élevé que celui des immigrés, notamment celui des femmes ». Mais il y a des différences. Ainsi la proportion des femmes peu ou pas diplômées est de 75 % chez les immigrées turques, contre 29 % chez les descendantes de même origine. Parmi les femmes originaires du Maghreb, cette proportion passe de 50 % à 22 %, et parmi celles originaires d'Europe du Sud, de 48 % à 18 %. Parmi les hommes, la part des peu ou pas diplômés est aussi plus faible parmi les descendants d'immigrés, quelle que soit l'origine, mais dans des proportions moindres. La différence est particulièrement sensible parmi les hommes originaires d'Europe du Sud (la proportion passe de 51 % à 21 %) et de Turquie (de 63 % à 42 %)". En ce qui concerne l'emploi, « les difficultés d'accès à l'emploi sont plus faibles pour les descendants d'immigrés que pour les immigrés, tout en demeurant à des niveaux parfois élevés. Elles persistent davantage pour les hommes originaires du Maghreb et, dans une moindre mesure, d'Afrique subsaharienne. Certains groupes, comme les immigrés de Turquie et d'Europe du Sud, mobilisent davantage leurs réseaux de connaissances pour compenser des difficultés de langue ou un faible niveau d'éducation. » Au final le niveau des salaires marque peu d'écart entre salaire de descendants d'immigré et sans ascendance migratoire. On remarque la faible évolution entre immigré et descendant d'immigré. Parfois celle-ci est négative comme pour les descendants d'immigré originaires d'Asie du sud est.

Jury, M., Aelenei, C., Chen, C., Céline, D., & Elliot, A. J. (2019, septembre). ***Pourquoi les étudiants de bas statut socioéconomique ont un sentiment d'appartenance à la communauté universitaire plus faible que ceux de statut socioéconomique plus élevé ? Le rôle de la reconnaissance d'autrui.*** Présenté à Journées thématiques - Psychologie sociale et éducation - ADRIPS, Grenoble. <https://hal.archives-ouvertes.fr/hal-02272681/document>

Un nombre important de recherches a montré que les étudiants de bas statut socioéconomique (SSE) font face à de multiples obstacles dans le contexte universitaire (voir Goudeau, Autin, & Croizet, 2017 ; Jury et al., 2017). Parmi ceux-ci, il apparaît notamment que ces étudiants ont un sentiment d'appartenance à la communauté universitaire plus faible que les étudiants de SSE plus élevé (Rubin, 2012). Étant donné les conséquences positives associées au fait de posséder un sentiment d'appartenance élevé (par ex., un bien-être subjectif élevé, Pittman & Richmond, 2007, motivation intrinsèque pour les études, Freeman, Anderman, & Jensen, 2007), identifier les raisons qui sous-tendent l'existence de ce lien est particulièrement important. Or les travaux actuels proposent que les individus de bas SSE diffèrent des individus de haut SSE non seulement sur la quantité de ressources dont ils disposent pour réussir mais également sur le rang qui leur est assigné et la valeur qui y est associée (Kraus, Piff, Mendoza-Denton, Rheinschmidt & Keltner, 2012). Dans cette recherche, nous faisons l'hypothèse que le manque de reconnaissance par autrui (Cheng, Tracy, & Helmrich, 2010) pourrait agir comme un médiateur de ce lien. Pour tester cette hypothèse, nous avons réalisé trois études auprès d'étudiants américains (N = 235 dans l'étude 1, N = 339 dans l'étude 2) et chinois (N = 394 dans l'étude 3). Dans celles-ci, les participants ont complété une mesure de statut socioéconomique subjectif (Adler, Epel, Castellazzo, & Ickovics, 2000),

de perception de reconnaissance par autrui (Cheng et al., 2010) et de sentiment d'appartenance à la communauté universitaire (Walton & Cohen, 2007). Les résultats de ces trois études confirment la présence d'un effet indirect de la reconnaissance par autrui. Autrement dit, les étudiants de faible SSE estiment se sentir moins appartenir à la communauté universitaire que les étudiants de SSE plus élevé car ils se sentent moins reconnus par les autres. Ainsi, la valeur qu'un étudiant pense que les autres lui attribuent peut jouer indirectement un rôle clé dans son sentiment d'appartenir ou non à la communauté universitaire. Les implications de ces résultats pour l'accompagnement des étudiants seront discutées.

Kanbur, R. (2019). **Inequality in a global perspective**. *Oxford Review of Economic Policy*, 35(3), 431-444. <https://doi.org/10.1093/oxrep/grz010>

Abstract The basic story of global inequality in the last three decades has been an overall decline, but one which is composed of quite intricate patterns. There has been a decline in between-country inequality as China and India have grown relative to the US and other rich countries. This has been accompanied by an increase in within-country inequality, but this is itself composed of rising inequality in some countries such as China, India, and the US, and declining inequality in other countries, including large economies in Latin America. Section II of the paper reviews these patterns, highlighting country diversity to make the central point that policy matters. Section III addresses a normative question—what relative weight should be given to within-country and between-country inequality in making an overall global assessment? This section brings on board recent philosophical discourse, including on inequality of opportunity in a global frame. Section IV returns to the 'policy matters' theme and takes up global constraints on national redistribution policy in a globalized world: for example, a race to the bottom on taxation to attract and keep capital and talent, and possible global institutional responses to alleviate these constraints.

Lahire, B. (Éd.). (2019). **Enfances de classe**. Le Seuil. <http://www.seuil.com/ouvrage/enfances-de-classe-collectif/9782021419603>

Naissons-nous égaux ? Des plus matérielles aux plus culturelles, les inégalités sociales sont régulièrement mesurées et commentées, parfois dénoncées. Mais les discours, qu'ils soient savants ou politiques, restent souvent trop abstraits. Ce livre relève le défi de regarder à hauteur d'enfants les distances sociales afin de rendre visibles les contrastes saisissants dans leurs conditions concrètes d'existence. Menée par un collectif de 17 chercheurs, entre 2014 et 2018, dans différentes villes de France, auprès de 35 enfants âgés de 5 à 6 ans issus des différentes fractions des classes populaires, moyennes et supérieures, l'enquête à l'origine de cet ouvrage est inédite, tant dans son dispositif méthodologique que dans ses modalités d'écriture, qui articulent portraits sociologiques et analyses théoriques. Son ambition est de faire sentir, en même temps que de faire comprendre, cette réalité incontournable : les enfants vivent au même moment dans la même société, mais pas dans le même monde. Rendre raison des inégalités présentes dans l'enfance permet dès lors de retracer l'enfance des inégalités, autrement dit leur genèse et leur influence sur le destin social des individus. En donnant à voir ce qui est accessible aux uns et inaccessible aux autres, évident pour certains et impensable pour d'autres dans des domaines aussi différents que ceux du logement, de l'école, du langage, des loisirs, du sport, de l'alimentation ou de la santé, cet ouvrage met sous les yeux du lecteur l'écart entre des vies augmentées et des vies diminuées. Il éclaire les mécanismes profonds de la reproduction des inégalités dans la

société française contemporaine, et apporte ainsi des connaissances utiles à la mise en œuvre de véritables politiques démocratiques. Sous la direction de Bernard Lahire, professeur de sociologie à l'École normale supérieure de Lyon (Centre Max Weber) et membre senior de l'Institut universitaire de France, avec la collaboration de Julien Bertrand, Géraldine Bois, Martine Court, Sophie Denave, Frédérique Giraud, Gaële Henri-Panabière, Joël Laillier, Christine Mennesson, Charlotte Moquet, Sarah Nicaise, Claire Piluso, Aurélien Raynaud, Fanny Renard, Olivier Vanhée, Marianne Woollven et Emmanuelle Zolesio.

Leath, S., Mathews, C., Harrison, A., & Chavous, T. (2019). **Racial Identity, Racial Discrimination, and Classroom Engagement Outcomes Among Black Girls and Boys in Predominantly Black and Predominantly White School Districts.** *American Educational Research Journal*, 56(4), 1318-1352. <https://doi.org/10.3102/0002831218816955>

This study examined the associations among racial identity beliefs (centrality and public regard), racial discrimination, and academic engagement outcomes among 1,659 African American adolescents across two demographically distinct school districts, one predominantly Black, working class (n = 1,100) and one predominantly White, middle class (n = 559). Across these districts, the youths reported that race was a central aspect of their identity and demonstrated varying levels of public regard. Racial discrimination was negatively associated with academic curiosity and persistence, but this effect was moderated by gender and racial identity. Our findings demonstrate the harmful influence of discrimination on the academic engagement of African American adolescents and the protective roles of racial identity beliefs across gender and school racial contexts.

LeVasseur, L. (2018). **L'école québécoise et la gestion de la diversité des élèves : mesures d'intégration et tensions au sein de la division du travail éducatif.** *Raisons éducatives*, 22(1), 173-191. <https://doi.org/10.3917/raised.022.0173>

La gestion de la diversité des élèves représente un des principaux défis auxquels l'école québécoise fait face. De nombreux élèves provenant de milieux sociaux défavorisés sont menacés d'échec scolaire. L'intégration de ces élèves en classe ordinaire complexifie la tâche des enseignants. Afin de soutenir ces élèves et d'appuyer les enseignants, l'école publique a recours, surtout depuis le début des années 1990, à de plus en plus d'agents de soutien technique. L'article porte sur le travail qu'effectuent les agents scolaires qui travaillent dans des établissements se caractérisant par une très grande diversité d'élèves. Il montre surtout que malgré des valeurs éducatives souvent communes, la coordination de l'action entre les agents de soutien technique, les agents de soutien professionnel et les enseignants ne va pas de soi. Il en résulte un climat tendu qui nuit au travail collectif, et par conséquent, à la scolarisation des élèves en difficulté.

Luedke, C. L. (2019). **"Es como una Familia": Bridging Emotional Support With Academic and Professional Development Through the Acquisition of Capital in Latinx Student Organizations.** *Journal of Hispanic Higher Education*, 18(4), 372-388. <https://doi.org/10.1177/1538192717751205>

This study explored the ways Latinx-based organizations assist students in navigating college and career preparation. Data consist of in-depth interviews with 17 first-generation Latinx students attending two predominantly White institutions in the Midwest. I employed Bourdieu's social reproduction theory to examine the ways Latinx

student organizations cultivate social and cultural capital among participants. Findings reveal that peers in Latinx-based organizations share capital relevant to navigating college, academics, and career development.

Maroy, C. (2018). **Nouvelles figures du « social » et reconfigurations de la normativité scolaire.** *Raisons éducatives*, 22(1), 277-294. <https://doi.org/10.3917/raised.022.0277>

Si de nouvelles problématiques sociales interpellent les professionnels dans les écoles, il est important de comprendre à partir de quel référentiel d'action publique de nouvelles attentes sociales à l'égard de l'institution scolaire sont progressivement formulées. Cet article vise à identifier la logique discursive d'un référentiel émergent de l'école inclusive et efficace qui assigne à l'institution scolaire un rôle clé d'inclusion et de cohésion sociale, missions sociales cependant subordonnées à la capacité des établissements scolaires à développer une efficacité pédagogique et éducative. Ce référentiel rehausse les attentes et brouille les frontières entre missions de performance, de démocratisation, de cohésion sociale et de subjectivation poursuivies par les établissements scolaires. Combinant le discours de l'école « inclusive » et de l'école « performante », il a pour vertu paradoxale de compenser (partiellement) le manque de légitimité du discours de la nouvelle gestion publique sur l'école. Pourtant, dans les situations concrètes, cette nouvelle normativité appelant tout à la fois à l'efficacité, l'équité, la dignité de tous et au développement des capacités et de la responsabilité de chacun, semble loin de pouvoir éliminer tensions et contradictions pratiques et axiologiques.

Mayhew, K., & Wills, S. (2019). **Inequality: an assessment.** *Oxford Review of Economic Policy*, 35(3), 351-367. <https://doi.org/10.1093/oxrep/grz009>

Abstract Concern about inequality, particularly inequality of income and wealth, has become prominent in public discourse around the world. This article first discusses issues of measurement and goes on to ask why we should care, emphasizing fairness and the market distortions and negative externalities found in unequal societies. It documents that the decline in global inequality in recent decades has been due to falling inequality between, rather than within, countries. The popular picture of rising inequality in OECD countries is more varied and complex than often perceived. Its drivers include aspects of globalization and of technological change as well as changes in the distribution of market power, in financial markets, public policy, and monetary policy. There are two over-arching questions about how governments can address inequality. The first is what should be tackled at the international level and what should be the preserve of national policy. The second is what should be the balance between pre- and post-market interventions. Both have a role but generally the balance has been too skewed towards the latter.

McGregor, T., Smith, B., & Wills, S. (2019). **Measuring inequality.** *Oxford Review of Economic Policy*, 35(3), 368-395. <https://doi.org/10.1093/oxrep/grz015>

Abstract Inequality is important, both for its own sake and for its political, social, and economic implications. However, measuring inequality is not straightforward, as it requires decisions to be made on the variable, population, and distributional characteristics of interest. These decisions will naturally influence the conclusions that are drawn so they must be closely linked to an underlying purpose, which is ultimately defined by a social welfare function. This paper outlines important considerations when

making each of these decisions, before surveying recent advances in measuring inequality and suggesting avenues for future work.

Minasyan, A., Zenker, J., Klasen, S., & Vollmer, S. (2019). **Educational gender gaps and economic growth: A systematic review and meta-regression analysis.** *World Development*, 122, 199-217. <https://doi.org/10.1016/j.worlddev.2019.05.006>

Despite a large number of empirical studies, the controversy of whether a gender gap in education harms or boosts economic performance still persists. We conduct a systematic review and meta-analysis of the empirical literature on the link between gender inequality in education and per capita economic growth. After highlighting the methodological challenges of causally estimating this relationship, we document correlational evidence of a positive link between educational gender equality and economic growth. In particular, we find that studies that include male and female education as separate covariates in the growth regression report larger correlation sizes of female compared to male education with economic growth, except when an arguably problematic regression specification popularized by Barro and co-authors is used. Furthermore, studies that use gender gap (female/male ratio) in education as explanatory variable show an average partial correlation coefficient between growth and educational gender equality of 0.25, which is a moderate positive correlation. We also observe that the partial correlation increases with the use of initial education levels and social/institutional variables as controls, and becomes smaller with the use of country fixed effects, the inclusion of economic variables, and a higher share of female authors. We additionally assess six studies in our sample that use quasi-experimental methods (instrumental variable techniques) as an attempt to elicit a causal effect. Direction and magnitude of the estimates from these studies are comparable with the correlational evidence, but we note that the validity of many of the instruments used is open to question. We do not find evidence of publication bias in this literature.

Myers, R. M., & Griffin, A. L. (2019). **The Geography of Gender Inequality in International Higher Education.** *Journal of Studies in International Education*, 23(4), 429-450. <https://doi.org/10.1177/1028315318803763>

The internationalization of higher education results in 4.6 million students attending colleges and universities outside their home countries. In the United States and other countries, there is significant underrepresentation of women among inbound international higher education students. Gender equality in education cannot be achieved so long as women are underrepresented in participation in this important educational venue. To better understand the drivers of gender inequalities in international higher education, this study examines the low participation rate by women coming to the United States by comparing it with participation data for women coming to the United Kingdom and Germany. Gender participation rates from both source regions and countries vary by destination country. By exploring the geography of gender inequality in international higher education, decision makers can better understand barriers to achieving international gender equality goals.

Nolan, B., & Valenzuela, L. (2019). **Inequality and its discontents.** *Oxford Review of Economic Policy*, 35(3), 396-430. <https://doi.org/10.1093/oxrep/grz016>

Abstract Inequality in the distribution of income and wealth has come to the fore as a core concern across the industrialized world. Here we examine what has happened to income inequality across the rich countries in recent decades. We discuss

the range of factors that appear to be driving inequality upwards, notably the role of technological change, globalization, and national institutions and policies. We look at how rising inequality might undermine economic growth and squeeze the middle, and assess the extent to which it has actually done so. We assess whether rising inequality is associated with worsening outcomes and inequalities across various social domains. Finally, we review emerging evidence on the role that rising inequality may be playing in the 'revolt of the angry' and rise of populism.

Obolenskaya, P., & Hills, J. (2019). **Flat-lining or seething beneath the surface? Two decades of changing economic inequality in the UK.** *Oxford Review of Economic Policy*, 35(3), 467-489. <https://doi.org/10.1093/oxrep/grz018>

Abstract This paper analyses what happened to economic inequalities in the United Kingdom in the two decades from 1995–6. In aggregate, inequality changes were unremarkable, especially by comparison with sharp increases in the 1980s. However, over the first decade economic outcomes improved across population groups, while over the second near-stagnation accompanied continuing high inequality. We show that the apparent stability of inequality in this period masked the way in which the nature and depth of economic inequalities changed after the economic crisis, leading to substantial differences between and within groups defined in different ways. Pervasively, younger adults lost out in the second decade compared to older ones. When population groups are defined in other ways (such as region, housing tenure, or ethnicity) patterns are more complex, but with the worst-off in particular groups often being 'left behind'.

Observatoire des inégalités. (2019, août 29). **Du collège aux filières d'excellence, la disparition des enfants d'ouvriers.** <https://www.inegalites.fr/Du-college-aux-filiere-d-excellence-la-disparition-des-enfants-d-ouvriers>

Au fil de la scolarité, la part des enfants d'ouvriers se réduit alors que celle des cadres s'accroît. Comment expliquer ce phénomène ? Extrait du Centre d'Observation de la société.

Observatoire des inégalités. (2019, août 29). **Les inégalités sociales sont fortes dès le primaire et le collège.** <https://www.inegalites.fr/Les-inegalites-sociales-sont-fortes-des-le-primaire-et-le-college>

Dès le primaire, les enfants d'origine sociale défavorisée obtiennent en moyenne de moins bons résultats que les enfants de cadres. On retrouve ces écarts au collège et ils déterminent l'orientation de fin de troisième.

Papa, R. (Éd.). (2019). **Handbook on Promoting Social Justice in Education.** S.l.: Springer International Publishing. <https://link.springer.com/10.1007/978-3-319-74078-2>

The Handbook on Promoting Social Justice in Education explores social justice elements across the global human continuum in the field of education and offers the skills and ways of thinking to achieve a more equitable, caring and fair world. Education is not the sole or even the primary answer to social justice as this would assume educators have control over the complexity of one's nation/states and multi or transnational organizations, and especially the diversity by context of family life. What education does offer are the skills and ways of thinking to achieve a more equitable, caring, and fair world in pursuit of achieving the ends of social justice. The handbook will look at

three major themes—Political Inequality, Educational Economic Inequality, and Cultural Inequality.

Pietrzyk, I. M., Allmendinger, J., Erdmann, M., Helbig, M., Jacob, M., & Stuth, S. (2019). **Future and career plans before high school graduation (ZuBAb): Background, research questions and research design** (Discussion Papers, Presidential Department N° P 2019-004). WZB Berlin Social Science Center. <https://www.econstor.eu/bitstream/10419/200256/1/1668718294.pdf>

The German educational system is characterized by pronounced educational disparities based on the parental socioeconomic status. Despite the rather strong stratification of the secondary school system and social selection into obtaining the university entrance qualification, the transition to higher education is no exception to the general picture of strong inequalities in the German educational system. Social differences in enrolment in higher education might be partly due to the unequal distribution of information and differences in social support. If this were the case, offering information and support via guidance counsellors could reduce educational disparities in the transition to higher education. However, empirical research on this issue in Europe, especially in Germany, is scarce. Against this background, the study « Future and Career Plans Before High School Graduation » (in German: Zukunfts- und Berufspläne vor dem Abitur, ZuBAb) investigates how a broad long-term counselling program affects the educational pathways of university-eligible students by means of a randomized controlled trial (RCT). The study focuses on the reduction of inequalities in university enrolment (primary outcome). Furthermore, we examine the effect of the intervention on the development of socio-emotional competencies, choice of study majors, satisfaction with educational choices, congruence between occupational interests and educational choice, and rational choice components (secondary outcomes). In addition to investigating the effect of the program on educational pathways by means of an RCT, we analyse the social composition of participating students under real world conditions to estimate the effectiveness of the program in reducing educational disparities under real world conditions. The present discussion paper provides an overview of the background of the ZuBAb study, the research questions that are addressed, and the research design. The study is currently being conducted. It is funded by the Ministry of Culture and Science of the German State of North Rhine-Westphalia. Research is jointly carried out by the Berlin Social Science Centre and the University of Cologne.

Reichelt, M., Collischon, M., & Eberl, A. (2019). **School tracking and its role in social reproduction: reinforcing educational inheritance and the direct effects of social origin.** *The British Journal of Sociology*, 70(4), 1323-1348. <https://doi.org/10.1111/1468-4446.12655>

The degree of social reproduction varies considerably between industrialized countries, raising the question of which institutional regulations promote or restrict this process. Education is considered the main mediator of social reproduction. Because school tracking – the sorting of children according to ability and interest at different ages – is known to affect educational attainment and the degree of tracking varies strongly across countries, it may thus account for differences in social reproduction. However, empirical studies are scarce, and the total impact of tracking on social reproduction remains ambiguous. Using the European Social Survey (ESS) 2012 and 2014 from 24 countries, we demonstrate that school tracking is strongly associated with higher

degrees of social reproduction. Decomposing the process of social reproduction into educational inheritance, educational returns and direct effects of social origin, we find that although all channels contribute to social reproduction, the impact of tracking seems to be exerted through educational inheritance and to a similar degree through direct effects of social origin, whereas educational returns do not seem to be affected. Even net of educational attainment, social origin thus has a stronger effect on social status in tracked systems. We ascribe this effect to differences in qualitative choices within educational tracks, such as fields of study.

Reshid, A. A. (2019). **The Gender Gap in Early Career Wage Growth: The Role of Children, Job Mobility, and Occupational Mobility.** *LABOUR*, 33(3), 278-305. <https://doi.org/10.1111/labr.12148>

During the first 10 years in the Swedish labor market, male university graduates experience a faster wage growth than females. We investigate the role job and upward occupational mobility have for the creation of gender difference in early career wage growth; and the role of motherhood as an underlying mechanism. We find that although men and women change jobs and occupations at the same rate, women receive a significantly lower wage returns to mobility than men. We find evidence that women's lower return to occupational mobility is largely explained by motherhood, while the evidence for job mobility is rather weak.

Sanchez Gonzalez, M. L., Castillo, L. G., Montague, M. L., & Lynch, P. S. (2019). **Predictors of College Enrollment Among Latinx High School Students.** *Journal of Hispanic Higher Education*, 18(4), 410-421. <https://doi.org/10.1177/1538192718765074>

This study investigated the relationship between psychocultural, sociocultural, college knowledge, and citizenship status factors on Latinx high school students' college enrollment. Participants included 307 Latinx ninth-grade students enrolled across four high schools in central Texas that were followed post-high school graduation. Results indicated that only receiving-culture acquisition and college knowledge were statistically significant predictors of college enrollment. Researchers provide implications for counselors and psychologists.

Sanchez-Mazas, M., Changkakoti, N., & Mottet, G. (2018). **Scolarisation des enfants de demandeurs d'asile : nouvelles pratiques, nouveaux dispositifs, nouveaux « métiers » sous le signe de l'incertitude.** *Raisons éducatives*, 22(1), 223-248. <https://doi.org/10.3917/raised.022.0223>

Cet article entend illustrer comment la question de la scolarisation des enfants de demandeurs d'asile en Suisse, en tension entre une politique d'asile restrictive et un assouplissement en matière d'accès à l'éducation, met à l'épreuve l'institution scolaire et suscite l'engagement d'une pluralité d'acteurs, que ce soit au niveau de l'implication des professionnel-le-s en place, ou au niveau des initiatives prises par des intervenants extérieurs. À partir d'entretiens semi-directifs avec différents acteurs de l'école, responsables des questions migratoires, directeurs/directrices d'établissement, enseignants ordinaires ou spécialisés dans l'accueil, éducateurs/éducatrices et intervenants sociaux, travailleurs bénévoles ou représentants du monde associatif, nous documentons les solutions ad hoc, les bricolages et les pistes d'action mis en œuvre en réponse à l'accueil et l'accompagnement des enfants de demandeurs d'asile et qui signalent, souvent de manière dramatique, l'irruption de la question sociale à l'école.

Seehuus, S. (2019). **Social class background and gender-(a)typical choices of fields of study in higher education.** *The British Journal of Sociology*, 70(4), 1349-1373. <https://doi.org/10.1111/1468-4446.12668>

By employing a Bourdieu-inspired class scheme that differentiates between classes' volume and composition of capital, and by analysing Norwegian administrative register data for birth cohorts between 1987 and 1992, this paper examines the relationship between social class background and gender-(a)typical choices of higher education. Fields of study in higher education in much of the Western world remain segregated by gender despite the gender gap in educational attainment having been reversed. However, some changes have taken place due to the influx of women into male-dominated, high-status fields. Few recent studies have examined the relationship between social class background and gendered educational choices in light of these changes; furthermore, the focus of previous research has been limited to the vertical dimension of class. The results presented in this article suggest that men and women are more likely to make gender-atypical choices when this leads to social mobility and that focusing solely on the vertical dimension of class may mask horizontal differences.

Shaw, S. R., S. D'Intino, J., & Lysenko, E. (2019). **Registered Reports, Replication, and the Canadian Journal of School Psychology: Improving the Evidence in Evidence-Based School Psychology.** *Canadian Journal of School Psychology*, 34(3), 175-187. <https://doi.org/10.1177/0829573519843027>

The Canadian Journal of School Psychology (CJSP) is offering scholars the opportunity to register research reports and make research protocols publicly available to promote replication, transparency, credibility, and utility for clinical practice. The purpose of this article is to outline the challenges regarding replication, reproducibility, and evidence-based practices, as well as describe the submission protocol and criteria for acceptance of registered reports. Advances and criticisms of the registered reports model are discussed. Although CJSP will accept submissions through the traditional peer-review model, registered reports and support of replication studies have the objective of promoting high-quality research to improve the research foundation for evidence-based practices in the profession of school psychology.

Simonis-Sueur, C. (Éd.). (2019). **L'égalité entre les filles et les garçons, entre les femmes et les hommes, dans le système éducatif (Dossier).** *Education et formations*, (99), 5-110. <https://www.education.gouv.fr/cid143098/l-egalite-entre-les-filles-et-les-garcons-entre-les-femmes-et-les-hommes-dans-le-systeme-educatif-vol.-4.html>

Le numéro 99 de la revue *Éducation & formations* est le quatrième et dernier volume permettant la valorisation d'études et de recherches qui nous ont été soumises dans le cadre de l'appel à contributions lancé par la DEPP fin 2016 sur l'égalité entre les filles et les garçons, entre les femmes et les hommes, dans le système éducatif. Nous avons ainsi publié 28 articles traitant des inégalités selon le sexe, des stéréotypes de genre, depuis le sexisme véhiculé dans la littérature jeunesse en usage en maternelle, aux problématiques d'orientation et d'insertion professionnelle dans l'enseignement supérieur, sans occulter les inégalités salariales entre enseignantes et enseignants, ou les inégalités de qualité de vie au travail. Spécifiquement, les articles du numéro 99 nous permettent de prendre conscience des actions menées dans certains territoires pour lutter contre ces inégalités ou stéréotypes de genre, comme celles déployées dans l'académie de Créteil. Ils questionnent également la perception par l'institution des comportements liés aux interactions entre filles et garçons en milieu scolaire, le

parcours universitaire et l'insertion professionnelle différents entre étudiantes et étudiants, et enfin sur la qualité de vie au travail selon le contexte d'enseignement.

Sosa-Provencio, M. A. (2019). **A Revolucionista Ethic of Care: Four Mexicana Educators' Subterranean Social Justice Revolution of Fighting and Feeding.** *American Educational Research Journal*, 56(4), 1113-1147. <https://doi.org/10.3102/0002831218814168>

This qualitative Testimonio study reveals an ethic of care particular to Mexican/Mexican American youth through pedagogy and Testimonios of four Mexican/Mexican American female educators along the U.S./Mexico border. Using a Chicana feminist epistemology, findings reveal a reframed social justice revolution I term Revolucionista Ethic of Care, which bears an identity rooted in land, corn, and ancestral lines; urgency to resist oppression alongside knowledge that doing so is dangerous; fluid, protective Mexicana/Mestiza consciousness; and undetectable weapons of Body, Spirit, Tongue. Amid growing human rights abuses and a U.S. administration hostile to dissent, findings are increasingly relevant. Findings may inform dialogue regarding sociopolitical issues shaping schooling for marginalized youth and may advance theoretical and curricular understanding of social justice education and ethic(s) of care.

Spence, C., Donlevy, V., Cutmore, M., Collie, R., MacLeod, S., & Martin, A. (2019). **Against the odds. Academically resilient students with a migrant background and how they succeed : final report** [Report]. Luxembourg: European Commission. <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3040>

L'objectif général de cette étude est d'analyser comment les étudiants défavorisés issus de l'immigration réussissent sur le plan scolaire dans les systèmes éducatifs européens. Nous nous concentrons sur les étudiants « résilients sur le plan scolaire », lesquels sont définis comme des étudiants qui réussissent sur le plan scolaire malgré des difficultés liées à l'éducation, comme par exemple une condition socio-économique défavorable.

Streitwieser, B., Loo, B., Ohorodnik, M., & Jeong, J. (2019). **Access for Refugees Into Higher Education: A Review of Interventions in North America and Europe.** *Journal of Studies in International Education*, 23(4), 473-496. <https://doi.org/10.1177/1028315318813201>

This paper examines current interventions to reduce barriers to access into higher education for refugees in North America and Europe. We analyze a diversity of interventions sponsored by host governments, higher education institutions, foundations, nongovernmental organizations, and individuals. These interventions differ in size, delivery method, focus, and extent of support, and range from a single language course or limited online learning opportunity to fully accredited higher education programs. However, significant problems hamper the efficacy of many current interventions. We examine providers' rationales for working with refugees using Knight and De Wit's rationales for internationalization of higher education, later reconceptualized in four interrelated groups of rationales: academic, political, economic, and socio-cultural. To these, we propose adding a fifth category: humanism. To widen refugee participation and success in higher education, we suggest that policy makers and administrators should adopt a longer-term perspective, increase transparency, and use evidence-based approaches to develop and evaluate refugee programming.

Suhonen, T., & Karhunen, H. (2019). **The intergenerational effects of parental higher education: Evidence from changes in university accessibility.** *Journal of Public Economics*, 176, 195-217. <https://doi.org/10.1016/j.jpubeco.2019.07.001>

We examine the causal relationship between the educational attainment of parents and that of their children using quasi-experimental variation from changes in parents' access to university generated by the geographical expansion of the Finnish university system between the late 1950s and early 1970s. Our results suggest that, for the children of parents affected by the changes in university accessibility, there is a strong positive spillover effect of around 0.5 from parent's to child's attained years of education. Our analyses using alternative parental and child outcomes suggest that the effect of parental education is partly driven by assortative mating and may also be related to children's improved school performance.

Szerdahelyi, L., & Ottogalli-Mazzacavallo, C. (2019). **Penser l'égalité dans les représentations du métier de professeur d'EPS. Enjeux méthodologiques et critiques.** *Education et formations*, (99), 5-14.

https://cache.media.education.gouv.fr/file/2019/61/6/depp-2019-EF99-web-01_1154616.pdf

Dans un contexte où les femmes sont de moins en moins nombreuses à enseigner l'éducation physique et sportive, cet article, attentif aux représentations du métier de professeur d'EPS par les lycéennes et lycéens, propose une réflexion épistémologique en méthodologie de la recherche. Prenant acte de la complexité de l'usage des catégories de sexe au regard du renversement conceptuel du genre, le débat porte sur les choix méthodologiques effectués dans le cadre d'une enquête par questionnaires. Comment appréhender les similitudes ou les écarts entre les élèves selon leur sexe, sans essentialiser les catégories de sexe? Comment utiliser les catégories de sexe tout en se réclamant des études de genre, dont les derniers développements conceptuels remettent précisément en cause l'intangibilité et la binarité des catégories de sexe? Comment construire des outils méthodologiques pertinents au regard des outils théoriques adoptés, en tenant compte de leurs implications scientifiques et éthiques? Autant de questions soulevées dans ce retour d'enquête réflexif sur le caractère socialement construit des catégories d'analyse. Méfiant vis-à-vis de la reproduction des assignations de sexe, l'article revient sur les étapes de développement du concept de genre, avant d'en envisager des applications méthodologiques, puis d'ouvrir sur de possibles prolongements à l'intersection des dominations.

Wei, Y., & Gong, Y. (2019). **Understanding Chinese rural-to-urban migrant children's education predicament: A dual system perspective.** *International Journal of Educational Development*, 69, 102066. <https://doi.org/10.1016/j.ijedudev.2019.05.001>

The rural-to-urban migrant children's education predicament in China's major cities is well known. While the hukou system has been widely criticized for depriving many migrant children of quality education in recent years, we suggest that this is only the tip of the iceberg. The principal obstacle faced by the migrant children is China's rural-urban dual system, which is the foundation of contemporary Chinese development. This article intends to shed light on the plight of these migrant children by elaborating on the relationship between the Chinese rural-urban dual system and the practice of development in China. The article concludes that these migrant children, stranded

between the two systems, are the de facto victims of Chinese development, which has been based on a long-maintained "one country, two societies" strategy since the 1950s

Climat de l'école

Atwood, E. D., Jimerson, J. B., & Holt, B. (2019). **Equity-Oriented Data Use: Identifying and Addressing Food Insecurity at Copper Springs Middle School.** *Journal of Cases in Educational Leadership*, 22(3), 70-84. <https://doi.org/10.1177/1555458919859932>

Using data is foundational to school leadership; however, when "data" are narrowly construed as academic outcomes, important data perceived as tangential to academics can be backgrounded, ignored, or unused. Today's school leaders must also attend to data around chronic absenteeism, discipline, learning climate, and social, emotional, and physical well-being—all of which factor into students' ability and readiness to learn. In this case, educators at Copper Springs Middle School move from frustrations with "poor student choices" to a better understanding of student needs and issues related to food insecurity through the collection and analysis of broader data through an equity lens.

Berry, J., & Townsend, A. (2019). **Peter's Transition to Headship: What Can We Learn From His Experience About How to Prepare to Make the Transition From Assistant Principal, or Deputy, to Principal or Head Teacher?** *Journal of Cases in Educational Leadership*, 22(3), 28-42. <https://doi.org/10.1177/1555458919848131>

The transition for new head teachers (school principals) can be a difficult and unpredictable one. This article outlines a case of a deputy (assistant principal) in the United Kingdom as he takes up his first headship. We describe some of the challenges involved and prompt readers to consider strategies that could be used and support that may be accessed to negotiate this challenging period. In particular, this illustrative case shows how the lead-in period between appointment and formal assumption of the role can be productively used. This article would be of use to readers aspiring to take on a senior leadership roles. But it would also be relevant for people working at district level and others involved in recruiting, appointing, and supporting senior leaders.

Du, H., Chi, P., & King, R. B. (2019). **Economic Inequality is Associated with Long-Term Harm on Adolescent Well-Being in China.** *Child Development*, 90(4), 1016-1026. <https://doi.org/10.1111/cdev.13253>

Economic inequality has been found to be detrimental to psychological well-being. However, previous studies were mostly based on cross-sectional data, drew exclusively on adults, and confined to Western developed countries. To address these shortcomings, the current study investigated the longitudinal association of income inequality with adolescent psychological well-being in a non-Western developing economy (i.e., China). We used the China Family Panel Studies data set with a representative sample of 3,042 adolescents (Mage = 12.59) from 20 provinces in China. Analyses showed that adolescents in more unequal provinces had lower happiness and more psychological distress. The associations between economic inequality and well-being varied across adolescents from different socioeconomic strata.

Echazarra, A. (2019). **Les parents de jeunes de 15 ans connaissent-ils les camarades d'école de leur enfant et leurs parents?** *PISA à la loupe*, (98), 6. <https://www.oecd->

library.org/docserver/df00852d-fr.pdf?expires=1567418498&id=id&accname=guest&checksum=3DAFC499C7BF76476A6EF65A876287DF

Les parents tissent souvent des relations enrichissantes avec les enseignants, les élèves et d'autres parents d'élèves dans les établissements scolaires de leur enfant. Ils peuvent ainsi nouer de nouvelles amitiés et contribuer au parcours scolaire de leur enfant, mais peuvent surtout contribuer indirectement à un environnement favorable dans l'établissement, en édifiant des normes de comportement plus strictes, en communiquant des informations importantes, en favorisant la confiance et en créant des passerelles entre l'établissement et la collectivité dans son ensemble. Lors de l'enquête PISA, il a été demandé aux parents des dix-huit pays et économies ayant administré le questionnaire « Parents » d'indiquer le nombre de camarades de leur enfant dont ils connaissent le nom et le nombre de parents de ces camarades qu'ils connaissent. Dans les établissements dans lesquels les parents connaissent les camarades de leur enfant et leur famille, les élèves sont davantage susceptibles de perfectionner leurs compétences, d'améliorer leurs attitudes en matière de collaboration et de se sentir plus heureux et plus en sécurité à l'école.

Fletcher, J., Ross, S., & Zhang, Y. (2019). *The Consequences of Friendships: Evidence on the Effect of Social Relationships in School on Academic Achievement* (Working Paper N° 2019-043). Human Capital and Economic Opportunity Working Group. <https://econpapers.repec.org/paper/hkawpaper/2019-043.htm>

This paper examines the impact of youth friendship links on student's own academic performance (grade point average) using the Add Health. We estimate a reduced form, high dimensional fixed effects model of within cohort or grade friendship links, and use this model to predict each student's number of friends whose mothers have a four year college degree. The effects of friendship links are identified using across-cohort, within school variation in demographic composition of the student's cohort or grade. We find that increases in number of friendship links with students whose mothers are college educated raises grade point average among girls, but not among boys. Additional analyses suggest a positive view of the school environment and a perception of one's self as functioning well in that environment as possible mechanisms. The effects are relatively broad based across students over maternal education, racial and ethnic composition and across schools that vary in demographic composition over the same variables.

Jarraud, F. (2019, août). **Les parents français connaissent moins les fréquentations de leurs enfants.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/08/19082019Article637018030708466980.aspx>

Combien de camarades de votre enfant connaissez-vous et combien de leurs parents? La question a été posée dans l'étude internationale Pisa organisée par l'OCDE. « En moyenne, dans les systèmes d'éducation de l'OCDE qui ont administré le questionnaire « Parents », les parents indiquent qu'ils connaissent environ cinq camarades de leur enfant et quatre parents de ces camarades. On constate toutefois des différences significatives entre les pays et les économies. Les parents en Espagne, en Géorgie et en Irlande sont ceux qui connaissent le plus de camarades et de parents, tandis que les parents en Corée, à Hong Kong (Chine) et à Macao (Chine) sont ceux qui en connaissent le moins », écrit l'OCDE. Ajoutons que la France se

retrouve aussi en queue de peloton. Or cette situation a à voir avec la réussite scolaire et aussi avec l'organisation de l'École.

Jarraud, F. (2019b, août 29). **Bien être: Guy Lapostolle: Quels dialogues entre chercheurs et professionnels de l'éducation.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/08/29082019Article637026608501781634.aspx> Comment chercheurs et professionnel peuvent-ils dialoguer pour créer un cercle d'intéressement? Quels sont les obstacles? Pour penser le bien-être scolaire, chercheurs et professionnels de m'éducation doivent penser ensemble. Guy Lapostolle, LISEC Université de Lorraine, revient sur son dernier livre: Les experts contre les intellectuels (PUN, 2019).

Joseph, B., Kearney, K. B., & Wilson, C. L. (2019). **The Role of Educational Leaders: A Case for Inclusion in Institutions of Higher Education.** *Journal of Cases in Educational Leadership*, 22(3), 3-15. <https://doi.org/10.1177/1555458919847245>

Over the last decade, an increasing number of postsecondary education (PSE) programs have been developed for students with intellectual disability (ID). This case discusses one such program. Along with the courses designed to meet the specific needs of students with ID, the program also permits these students to take courses in the various departments of the university. Faculty were informed that their course(s) might include students from the PSE program for students with ID. One faculty member likes the idea of the program but is not comfortable with students with ID registering for his courses. This case uses discussion prompts and activities to prepare instructors and professors in higher education to foster inclusive practices and ideology throughout the collective university community.

Konishi, C., Hymel, S., Danbrook, M. C., & Wong, T. K. Y. (2019). **Changes in Bullying in Relation to Friends, Competitiveness, and Self-Worth.** *Canadian Journal of School Psychology*, 34(3), 234-248. <https://doi.org/10.1177/0829573518765519>

The relationship between social-emotional experiences — number of friends, competitiveness, and self-worth — and changes in bullying behaviour was investigated among students in Grades 5 to 7. This two-wave study included 235 students for the first data collection and 237 students for the second data collection, with a final sample of 227 students who had participated at both time points. Following Zumbo, results of multiple regression analyses, using residualized difference scores, indicated that changes in the school variables (number of friends, competitiveness, and self-worth) were associated with changes in reported bullying behaviour from the middle to the end of the school year. In particular, children's beliefs about their self-worth were important in predicting changes in bullying behaviour, with increased self-worth being associated with a decrease in reported bullying behaviour.

Kruse, S. D., & Rodela, K. C. (2019). **When Hate Comes to Campus: Campus Readiness for Conflict, Safety, and Student Voice.** *Journal of Cases in Educational Leadership*, 22(3), 85-97. <https://doi.org/10.1177/1555458919860241>

A state voter proposition concerning gun regulation motivated a local far-right political group to organize a pro-gun rally on campus. Overriding the safety and security concerns of faculty and students, freedom of speech rights required that the group be allowed to assemble on campus. The case explores interactions among administration, faculty, and students that illuminate campus tensions related to race, readiness for

conflict, student safety, and student voice. Authors suggest exploring these tensions and issues through the lenses of organizational leadership theory and Critical Race Theory, providing readers the opportunity to better analyze similarly charged incidents in their contexts.

Lauret, E. (2017). *Gestion de la discipline en classe au collège : étude des pratiques et des représentations des enseignants à l'île de La Réunion* (Thèse en sciences de l'éducation, Université de la Réunion). Université de la Réunion. <http://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2250>

Depuis plusieurs années le système éducatif français peine à remplir sa mission auprès de tous les élèves. En outre, les comportements indisciplinés de ces derniers en classe viennent contrarier la tâche des enseignants et par conséquent la réussite scolaire des élèves. En l'absence de données sur la gestion par les enseignants de l'indiscipline des élèves en classe à l'île de La Réunion, cette recherche qualitative descriptive interroge, après les vagues successives de plans de lutte ministériels contre les comportements déviants à l'école initiée il y a plus de 20 ans, la place accordée au domaine de la gestion de classe dans le système éducatif français. Cette recherche vise à documenter : 1- le comportement des collégiens en classe ; 2- les connaissances et les pratiques de gestion de classe des enseignants ; et 3- leurs représentations quant à leur formation dans ce domaine. L'échantillon est composé de 47 enseignants de collège de Réseau d'Éducation Prioritaire renforcée (REP+) de La Réunion. Les résultats de cette recherche montrent l'ampleur du phénomène d'indiscipline dans certaines classes et semblent indiquer chez les enseignants, indépendamment de leur âge, de leur sexe et de leur ancienneté, un manque de connaissances au regard du phénomène d'indiscipline scolaire et des pratiques efficaces de gestion de classe. L'analyse des données suggère que ces lacunes s'expliquent entre autres par une formation insuffisante dans le domaine de la gestion de classe. Si cette recherche souligne l'importance majeure de la gestion de classe dans l'exercice du métier d'enseignant, elle invite également la communauté scientifique française à investir ce thème de recherche peu étudié en France et pourtant constitutif des sciences de l'éducation.

Martinez, J. A. (2019). **Early Career Teacher Struggles: An Administrator's Influence on Retention.** *Journal of Cases in Educational Leadership*, 22(3), 43-56. <https://doi.org/10.1177/1555458919849453>

Rebecca Ashe, a first-year mathematics teacher at North Hills High School, considered herself well-prepared after her university preparation. She is energetic and dedicated to her students, providing real-world examples in her classes from past experiences as an engineer. After 3 months in the classroom, however, Rebecca had become disheartened and exhausted. Moreover, Rebecca felt her school principal, Andy Anderson, had provided only superficial support. This case study explores obstacles that early career teachers face and asks readers to consider strategies that school administrators can employ to support these teachers. This case is suited for use in administrative preparation courses, specifically those focusing on human resources, evaluation, leadership, and supervision.

Miller, R. J., Wargo, E., & Hoke, I. (2019). **Instructional Coaching: Navigating the Complexities of Leadership.** *Journal of Cases in Educational Leadership*, 22(3), 16-27. <https://doi.org/10.1177/1555458919848134>

This case provides opportunities for school leaders, including coaches, to examine ways to lead learning and build teacher capacity. Told from the perspective of a newly hired elementary instructional coach in a suburban district experiencing rapid growth, the intent of this case study is to explore how leaders and coaches can work together to develop collaborative learning experiences that cultivate reflection and professional growth among all teachers. In addition, school leaders using this case should examine the conditions and resources necessary to build strong professional communities that maximize student learning.

Zender, J. R., & Lochmiller, C. R. (2019). **Leadership in a Fiscally Distressed School District: The Case of Daly City Schools.** *Journal of Cases in Educational Leadership*, 22(3), 57-69. <https://doi.org/10.1177/1555458919850861>

This case positions the reader as the superintendent of Daly City Community Schools (DCCS), a mid-sized public school district located in the Midwestern United States facing a fiscal crisis. The case requires the reader to propose fiscal alternatives to a school board. For example, the case might invite the reader to consider the appointment of an emergency financial manager, implement a "reduction in force" strategy, or declare Chapter 9 bankruptcy as part of an overarching plan to achieve fiscal stability. Through the case experience, students will become familiar with the actions available to educational leaders working within a fiscally distressed school district, as well as the political consequences that these actions have for a variety of stakeholders.

Évaluation des dispositifs d'éducation-formation

Alnahdi, G. H. (2019). **Rasch validation of the Arabic version of the Teacher Efficacy for Inclusive Practices (TEIP) scale.** *Studies in Educational Evaluation*, 62, 104-110. <https://doi.org/10.1016/j.stueduc.2019.05.004>

The aim of this study was to examine the construct validity of the Arabic version of the Teacher Efficacy for Inclusive Practices (TEIP) scale. Rasch analysis was used to examine the psychometric properties of the scale. Participants were 312 teachers in Saudi Arabia. Rasch analysis did not support the 18-item TEIP unidimensionality to measure teacher-perceived self-efficacy. Disordered thresholds were detected in five items. The scale did not meet the requirement of unidimensionality. After 5 items were removed because of response dependency, the 13-item TEIP scale demonstrated good internal consistency (person separation index = 0.88) and fulfilled all the requirements of the Rasch model. The 18-item scale was not supported by the Rasch analysis as a unidimensional measure. However, the 13-item Arabic TEIP could be a useful tool to measure teacher-perceived self-efficacy in inclusive education. Further studies with different samples are warranted to confirm the study findings.

Anderson, J., & Boyle, C. (2019). **Looking in the mirror: reflecting on 25 years of inclusive education in Australia.** *International Journal of Inclusive Education*, 23(7-8), 796-810. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0010>

Australia was an early signatory to the Salamanca Statement, and it espouses inclusive education (IE) as the overarching philosophy of education for all. A 2015 critique of IE in Australia [Anderson and Boyle 2015. "Inclusive Education in Australia: Rhetoric, Reality

and the Road Ahead." *Support for Learning* 30 (1): 4–22. doi:10.1111/1467-9604.12074] found that while some gains had been made, particularly in the recognition of the needs of some of the nation's minority groups, the lack of a nationally accepted understanding of IE meant that it was transpiring in fundamentally distinctive ways across the eight education jurisdictions, with different outcomes for different groups of students. This paper reflects upon why Australia has struggled to enact the recommendations outlined in the Salamanca Statement a quarter of a century ago. The impacts of current education reforms, including the current model of educational provision, the understanding of disability and educational need, and the neo-liberal concepts of standardisation, measurement, and choice are explored. It challenges the idea that IE is the work of schools, and instead argues the need for a national approach to IE. Governments must acknowledge the barriers that their current policies and structures erect and shift towards a more inclusive model of educational delivery – for the benefit of all children and young people in Australia.

Baltagi, B. H., Flores-Lagunes, A., & Karatas, H. M. (2019). **The effect of education on health: Evidence from the 1997 compulsory schooling reform in Turkey.** *Regional Science and Urban Economics*, 77, 205-221. <https://doi.org/10.1016/j.regsciurbeco.2019.05.001>

This paper analyzes the relationship between education and health outcomes using a natural experiment in Turkey. The compulsory schooling increased from 5 to 8 years in 1997. This increase was accompanied by a massive construction of classrooms and recruitment of teachers in a differential rate across regions. As in previous studies, we confirm that the 1997 reform substantially increased education in Turkey. Using the number of new middle school class openings per 1000 children as an intensity measure for the 1997 reform, we find that, on average, one additional middle school class increases the probability of completion of 8 years or more of schooling by about 7.1 percentage points. We use this exogenous increase in the educational attainment to investigate the impact of education on body mass index, obesity, smoking behavior, and self-rated health, as well as the effect of maternal education on the infant's well-being. Using ordinary least squares, we find that there is a statistically significant favorable effect of education on health outcomes and behavior. However, this relationship becomes insignificant when we account for the endogeneity of education and health by instrumenting education with exogenous variations generated by the 1997 reform and the accompanying middle school class openings. The insignificance of the health effect may be due to lack of statistical power in our data, or to the fact that this policy affects only relatively low levels of schooling and the health effects of education need to be examined at higher levels of schooling.

Bartanen, B., Grissom, J. A., & Rogers, L. K. (2019). **The Impacts of Principal Turnover.** *Educational Evaluation and Policy Analysis*, 41(3), 350-374. <https://doi.org/10.3102/0162373719855044>

Nationally, 18% of principals turn over each year, yet research has not yet credibly established the effects of this turnover on student and teacher outcomes. Using statewide data from Missouri and Tennessee, we employ a difference-in-differences model with a matched comparison group to estimate arguably causal effects. We find that principal turnover lowers school achievement by .03 SD in the next year, on average. Effects vary by transition type, with larger negative effects for transfers to other schools but no or even positive later effects of demotions of (presumably lower-

performing) principals. Principal turnover also increases teacher turnover, but this does not explain the drop in student achievement. Replacement with an experienced successor can largely offset negative principal turnover effects.

Battistone, W., Buckmiller, T., & Peters, R. (2019). **Assessing Assessment Literacy: Are new teachers prepared to assume jobs in school districts engaging in grading and assessment reform efforts?** *Studies in Educational Evaluation*, 62, 10-17. <https://doi.org/10.1016/j.stueduc.2019.04.009>

Grading and assessment practices of K-12 educators in the U.S. continue to be among the most discussed areas in school reform and school leaders question whether or not new teachers are prepared to engage in this type of work. The purpose of this qualitative study was to better understand the phenomenon of being a new teacher in a school that uses innovative methods such as standards-based or standards-referenced grading (SBG). The finding of this study indicated that limits to preparedness as a professional was due to teacher education training on assessment, which was inconsistent at best.

Belfield, C. R., Bowden, A. B., & Rodriguez, V. (2019). **Evaluating Regulatory Impact Assessments in Education Policy.** *American Journal of Evaluation*, 40(3), 335-353. <https://doi.org/10.1177/1098214018785463>

Benefit-cost analysis is an important part of regulatory decision-making, yet there are questions as to how often and how well it is performed. Here we examine 28 Regulatory Impact Assessments performed by the federal government on education regulations since 2006. We find many Regulatory Impact Assessments estimated costs, albeit using informal methods, but most failed to adequately report benefits. Also, most studies did not estimate net present value or clearly report methodological assumptions. In reviewing the relatively high quality studies we identified a number of discrepancies from best practice. Most importantly, few Regulatory Impact Assessments attempted a social benefit-cost analysis: Most examined "administrative burdens" from compliance with legislation. This alternative focus on administrative burdens has significant implications for economic evaluation in practice.

Blatchford, P., & Russell, A. (2019a). **Class size, grouping practices and classroom management.** *International Journal of Educational Research*, 96, 154-163. <https://doi.org/10.1016/j.ijer.2018.09.004>

The intense argument over class size has been about associations with pupil academic outcomes. Often overlooked is the way class size affects teachers' classroom management of learning in groups. As part of a large scale multi-method project that tracked pupils' educational progress from 5 to 11 years, data were collected on teachers' experiences through annually administered questionnaires at Y4,5 and 6 (n = 486) and interviews with teachers as part of detailed case studies (n = 10 schools). Results show that class size does not directly impact on attainment, but works through the many ongoing difficult decisions teachers have to make about how best to manage and teach pupils in groups. A strategic approach is needed to teaching groups and collaborative learning in groups.

Blatchford, P., & Russell, A. (2019b). **New ways of thinking about research on class size: an international perspective. Introduction to the special section.** *International Journal of Educational Research*, 96, 120-124. <https://doi.org/10.1016/j.ijer.2018.09.011>

Debate about class sizes in schools is long standing and contentious. In this review we show much research is limited and outdated, with an exclusive concern with pupil academic outcomes. This Special Section seeks to extend the literature on class size in two ways. First, it addresses what goes on in classrooms which might account for any effects found, and it also examines professional development approaches to making the most of teaching opportunities afforded by class size. Second, it reflects the shift of research on class size from the USA and the UK to elsewhere in Europe and in East Asia. This Section aims to provide a timely and significant advance on the rather tired debate over class size.

Bressoux, P., Lima, L., & Monseur, C. (2019). **Reducing the number of pupils in French first-grade classes: Is there evidence of contemporaneous and carryover effects?** *International Journal of Educational Research*, 96, 136-145. <https://doi.org/10.1016/j.ijer.2018.10.006>

This study aims at investigating the contemporaneous and carryover effects of a class size reduction experiment. This experiment initially involved 100 reduced classes (average 10.5 pupils; range 8–12) that were contrasted with 100 full-size classes (average 21.3 pupils; range 15–27). Although the experiment was implemented only in Grade 1, the pupils have been followed up over a two-year period until the end of Grade 2. Multilevel growth curve modelling estimates show significant positive contemporaneous effect of the class size reduction in Grade 1, but no carryover effects during the following year. At the end of Grade 2, the effects have faded. Practical implications for a class-size reduction policy and limitations of the study are discussed.

Buerger, S., Kroehne, U., Koehler, C., & Goldhammer, F. (2019). **What makes the difference? The impact of item properties on mode effects in reading assessments.** *Studies in Educational Evaluation*, 62, 1-9. <https://doi.org/10.1016/j.stueduc.2019.04.005>

The transition from paper-based assessment (PBA) to computer-based assessment (CBA) requires mode effect studies to investigate the comparability of scores across modes. In the National Educational Panel Study experimental studies were conducted to investigate psychometric differences between modes. In the present study, the cross-mode equivalence of a reading test was examined. The investigation sought to determine whether mode effects can be explained by item properties. The results showed that splitting texts between multiple screens, did not affect comparability. However, item difficulty was increased in CBA when items in the first and second position of a unit were not presented on the same double-page as in PBA. Regarding response formats, assignment tasks on the computer requiring the use of combo boxes were more difficult than on paper, while no difference was found for multiple choice items.

Burger, K. (2019). **The socio-spatial dimension of educational inequality: A comparative European analysis.** *Studies in Educational Evaluation*, 62, 171-186. <https://doi.org/10.1016/j.stueduc.2019.03.009>

Given recent evidence of rising levels of social segregation in European countries, this study uses standardized data from the Program for International Student Assessment (n = 171,159; 50.5% male) to examine the extent to which education systems in Europe are socially segregated and whether social segregation in the school system affects achievement gaps between students of different social origin. Results suggest that the degree of social segregation within education systems varied substantially across

countries. Furthermore, multilevel regression models indicate that the effect of socioeconomic status on student achievement was moderately but significantly stronger in more segregated education systems, even after controlling for alternative system-level determinants of social inequality in student achievement. These findings provide original evidence that social segregation in education systems may contribute to the intergenerational transmission of educational (dis)advantage and thus serve to exacerbate wider problems of socioeconomic inequality in Europe.

Chameau, J.-L. (2019.). *Mission sur les campus d'innovation* [Rapport public]. <http://www.ladocumentationfrancaise.fr/rapports-publics/194000554/index.shtml>

Cette mission a pour objectif de dresser un diagnostic sur la capacité des sites universitaires à faire émerger des innovations et sur les différents freins

Daas, R., Dijkstra, A. B., & Karsten, S. (2019). **Assessing young people's citizenship attitudes using rubrics.** *Studies in Educational Evaluation*, 62, 118-128. <https://doi.org/10.1016/j.stueduc.2019.05.002>

Schools' role in the development of students' attitudes towards society is increasing deliberated, which also leads to question how these attitudes can be assessed. Assessment instruments typically use Likert-type items to measure the extent to which students agree or disagree to certain statements. In this study we aim to evaluate an alternative approach to assessing citizenship attitudes: using rubrics. The theoretical framework describes how we conceptualized attitudes towards acting democratically, acting socially responsible, and dealing with differences at four levels. Students in Dutch general secondary and vocational tertiary education were asked to assess which level they felt best described their attitudes, and to explain why. The results show students are generally implicitly supportive of democratic principles, show a willingness to help others, and respect people's differences. We find several differences between students' attitudes based on their background. The implications of using a comprehensive assessment of citizenship attitudes are further discussed.

de Bruin, K. (2019). **The impact of inclusive education reforms on students with disability: an international comparison.** *International Journal of Inclusive Education*, 23(7-8), 811-826.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00011>

When the Salamanca Statement called upon States to recognise the 'necessity and urgency' of providing students with a disability access to the regular education system (UNESCO 1994, viii), both Australia and the United States of America had existing legislative and policy documents articulating the rights of students with a disability to access regular education. Since that time both countries have clarified and amended their respective laws and policies, and signed the Convention on the Rights of Persons with Disabilities (UN 2006) which urges States to reallocate resourcing to inclusive education, and to reduce segregation. In this article, I examine the policy reforms in each country and analyse aggregated and disaggregated student placement data within each context to consider the impact of these reforms for different groups of students. Results show that the different reform journeys in each context produced different outcomes for students in each country, with segregation increasing in Australia and decreasing in the USA. The results also suggest that the impact of these policies has

not been proportionate across categories as students on the Autism Spectrum are more likely to experience educational segregation or exclusion in both countries.

Dee, T. S., & Dizon-Ross, E. (2019). **School Performance, Accountability, and Waiver Reforms: Evidence From Louisiana.** *Educational Evaluation and Policy Analysis*, 41(3), 316-349. <https://doi.org/10.3102/0162373719849944>

States that receive federal waivers to the No Child Left Behind Act were required to implement reforms in designated "Focus Schools" that contribute to achievement gaps. We examine the performance effects of such "differentiated accountability" reforms in Louisiana. These Focus School reforms emphasized school-needs assessments and aligned technical assistance. These reforms may have also been uniquely high-powered because they were linked to a letter-based school-rating system. We examine the impact of these reforms in a sharp regression-discontinuity (RD) design. We find that, over each of 3 years, Louisiana's Focus School reforms had no measurable impact on school performance. We discuss evidence that these findings reflect policy reform fatigue and poor quality of implementation at the state and local level.

Deutschlander, D. (2019). **Enhancing Engagement With Faculty and Staff to Facilitate Student Success: An Evaluation of a Parent Intervention.** *Educational Evaluation and Policy Analysis*, 41(3), 239-259. <https://doi.org/10.3102/0162373719845653>

Many low-income and first-generation students who enroll in college experience less desirable outcomes during their first year. Researchers have increasingly investigated the important role of college knowledge and engagement with faculty and staff for student success. Through a randomized controlled trial intervention, this study leverages the relationship between parents and students to encourage student engagement with faculty and staff during the first year of college. Results of a survey administered to treatment and control students show positive effects of this low-cost, light-touch intervention on parent-student discussions, student attitudes, and intent to persist into the second year of college.

Dingyloudi, F., Strijbos, J.-W., & de Laat, M. F. (2019). **Value creation: What matters most in Communities of Learning Practice in higher education.** *Studies in Educational Evaluation*, 62, 209-223. <https://doi.org/10.1016/j.stueduc.2019.05.006>

This study examines the phenomenon of value creation enabled by peers' voluntary participation in Communities of Learning Practice (CoLPs) in higher education, with the aim to extract which experiences of learning community participation are considered valuable by learning community members. The participants were 27 international master students at a German university. Data were collected from participants' written narratives-so called value creation stories. A systematic qualitative research approach was employed. Initially, we conducted a theory-driven content analysis to classify members' attributed values. Subsequently, we performed an emergent data-driven thematic analysis to extrapolate the specifics of attributed values by participants. This study underscores the role of learning community members' agency in value creation, by having community members, instead of external members, define value creation for themselves, as an individual and collective process and "outcome" enabled by participation in CoLPs.

Federici, R. A., Flatø, M., Bru, L. E., Midthassel, U. V., Helleve, A., & Rønsen, E. (2019). **Can school nurses improve the school environment in Norwegian primary schools? A**

protocol for a randomized controlled trial. *International Journal of Educational Research*, 96, 63-80. <https://doi.org/10.1016/j.ijer.2019.05.008>

This protocol describes a randomized controlled trial where additional school nurse resources are assigned to work systemically with schools to improve the school environment and reduce bullying among and absence of 5th–7th grade students. Approximately 9000 students will have participated each year from 2018 to 2020 from 107 schools located in 12 Norwegian municipalities. Academic performance is studied as a secondary outcome.

Finn, J. D. (2019). **Academic and non-cognitive effects of small classes.** *International Journal of Educational Research*, 96, 125-135. <https://doi.org/10.1016/j.ijer.2019.05.006>

Research over the past three decades has revealed significant academic benefits of small classes in the early grades. This article provides an overview of that research but goes beyond to assemble more diverse writing about students' and teachers' attitudes and behavior. Seven non-cognitive outcomes of small classes are described: students' improved behaviour, engagement in learning, and sense of belonging, and teachers' tolerance for 'normal' amounts of misbehaviour, improved morale, and closer relationships with students. Finally, the article identifies three principles that explain how these outcomes are realized in small classes: instructional time is increased allowing for more intensive teaching/learning interactions; the personal and academic support available to individual students is increased; and students identify more with the class and school community. These three principles of personalization may also enhance learning in larger classes in the U.S. and elsewhere.

Galton, M., Lai, K. C., & Chan, K. W. (2019). **Implementing small class teaching in East Asia: Problems and possibilities.** *International Journal of Educational Research*, 96, 164-172. <https://doi.org/10.1016/j.ijer.2018.10.004>

Recently, East Asian countries have sought to reduce the size of primary classes, in contrast to current Western perspectives which are based on the argument that other factors are more important in bringing about improvements in literacy and numeracy. This shift in thinking arises because the rationale for class size reductions in East Asia differs from that which influenced previous Western efforts. Initially, the paper explores the consequences of these different approaches and the problems and attempted solutions which arise when class size reductions are implemented. A specific case study is described and key elements in the implementation process identified. Finally, the paper suggests ways that present small class practice might be modified to meet current East Asian educational goals.

Gao, R., Liu, J., Johnson, R., Wang, J., & Hu, L. (2019). **Validating an ethical decision-making model of assessment using authentic scenarios.** *Studies in Educational Evaluation*, 62, 187-196. <https://doi.org/10.1016/j.stueduc.2019.05.003>

An ethical decision-making model in assessment was newly developed using researcher-developed scenarios. In this article, the authors examined the usability of this newly-developed model by applying authentic scenarios involving ethical dilemmas proposed by classroom teachers. Thirty-three educators in a graduate-level online assessment course participated in the study to describe their overall ethical decision-making process with a real scenario that they or their colleagues experienced in classroom assessment. The current study provided evidence supporting the validation of the newly-developed ethical decision-making model using authentic scenarios. The

model can be used for teacher professional development at the district level and in teacher education at the university level.

Glock, S., & Kleen, H. (2019). **Attitudes toward students from ethnic minority groups: The roles of preservice teachers' own ethnic backgrounds and teacher efficacy activation.** *Studies in Educational Evaluation*, 62, 82-91. <https://doi.org/10.1016/j.stueduc.2019.04.010>

The aims of the current paper were (a) to investigate preservice teachers' own ethnic background as a factor that affects attitudes and (b) to investigate the influence of an activation of teacher efficacy on attitudes toward students from ethnic minority groups. In a quasi-experimental design, implicit and explicit attitudes were assessed before the preservice teachers filled out a teacher efficacy questionnaire and in another group, attitudes were assessed after the questionnaire. Results showed that, in comparison with preservice teachers from the ethnic majority, the preservice teachers from ethnic minority groups had more favorable implicit and explicit attitudes toward students from ethnic minority groups. Activating participants' teacher efficacy did not affect attitudes of the preservice teachers from the ethnic majority, but it lowered positive implicit attitudes of preservice teachers from ethnic minority groups. The results highlight the need to explore factors that are able to change attitudes in either direction.

Gotch, C. M., & McLean, C. (2019). **Teacher outcomes from a statewide initiative to build assessment literacy.** *Studies in Educational Evaluation*, 62, 30-36. <https://doi.org/10.1016/j.stueduc.2019.04.003>

Contemporary professional development programs for teachers often aim to build assessment literacy. This study advances empirical examination in this important area. We examined the outcomes of a state education agency-sponsored teacher professional development initiative in the northwestern United States. Over five academic-year months, participants completed assignments, attended webinars, viewed videos, and developed assessment materials. Results showed no changes in teacher knowledge of assessment concepts across the training. Teacher self-efficacy for assessment tasks, however, increased significantly. Teachers reported self-efficacy levels that were modestly correlated with their demonstrated knowledge. These results highlight an opportunity to investigate affective and contextual variables as outcomes or mediators of assessment literacy initiatives and examine existing assessment literacy measures for sensitivity to change. Future studies and professional development efforts should consider how to engage teachers in authentic training opportunities that stimulate transferable growth while remaining feasible within constraints of time and geography.

Gray, J. S., Connolly, J. P., & Brown, M. A. (2019). **Measuring intercultural knowledge and competence in college essays: Does a performance-based rubric have construct validity?** *Studies in Educational Evaluation*, 62, 142-148. <https://doi.org/10.1016/j.stueduc.2019.05.007>

College mission statements describe their belief that a meaningful college experience includes curricular and co-curricular activities that challenge students to develop socially-responsible attitudes and actions toward others. This charge highlights the dynamic role of the university in society and the need for valid measures to evaluate mission effectiveness and inform programmatic decision-making. In response to this need, research regarding the use of rubrics for rating performance-based assignments

(PBAs) such as college essays is growing (McConnell et al., 2019). This study explored the construct validity and reliability of a performance-based rubric, the Intercultural Knowledge and Competence VALUE Rubric (Rhodes, 2010), the items of which are posited to measure elements of Social Responsibility (SR). Using data from PBAs embedded within general-education courses and scored by multi-disciplinary faculty, we evaluated aspects of construct validity and reliability of the rubric. Overall, our results provide evidence that this rubric has favorable statistical properties that lend support to its usage.

Harfitt, G., Fung, D., & Liang, T. (2019). **Promoting good practice in small classes: Lessons learnt from small class teaching professional development programmes in Hong Kong.** *International Journal of Educational Research*, 96, 173-182.
<https://doi.org/10.1016/j.ijer.2018.10.005>

Professional development in fostering pedagogical change in the teaching of small classes is an under-researched area globally. This paper sets out to critically examine three separate Government-sponsored professional development courses for in-service primary teachers. We focus on the ways in which in-service teachers experience professional learning and how they perceive the learning from the professional development models as influencing their subsequent teaching. The authors suggest that particular models of professional development are significantly more successful than others in helping teachers to internalise and then implement innovation in small class teaching. Finally, practical steps that school leaders and education policy makers can take to broaden and enhance professional development learning opportunities in small classes are presented.

Hussein, A., & Hussain, M. (2019). **Social-media based assessment of academic programs.** *Studies in Educational Evaluation*, 62, 149-157.
<https://doi.org/10.1016/j.stueduc.2019.06.003>

Academic programs are evaluated and assessed to control the quality and improvement of the program offering. The evaluation process involves assessing a set of learning outcomes indicating what the graduate can and is able to do after graduation. A wide range of tools exists to assess the extent to which the learning outcomes are met, such as employer surveys, student ratings, test scores and student self-reports. Each of these assessment tools suffer from a set of drawbacks, which limits its applicability. For example, surveys have the drawback of low response rate, correctness of the result, and time of conducting the survey. This paper presents a robust assessment method that analyzes information posted by alumni on their social media accounts, such as LinkedIn. This new method is not intended to replace existing assessment tools, but to complement them. The method is continuous and not restricted to any period of time. The paper uses a case study, where more than 100 LinkedIn student profiles were analyzed to show the feasibility of the method.

IES (Institute of Education Sciences). (2019). **NCEE Publications: Evaluation of the DC Opportunity Scholarship Program: Impacts After Three Years**
<https://ies.ed.gov/ncee/pubs/20194006/>

Evaluation of the DC Opportunity Scholarship Program: Impacts After Three Years

Jabbar, H., Castro, A., & Germain, E. (2019). **To Switch or Not to Switch? The Influence of School Choice and Labor Market Segmentation on Teachers' Job Searches.**

Educational Evaluation and Policy Analysis, 41(3), 375-399.
<https://doi.org/10.3102/0162373719857689>

Informal and institutional barriers may limit teacher movement between charter schools and traditional public schools (TPSS). However, we know little about how teachers choose schools in areas with a robust charter school sector. This study uses qualitative data from 123 teachers to examine teachers' job decisions in three cities with varying charter densities: San Antonio, Detroit, and New Orleans. Our findings illuminate different types of segmentation and factors that facilitate and limit mobility between sectors. We find that structural policies within each sector can create barriers to mobility across charter schools and TPSs and that teachers' ideological beliefs and values serve as informal, personal barriers that reinforce divides between sectors. This study offers implications for policy in districts with school choice.

Karimi, M. N., & Norouzi, M. (2019). **Developing and validating three measures of possible language teacher selves**. *Studies in Educational Evaluation*, 62, 49-60.
<https://doi.org/10.1016/j.stueduc.2019.04.006>

This study aimed to develop and validate three measures of Possible Language Teacher Selves: Ideal Language Teacher Self (visions of who a teacher desires to become), Feared Language Teacher Self (who a teacher is afraid of becoming), and Ought-to Language Teacher Self (who significant others expect a teacher to become). To this end, an initial pool of items was prepared based on a review of the related literature and interviews with a group of participants. Through exploratory factor analysis, items for each scale were selected and were further corroborated by confirmatory factor analysis. The internal reliability and content, discriminant, and convergent validity indices were also ascertained in the validation process. The results suggest that the developed scales are reliable and valid measures of language teachers' possible selves.

Langenkamp, A. G., & Hoyt, A. D. (2019). **Leaks in Latina/o Students' College-Going Pipeline: Consequences of Educational Expectation Attrition**. *Journal of Hispanic Higher Education*, 18(4), 357-371. <https://doi.org/10.1177/1538192717749878>

This study predicts Latina/o student attrition at two phases in the college-going pipeline. Findings suggest that academic achievement mediates Latina/o students' attrition from expectations to college application. Preparatory commitment behaviors mediate attrition from application to attendance. Results also indicate that Latina/o students experience greater risk of attrition compared with other ethnoracial groups at both application and attendance stages of college-going pipeline. Implications for intervention points and adjusted models about college-going for Latina/o students are discussed.

Lee, I., Mak, P., & Yuan, R. E. (2019). **Assessment as learning in primary writing classrooms: An exploratory study**. *Studies in Educational Evaluation*, 62, 72-81.
<https://doi.org/10.1016/j.stueduc.2019.04.012>

Assessment as learning (AaL) puts students at the centre of learning and is considered a powerful alternative assessment approach that can maximize student learning. How it can be applied as a pedagogical and assessment tool in writing classrooms, however, is not clearly understood. Research on the implementation of AaL as a unitary concept in L2 writing classrooms is scant, particularly at the primary level. To fill these gaps, the study investigates the implementation of AaL in two Hong Kong primary writing

classrooms from teachers' and students' perspectives, focusing specifically on the perceived benefits and problems. Using data gathered from interviews with two participating teachers and six selected students, as well as classroom observations, the findings show that the teachers' very first attempt to put AaL into practice reaped benefits for themselves and the students, but a few problems were noted too, which provide useful implications for practice and further research.

Logue, A. W., Douglas, D., & Watanabe-Rose, M. (2019). **Corequisite Mathematics Remediation: Results Over Time and in Different Contexts.** *Educational Evaluation and Policy Analysis*, 41(3), 294-315. <https://doi.org/10.3102/0162373719848777>

Traditional mathematics remediation is based on the theory that traditional mathematics remedial courses increase students' subsequent academic performance. However, most students assigned to these courses do not pass them and thus cannot graduate. An alternative approach, corequisite remediation, assigns students instead to college-level quantitative courses with additional academic support, often aligned to a student's major. Here, we report the longer-term results of a randomized controlled trial comparing corequisite remediation (with statistics) and traditional algebra remediation (297 students per group). The corequisite group not only demonstrated significantly higher quantitative course pass rates but also success in many other disciplines, as well as significantly higher graduation rates. We also report the results of two quasi-experimental analyses (propensity score matching) demonstrating higher pass rates for corequisite mathematics remediation with 347 additional students in different settings. Policies requiring corequisite mathematics remediation can result in greater student success than is obtained with traditional remediation.

Lucero, A., Dorantes, A. A., Holguin Mendoza, C., & Romero Montaña, L. (2019). **Reforzando las Redes: Supporting Latina/o Undergraduates at a State Flagship University.** *Journal of Hispanic Higher Education*, 18(4), 295-316. <https://doi.org/10.1177/1538192717741671>

This study investigated the experiences of self-identified Latina/o students at a flagship state university. From a university-provided list of self-identified Latina/o undergraduate students, 117 responded to an online survey and 10 elected to participate in follow-up interviews. Students were asked about their participation in on-campus student clubs and organizations as well as interactions with faculty and staff. Nora's student engagement model framed the qualitative exploration of three emerging themes, students' levels of engagement in student organizations, their perceptions of levels of faculty support and accessibility, and their views about faculty and staff's understandings of the unique and diverse roles of Latina/o students. Implications for university administrators, faculty, and staff are discussed.

Lynch, K., Hill, H. C., Gonzalez, K. E., & Pollard, C. (2019). **Strengthening the Research Base That Informs STEM Instructional Improvement Efforts: A Meta-Analysis.** *Educational Evaluation and Policy Analysis*, 41(3), 260-293. <https://doi.org/10.3102/0162373719849044>

We present results from a meta-analysis of 95 experimental and quasi-experimental pre-K-12 science, technology, engineering, and mathematics (STEM) professional development and curriculum programs, seeking to understand what content, activities, and formats relate to stronger student outcomes. Across rigorously conducted studies, we found an average weighted impact estimate of +0.21 standard deviations. Programs saw stronger outcomes when they helped teachers learn to use curriculum

materials; focused on improving teachers' content knowledge, pedagogical content knowledge, and/or understanding of how students learn; incorporated summer workshops; and included teacher meetings to troubleshoot and discuss classroom implementation. We discuss implications for policy and practice.

Nakajima, N., Hasan, A., Jung, H., Brinkman, S., Pradhan, M., & Kinnell, A. (2019). **Investing in school readiness: A comparison of different early childhood education pathways in rural Indonesia.** *International Journal of Educational Development*, 69, 22-38. <https://doi.org/10.1016/j.ijedudev.2019.05.009>

This paper documents that children in rural Indonesia participate in a great variety of early childhood education pathways. Three key factors predict early education pathways: household wealth, mother's education, and the quality of available services. We also find that children who enrolled in playgroup programs at age 3–4 followed by kindergarten programs at age 5–6 scored significantly higher on primary school tests than those enrolled only in playgroup programs or only in kindergarten programs. This suggests that the sequence of these pathways is important for future learning. We also provide illustrative estimates of the cost-effectiveness of different pathways.

Nicolaou, M., & Atkinson, M. (2019). **Do student and survey characteristics affect the quality of UK undergraduate medical education course evaluation? A systematic review of the literature.** *Studies in Educational Evaluation*, 62, 92-103. <https://doi.org/10.1016/j.stueduc.2019.04.011>

The purpose was to investigate whether student and survey characteristics affect the quality of course evaluation in UK undergraduate medical education. The search included several databases, five journals relevant to medical education and grey literature. Twenty-one publications met entry criteria from various institutions. All included information on the main outcome response rate while there was limited information on completeness rate. The overall response rate is 88%. Being younger, female and at an earlier stage of learning resulted in a higher response rate. The lower number of questions resulted in a higher response rate. Paper-based evaluations had a higher mean response rate than online course evaluations. Courses with evaluations at the start and the end of the course resulted in the highest mean response rate of 90%. These results suggest that student and survey characteristics can affect the quality of course evaluation and thus should be considered when designing an evaluation.

Nunes, E., & Gourdon, J. (2019, août 15). **Classement de Shanghai: pourquoi les universités françaises sont à la traîne.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2019/08/15/classement-de-shanghai-pourquoi-les-universites-francaises-sont-a-la-traine_5499676_3224.html

Comme chaque année, les universités anglo-saxonnes dominent. Et comme en 2018, seuls trois établissements français sont dans les 100 premiers.

OCDE. (2019). **How can the comparability of early childhood education and care statistics be improved?** <https://doi.org/10.1787/9ac255e5-en>

The types of services available to children and their parents vary significantly across OECD countries. This makes international comparisons of ECEC more challenging. The revision of ISCED in 2011 was a significant first step towards better identifying the education component of ECEC programmes and capturing information about ECEC services designed for children under the age of 3. Extending this typology to ECEC

services that are considered an integral part of countries' ECEC provision but do not comply with all the ISCED 0 criteria, offers opportunities to better understand enrolment statistics. While much progress has been made in recent years, additional efforts are needed to pursue the development of ECEC indicators to take into account other characteristics that affect the interpretation and comparability of statistics across countries.

Prilop, C. N., Weber, K. E., & Kleinknecht, M. (2019). **How digital reflection and feedback environments contribute to pre-service teachers' beliefs during a teaching practicum.** *Studies in Educational Evaluation*, 62, 158-170.
<https://doi.org/10.1016/j.stueduc.2019.06.005>

This study investigated the impact of digital reflection and feedback environments on pre-service teachers' beliefs about teaching and learning (constructivist/traditional) and self-efficacy before and after a teaching practicum. While pre-service teachers in one condition only self-reflected and received feedback in face-to-face sessions (n = 65), in the other conditions they also participated in text- (n = 19) or video-based (n = 22) digital reflection and feedback environments. Test results showed traditional beliefs increased in the text-based environment. Constructivist beliefs decreased in non-video conditions in comparison to the video-based digital environment. Self-efficacy was fostered in all conditions. Content analysis showed that pre-service teachers' self-reflections and feedbacks were more positive in the video-based condition and self-reflections displayed a higher level of knowledge-based reasoning. Implications for future research are discussed.

Reddy, L. A., Hua, A., Dudek, C. M., Kettler, R. J., Lekwa, A., Arnold-Berkovits, I., & Crouse, K. (2019). **Use of observational measures to predict student achievement.** *Studies in Educational Evaluation*, 62, 197-208.
<https://doi.org/10.1016/j.stueduc.2019.05.001>

This study examined the incremental validity of two observational assessments of teacher practice, the Classroom Strategies Assessment System - Observer Form (CSAS-O) and the Danielson Framework for Teaching (FFT), in relation to student achievement on the Partnership for Assessment of Readiness for College and Career (PARCC) mathematics and English/Language Arts (ELA) tests. Participants included 51 teachers and 487 fourth through eighth grade students from four high-poverty charter schools. Results revealed small to medium correlations between teachers' practices and students' academic growth. Using a series of two-level multilevel models, results indicated that including a second observation measure can improve the model's ability to predict students' growth. In particular, adding FFT Total to CSAS-O Total scores significantly increased the variance explained in students' growth in ELA. Similarly, adding the CSAS-O Total scores to the FFT Total significantly increased the variance explained in students' growth in mathematics. Implications of the findings in relation to educational practices are discussed.

Rodríguez-Mantilla, J. M., Fernández-Díaz, M. J., & León Carrascosa, V. (2019). **Validation of a questionnaire to evaluate the impact of ISO 9001 Standards in schools with a Confirmatory Factor Analysis.** *Studies in Educational Evaluation*, 62, 37-48.
<https://doi.org/10.1016/j.stueduc.2019.03.013>

Implementation of Quality Management Systems in educational organisations is a fact in many countries. Therefore, it is necessary to obtain evidence of the improvements

and changes that the centres have because of the implementation. Thus, this paper presents the design of a solidly based questionnaire to evaluate the impact of ISO 9001 Standards in schools. Likewise, the analysis of the technical characteristics of the instrument is presented. We analysed the reliability, content and construct validity (the latter by means of Structural Equations Models implemented with Software AMOS 24). Results show that the overall reliability of the questionnaire is very good, with a Cronbach's α of 0.985 and values higher than 0.93 in each of the six dimensions. The Confirmatory Factorial Analysis showed highly satisfactory results ($IFI/TLI/CFI > 0.90$, $RMSEA < 0.50$, $PRATIO > 0.85$). The validity of the questionnaire is good, there is consistency between dimensions and sub-dimensions. Thus, the instrument presented combined the necessary technical characteristics for it to be considered a valid and reliable tool.

Solheim, O. J., & Opheim, V. (2019). **Beyond class size reduction: Towards more flexible ways of implementing a reduced pupil-teacher ratio.** *International Journal of Educational Research*, 96, 146-153. <https://doi.org/10.1016/j.ijer.2018.10.008>

The effect of a reduced pupil-teacher ratio has mainly been investigated as that of reduced class size. Hence we know little about alternative methods of reducing the pupil-teacher ratio. Deploying additional teachers in selected subjects may be a more flexible way, both pedagogically and financially, to exploit the opportunities for adapting instruction inherent in reducing the number of students under a teacher's responsibility. In this paper, we discuss limitations to previous class-size research and suggest more flexible ways to implement a reduced pupil-teacher ratio. One alternative approach is illustrated with a change in national policy in Norway to increase teacher density as well as research following this initiative.

Tong, F., Tang, S., Irby, B. J., Lara-Alecio, R., Guerrero, C., & Lopez, T. (2019). **A process for establishing and maintaining inter-rater reliability for two observation instruments as a fidelity of implementation measure: A large-scale randomized controlled trial perspective.** *Studies in Educational Evaluation*, 62, 18-29. <https://doi.org/10.1016/j.stueduc.2019.04.008>

In this study, we presented a practical framework to establish and monitor inter-rater reliability (IRR) of classroom observation instruments as a measure of fidelity of implementation (FOI) in the context of a large-scale, federally-funded, yearly-long randomized study targeting English learners and their teachers' instruction. We utilized two different instruments and demonstrated the following steps: (a) establishing initial IRR, (b) continuously monitoring IRR, and (c) re-establishing IRR when it fell below the pre-determined cut-off value at each FOI checkpoint from 116 bilingual classrooms across seven school districts in Texas. The on-going training, coding procedures, and calculations of IRR across both treatment and control conditions were closely examined. While this project was equipped with extensive resources and a sophisticated study design, we have also addressed guidelines for establishing and maintaining IRR that can be applied across various designs in under-resourced programs to measure FOI through classroom observation.

Tsang, A., Fung, D., & Yau, A. H. Y. (2019). **Evaluating supplementary and mainstream ESL/EFL education: Learners' views from secondary- and tertiary-level perspectives.** *Studies in Educational Evaluation*, 62, 61-71. <https://doi.org/10.1016/j.stueduc.2019.04.004>

English as a second/foreign language education (ESL/EFL) in the supplementary setting is under-researched despite its prevalence worldwide. This quantitative study investigated the effects of supplementary and mainstream ESL/EFL education on eleven facets from learners' secondary-level and tertiary-level perspectives. In addition, we examined learners' perception of the usefulness of supplementary and mainstream classes in equipping them for the use of English for different purposes in the tertiary setting. 203 participants studying at two tertiary institutions in Hong Kong completed a 72-item questionnaire. The MANOVAs conducted revealed significant main effects of education settings (i.e. supplementary/mainstream) and education levels (i.e. secondary-level/tertiary-level) as well as interaction effects of these variables on learners' perception. There were also significant differences in learners' views of the usefulness of the two education settings in preparing them for the use of English for specific purposes at tertiary level. This article culminates with a discussion of these findings and implications.

Yu, S., Zhou, N., Zheng, Y., Zhang, L., Cao, H., & Li, X. (2019). **Evaluating student motivation and engagement in the Chinese EFL writing context.** *Studies in Educational Evaluation*, 62, 129-141. <https://doi.org/10.1016/j.stueduc.2019.06.002>

Drawing upon the multifaceted construct of motivation and engagement, this study used the adapted Motivation and Engagement Scale for University/College Students (MES-UC) (Martin, 2007, 2008b, 2012) to examine English-majored undergraduate students' motivation and engagement in Chinese English as a foreign language (EFL) writing classes. A sample of 1190 students from 35 Chinese universities participated in this study. Results showed that students were generally motivated to write in English and engaged in the second language (L2) writing courses. Individual differences (i.e., gender, grade, region, colleges' prestige, and colleges' profession) in L2 writing motivation and engagement also were identified. Three distinct profiles of L2 learners' motivation and engagement were identified: the "Motivated and engaged", the "Ambiguously motivated and engaged", and the "Ambivalently motivated and engaged" L2 writers. The findings shed new light on the nature of Chinese English-majored undergraduates' motivation and engagement in EFL writing contexts.

Zaouani Denoux, S., & Mazalon, E. (2019). **La formation en alternance - Diversité des dispositifs, perspectives des usagers et complexité des approches.** Paris: L'harmattan. [http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343175096&utm_source=](http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343175096&utm_source=phplist&utm_campaign=message_27425&utm_medium=email&utm_content=lienTitre)

[phplist&utm_campaign=message_27425&utm_medium=email&utm_content=lienTitre](http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343175096&utm_source=phplist&utm_campaign=message_27425&utm_medium=email&utm_content=lienTitre)
Les formations en alternance connaissent ces dernières années un développement sans précédent et un succès qui ne cesse de s'affirmer au point que les pouvoirs publics, les institutionnels et analystes de nombreux pays y voient un passage obligé pour réaliser des apprentissages professionnels et une voie d'accès privilégiée à la professionnalisation. Ce livre rassemble des chercheurs de différentes origines et de plusieurs disciplines (sciences de l'éducation, psychologie, sociologie, didactique).

Zvoch, K. (2019). **Investigation of the long term effect of a summer literacy program on student reading performance.** *Studies in Educational Evaluation*, 62, 111-117. <https://doi.org/10.1016/j.stueduc.2019.05.005>

Formation continue

Les adultes en reconversion, public surprise de Parcoursup. (2019, juillet 18). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/07/18/les-adultes-en-reconversion-public-surprise-de-parcoursup_5490809_4401467.html

La plate-forme d'inscription dans le supérieur, dont la phase principale se termine vendredi, attire aussi des milliers d'adultes, jeunes ou moins jeunes, en quête de formations post-bac.

OECD. (2019). *Financial Incentives to Promote Adult Learning in Australia*. <https://doi.org/10.1787/c79badcc-en>

Skills have the potential to transform lives and drive economies. However, in many countries, imbalances between the supply and demand for skills lead to significant skill mismatches and shortages, with as many as three in five workers in the OECD employed in jobs that do not make the best use of their skills. At the same time, a large number of employers report hiring problems due to skill shortages. This series examines how countries measure changing skill needs and how they develop skills that respond to labour market needs and how they ensure that these skills are fully utilised by individuals and employers. Presenting both thematic reports on specific policies and issues and in-depth country reviews, this series offers countries the information and analysis they need to get skills right.

Priyam Saraf Tasmia Rahman Julian C Jamison. (2019). *Group-Based Cognitive Behavioral Training Improves Mental Health of SME Entrepreneurs: Experimental Evidence from Conflict-Affected Areas of Pakistan*. <https://doi.org/10.1596/1813-9450-8872>

Mental health, well-being and lasting economic outcomes are intimately connected. However, in geographies marked by fragility, conflict and violence, entrepreneurs of small and medium-size experience chronic stress and poor mental health on a regular basis. This paper describes the incremental effects of a five-week group cognitive behavioral training program—over and above the effect of receiving cash grants—on reducing depression and anxiety, as well as improving well-being among small and medium-size enterprise entrepreneurs in conflict-affected parts of Pakistan. Entrepreneurs in the treatment group received the intervention as well as cash grants, whereas those in the control group received only cash grants. The study, which was conducted with 235 entrepreneurs, found that cognitive behavioral training leads to significant improvements in mental health outcomes in the short run. Three months after the intervention, analysis of pooled data across two follow-up rounds (at five weeks and three months after) show that entrepreneurs in the treatment group experience statistically significant (at the 10 percent level) reduction in the intensity and prevalence of depression and anxiety symptoms (measured by the Patient Health Questionnaire Anxiety and Depression Scale) and higher levels of well-being (measured by the five-item World Health Organization Well-being Index) compared with the control group. Entrepreneurs in the treatment arm experienced a substantial decline in the odds of experiencing depression and anxiety compared with those in the control group (odds ratio of 0.46 for the treatment group relative to the control group), although the results are statistically significant only when the data are pooled. The effect was marked for those experiencing mild/moderate levels of depression and anxiety, indicating the

clinical value of such low-touch early interventions. An endline survey is planned at 18 months to assess the longer-term impacts of the intervention on mental health and well-being as well as its impact on business performance.

Insertion professionnelle

Baert, S., & Verhaest, D. (2019). **Work hard or play hard? Degree class, student leadership and employment opportunities** [Working Papers of Faculty of Economics and Business Administration, Ghent University, Belgium]. Ghent University, Faculty of Economics and Business Administration.
https://econpapers.repec.org/paper/rugrugwps/19_2f975.htm

We investigated the impact on first hiring outcomes of two main curriculum vitae (CV) characteristics by which graduates with a tertiary education degree distinguish themselves from their peers: degree class and extra-curricular activities. These characteristics were randomly assigned to 2,800 fictitious job applications that were sent to real vacancies in Belgium. Academic performance and extra-curricular engagement both enhanced job interview rates by about 7%. The effect of a higher degree class was driven by female (versus male) candidates and candidates with a master's (versus a bachelor's) degree. We did not find evidence for these CV characteristics to be substitutes or to reinforce each other's effect.

Gao, J., Kong, D., & Kong, G. (2019). **Who Secures Job Opportunities in the Chinese Government? Evidence Based on the First Jobs of Graduates from a Chinese College.** *Pacific Economic Review*, 24(3), 447-463. <https://doi.org/10.1111/1468-0106.12216>

Using a unique data set obtained from a Chinese college, the present paper investigates the determinants of obtaining a job in the Chinese Government. Despite the significant amount of attention paid to this issue by the media, academic study on this subject has been limited. We find that the parents' social capital, membership to the Communist Party, gender and personal ability significantly affect the possibility of a graduate obtaining a job in the public sector. Moreover, although acquiring a job in the government is difficult, no significant wage premium exists for graduates working in this sector. Finally, these results still hold after conducting the Heckman tests to validate the self-selection bias. This study identifies the determinants of young Chinese people's aspirations to be civil servants, which raises significant policy implications for the government.

Jacob, M., Kühhirt, M., & Rodrigues, M. (2019). **Labour Market Returns to Graduates' International Experience: Exploring Cross-Country Variation in Europe.** *European Sociological Review*, 35(4), 491-505. <https://doi.org/10.1093/esr/jcz022>

Abstract. The potential benefits of increased international experience abound, ranging from enriching cultural understanding to an improvement of language skill

Jiracheewong, E., Yongxia, M., & Han, X. (2019). **The Determinants for Best Employability Skills and Job Opportunities for Undergraduate Students Majoring in Chinese in Thailand.** *Education and Urban Society*, 51(7), 989-1004. <https://doi.org/10.1177/0013124517747684>

Currently, those Thai universities offering Chinese majors do not include any specific provisions for employability training. This research was thus conducted using an employer survey (N = 418) to determine employer needs and direct interviews with

academics, students, and employers to identify the most effective training methods and how to integrate them into the curriculum. The survey identified the desirable skills and traits in graduates and their importance for successful fieldwork. The academic interviews determined which identified skills and traits can be enhanced using in-class and outside-class training. The proposed matrix model for three training approaches (internship, work experience, and outside activities) and their focuses was further refined via participant input. It is recommended that Thai university-level Chinese programs should implement more specific requirements for internships and external professional experience, including volunteer and student organization involvement.

Marché du travail

Alfarhan, U. F., & Al-Busaidi, S. (2019). **Que faut-il voir dans les écarts de rémunération entre les travailleurs immigrés des pays du Golfe: l'effet d'a priori patronaux ou la simple conséquence de coûts d'opportunité différents?** *Revue Internationale Du Travail*, 158(2), 297-322. <https://doi.org/10.1111/ilrf.12123>

Résumé Les auteurs s'intéressent aux disparités salariales entre les différents groupes de migrants qualifiés qui travaillent en grand nombre pour le secteur privé dans les États du Conseil de coopération du Golfe. Ils se demandent notamment si la prime salariale des Occidentaux (par rapport aux travailleurs venus d'Asie ou d'autres États arabes) découle d'éventuels a priori des employeurs. L'analyse, qui repose sur des données de 2012–2014 et sur deux méthodes de décomposition classiques, infirme l'hypothèse: les caractéristiques observables relatives à la productivité expliquent entre un tiers et trois quarts des écarts; le coût d'opportunité de la migration, supérieur pour les Occidentaux, explique la portion restante.

Andela, M., & van der Doef, M. (2019). **A Comprehensive Assessment of the Person–Environment Fit Dimensions and Their Relationships With Work-Related Outcomes.** *Journal of Career Development*, 46(5), 567-582. <https://doi.org/10.1177/0894845318789512>

Our aim was to better understand the relationship between person–environment fit (PE fit) and several work-related outcomes, that is, burnout, job satisfaction, and turnover intention. To achieve this goal, direct effects of PE fit on these variables were explored as well as the indirect effects of PE fit on turnover intention through burnout and job satisfaction. The study was conducted on an occupationally heterogeneous sample of 571 employees in France. Four types of fit were taken into account (person–job fit [PJ fit], person–organization fit [PO fit], person–group fit [PG fit], and person–supervisor fit [PS fit]). Correlations, regression, and mediation analyses were performed. Results indicated that the four dimensions of PE fit were positively related to job satisfaction and negatively associated with burnout and turnover intention. PJ fit and PO fit were more strongly correlated with these three work-related outcomes than PG fit and PS fit. Mediation analyses indicated that job satisfaction fully mediated the relationship between PJ fit, PO fit, PS fit, and turnover intention, while burnout partially mediated these relationships.

Bene, J. (2019). **Les jeunes face au travail : un regard ambivalent, reflet de disparités.** *INJEP analyses & synthèses*, (24). Consulté à l'adresse http://injep.fr/wp-content/uploads/2019/06/IAS24_Les-jeunes-face-au-travail_BD.pdf

Opposer les attitudes des jeunes face au travail à celles portées par les générations précédentes amène fréquemment à occulter les disparités qui traversent ce groupe d'âge. Un module ajouté par l'INJEP au questionnaire de l'enquête « Génération », réalisée par le CÉREQ en 2016, permet d'explorer l'hétérogénéité des représentations des jeunes à l'égard du travail. Ces données font apparaître l'ambivalence et la complexité du regard que ces jeunes portent sur le travail, ainsi que sa diversité : alors que les jeunes occupant les positions professionnelles les plus favorables mettent en avant l'équilibre entre travail et hors travail, les relations entre collègues, l'intérêt du poste ou l'autonomie, ceux qui ont des situations professionnelles plus complexes mettent de ce fait davantage l'accent sur le niveau de rémunération ou la sécurité de l'emploi.

Bérout, S., Dupuy, C., Kahmann, M., & Yon, K. (2019). **Quelles politiques syndicales en direction des jeunes travailleurs ?** *Connaissance de l'emploi*, (149). Consulté à l'adresse <http://ceet.cnam.fr/publications/connaissance-de-l-emploi/quelles-politiques-syndicales-en-direction-des-jeunes-travailleurs--1100677.kjsp?RH=1507626697168>

Il y a peu de jeunes salariés dans les syndicats. Cette très faible proportion de jeunes salariés parmi les adhérents constitue un trait commun à l'ensemble des organisations syndicales françaises. Partant de ce constat, ce numéro de *Connaissance de l'emploi* éclaire les politiques mises en œuvre par les organisations syndicales, que ce soit en termes de structures spécifiques ou de revendications. Les résultats de l'étude attestent d'une très faible institutionnalisation des structures jeunes et leurs difficultés à déployer des actions dans la durée ; ils montrent également une timidité des politiques de syndicalisation en direction des jeunes. Les politiques volontaristes mises en œuvre au sommet des confédérations restent ainsi assez limitées.

Breznitz, S. M., & Zhang, Q. (2019). **Fostering the growth of student start-ups from university accelerators: an entrepreneurial ecosystem perspective.** *Industrial and Corporate Change*, 28(4), 855-873. <https://doi.org/10.1093/icc/dtz033>

Abstract Despite their significance, firms created by students have been the subject of little research. Adopting the entrepreneurial ecosystem framework, this paper examines the growth of student start-ups, especially those that participate in university accelerators. Focused on the University of Toronto, this paper contributes to an understanding of how university accelerators can better support the entrepreneurial efforts of students. It is clear that firms that participate in accelerators with a screening process have a stronger performance in both employment and product growth. Moreover, a habitual entrepreneur director or a more intensive accelerator program is found to have more positive effects on product growth at firms than on employment growth.

Brulé-Josso, S., & Liberos, G. (2019). **Entreprendre collectivement en coopérative d'activité et d'emploi: enjeux démocratiques de la coformation à la coopération.** *Nouvelle revue de psychosociologie*, 27, <https://www.cairn.info/revue-nouvelle-revue-de-psychosociologie-2019-1-page-49.html>.

Les coopératives d'activité et d'emploi (cae) constituent depuis une vingtaine d'années un modèle innovant apportant une réponse aux risques de précarisation de l'emploi. Voie hybride conciliant le salariat et l'entrepreneuriat, elles reposent sur le principe d'une communauté de travailleurs à la fois autonomes et solidaires. Le collectif en constitue l'un des piliers fondateurs, mais il ne suffit pas à développer une

entreprise partagée fondée sur l'association de ses coopérateurs. La contribution repose sur une démarche de recherche-action-formation menée en réponse aux difficultés ressenties par des membres de cae du réseau cpe suite à l'obligation d'association faite aux entrepreneurs-salariés par la loi ess de 2014. Il s'agit d'identifier les raisons de ces difficultés et les leviers qui permettraient d'activer plus fortement l'ambition à la fois politique et économique des cae.

Charni, K. (2019). **Le retour à l'emploi diminue-t-il avec l'âge ? Le cas des travailleurs âgés en Grande-Bretagne.** *Connaissance de l'emploi*, (148). Consulté à l'adresse http://ceet.cnam.fr/medias/fichier/148-le-retour-a-l-emploi-diminue-t-il-avec-l-age-le-cas-des-travailleurs-ages-en-grande-bretagne_1560766500470-pdf?ID_FICHE=1047439&INLINE=FALSE

L'objectif d'accroître le taux d'emploi des seniors soulève la question de leur retour à l'emploi en cas de chômage. À partir des données issues des enquêtes emploi anglaises, ce *Connaissance de l'emploi* tente de déterminer si le faible taux de réemploi des seniors est dû à leur âge. Les résultats montrent que la variable d'âge est effectivement un facteur important dans le retour à l'emploi des seniors si bien que les chances de retrouver un emploi diminuent à mesure que les travailleurs vieillissent. Ceci peut être en partie attribuable à des différences de comportement des entreprises en fonction de l'âge des candidats à l'embauche. Une simulation de la durée passée au chômage, basée sur l'âge, soutient le rôle clé de ce facteur dans l'écart de durée de chômage entre les seniors et le reste de la population active.

Donegan, M., Forbes, A., Clayton, P., Polly, A., Feldman, M., & Lowe, N. (2019). **The tortoise, the hare, and the hybrid: effects of prior employment on the development of an entrepreneurial ecosystem.** *Industrial and Corporate Change*, 28(4), 899-920. <https://doi.org/10.1093/icc/dtz037>

Abstract Prior employment imprints nascent entrepreneurs with logics for organizing startups. Within a regional ecosystem, entrepreneurs with different employment backgrounds pursue alternative entrepreneurial pathways, each generating distinct, though complementary, regional impacts. By analyzing diverse pre-entrepreneurial employment experiences, no one pathway leads to superior firm performance; prior industry experience generates strong early performance that tapers off, while prior academic experience engenders slow, steady, long-lasting growth. Our approach is well-suited for theorizing ecosystem development and generating policy recommendations in support of ecosystem diversity.

European Science Foundation. (2019). **Lessons learned from transnational cooperation** [Report]. European Science Foundation. <https://publications.europa.eu/fr/publication-detail/-/publication/d1a0f0ae-8672-11e9-9f05-01aa75ed71a1>

The aim of this publication is to gather some lessons learnt from transnational cooperation since 2015. It focuses on mutual learning processes in the framework of the activities of the Thematic Networks: workshops, events, peer reviews, study visits, distance work, drafting of publications, etc. The publication illustrates some lessons learnt around five themes: ways of working tested by the Thematic Networks (including collaboration between different authorities); developing synergies between the ESF and other EU Funds or Programmes; stakeholder engagement; transfer of learning from transnational cooperation; and mainstreaming. It is important to note that the examples from the different Thematic Networks are just a

snapshot of the work of the ESF Transnational Platform. Many of the lessons and experiences, such as, for instance, new ways of working, are applicable to a number of Thematic Networks, not just those featured in a particular section of this publication. The five themes of this publication were chosen by the Thematic Experts during two seminars organised in May and November 2018. Lessons from the mutual learning processes analysed are accompanied by case studies to show how the ESF Transnational Platform facilitates such learning in practice.

Feldman, M., Siegel, D. S., & Wright, M. (2019). **New developments in innovation and entrepreneurial ecosystems.** *Industrial and Corporate Change*, 28(4), 817-826. <https://doi.org/10.1093/icc/dtz031>

Abstract In this article, we provide a rationale for this Special Section on innovation and entrepreneurial ecosystems. We also present a summary of the papers presented in the Special Section, highlighting research questions, theories, data and methods, and principal findings and conclusions. A research agenda is also identified, involving multi-level research on agents, institutions, and regions on the context, process, and impact of innovation and entrepreneurial ecosystems.

Ferguson, S. L., & Hull, D. M. (2019). **Exploring Science Career Interest: Latent Profile Analysis of High School Occupational Preferences for Science.** *Journal of Career Development*, 46(5), 583-598. <https://doi.org/10.1177/0894845318783873>

The present study evaluates high school juniors and seniors (n = 295) to explore their preference for science as indicated by science motivation, attitude, academic experience, and interest. Latent profile analysis was used to model profiles of preferences for science with a person-centered approach. Then, the impact of self-concept variables was explored and four profiles of science interest were identified. Gender differences were of particular interest due to concerns noted in the literature, and some gender differences were identified in the present study. Covariate analysis indicated vocabulary ability and personality as significantly different for students in the high science interest profile. Implications of these results and future research directions are discussed.

Goussen, J., & Büsch, F. (2019). **Les salaires dans la fonction publique territoriale - Insee Première - 1766.** *INSEE Première*, (1766). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4196405?pk_campaign=avis-parution

En 2017, un salarié de la fonction publique territoriale (FPT) perçoit en moyenne 1 944 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les agents civils des collectivités territoriales, tous emplois et catégories confondus, qu'ils soient fonctionnaires ou non. Entre 2016 et 2017, le salaire net moyen augmente de 1,0 % en euros constants. Les fonctionnaires représentent près de 80 % des effectifs en équivalent temps plein de la FPT. Leur salaire net moyen progresse de 1,0 % en euros constants. Pour les non-fonctionnaires, y compris bénéficiaires de contrats aidés, il augmente de 1,2 %. Le salaire net moyen s'élève à 1 843 euros par mois dans les communes, à 2 078 euros dans les régions et à 2 159 euros dans les départements. Le salaire net des femmes est inférieur de 9,1 % en moyenne à celui des hommes, après 9,2 % en 2016. À caractéristiques identiques, l'écart se réduit à 4,9 %. Pour les salariés présents toute l'année en 2016 et en 2017 chez le même employeur et avec la même quotité de travail, soit près de deux salariés sur trois dans la FPT, le salaire net moyen

augmente de 1,8 % en euros constants. Ceci reflète la progression de leur ancienneté et de leur carrière.

Goussen, J., & Godet, F. (2019). **Les salaires dans la fonction publique de l'État**. *INSEE Première*, (1761). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4182122?pk_campagn=avis-parution

En 2017, un salarié de la fonction publique de l'État (FPE) perçoit en moyenne 2 556 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les agents civils des ministères et des établissements publics, fonctionnaires ou non. Le salaire net moyen en euros constants augmente de 1,0 % en 2017 (après + 0,2 % en 2016) ; il retrouve ainsi son niveau de 2011. Le salaire net moyen des fonctionnaires de la FPE augmente de 1,2 % en 2017, tandis que celui des non-fonctionnaires augmente plus modérément (+ 0,4 %). Les salaires augmentent à tous les niveaux de l'échelle salariale, mais la hausse est moins marquée dans le haut de la distribution, si bien que les disparités salariales se réduisent. Le salaire net des femmes est inférieur de 13,5 % en moyenne à celui des hommes. À âge, grade, catégorie et statut égaux, l'écart se réduit à 3,0 %. Pour les salariés présents toute l'année en 2016 et en 2017 chez le même employeur et avec la même quotité de travail, soit près de deux salariés sur trois dans la FPE, le salaire net moyen augmente de 2,4 % en euros constants. Ceci intègre la progression de l'ancienneté et de la carrière de ces salariés.

Guillemot, D., & Sigot, J.-C. (2019). **Les entretiens professionnels dans les entreprises après la loi de mars 2014 : premiers constats à partir du dispositif d'enquêtes DEFIS**. *Céreq études*, (23), 44.

<http://www.cereq.fr/content/download/22866/195708/file/CETUDES-23.pdf>

Des entretiens annuels entre les salariés et leur hiérarchie sont organisés depuis des années dans nombre d'entreprises. Ces entretiens visent surtout à évaluer le travail et gérer la carrière de catégories de salariés prioritaires pour l'entreprise, principalement les cadres. Mais la loi de 2014 a rendu obligatoire, tous les deux ans, un entretien professionnel distinct de l'entretien annuel d'évaluation, dans toutes les entreprises et pour l'ensemble des salariés.

Hwang, M. H., Lee, J., & Jung, A.-K. (2019). **Career Development of Lower Social Class Adolescents in South Korea**. *Journal of Career Development*, 46(5), 516-530. <https://doi.org/10.1177/0894845318780361>

Despite increased efforts and a broadened understanding of social class and its impact on career development, the career development of lower social class adolescents and its interaction with sociocontextual factors remain understudied. The current study explored the educational and career experiences of South Korean high school seniors using a qualitative approach and the gender and social class career development model. Our sample included 14 lower class high school seniors who were preparing for different career paths after graduation. The data were collected at three time points, through two semistructured interviews, documents, and brief phone-call surveys. An inductive thematic analysis of 28 semistructured interviews and documentations revealed three domains with seven themes. The results demonstrated an influence of lower social class on adolescents' socialization, access to resources, affectional and academic barriers, and academic and career attainment. The implications of the results for career counseling, interventions, policies, and future research are discussed.

INSEE. (2019). *Emploi, chômage, revenus du travail - Emploi, chômage, revenus du travail, édition 2019*. Paris: INSEE.
<https://www.insee.fr/fr/statistiques/fichier/4182950/ecrt19.pdf>

L'Insee et la Dares présentent dans cette quatrième édition de l'Insee Références Emploi, chômage, revenus du travail un ensemble d'analyses et d'indicateurs portant sur le marché du travail.

INSEE. (2019, juillet 30). *Les créations et créateurs d'entreprises en 2014 : situation initiale et situation en 2017 - Insee Résultats*.
https://www.insee.fr/fr/statistiques/2384906?pk_campaign=avis-parution

Entreprises créées en 2014 : trois sur quatre sont encore actives trois ans après leur création (deuxième vague) Les créateurs d'entreprises en 2014 : moins de chômeurs et des projets plus modestes qu'en 2010 (première vague) Les créations et créateurs d'entreprises de 2014 - La situation 3 ans après la création Données régionales Données nationales Les créations et créateurs d'entreprises de 2014 - La situation initiale Données régionales Données nationales

Jiménez, I., Chiesa, R., & Topa, G. (2019). **Financial Planning for Retirement: Age-Related Differences Among Spanish Workers**. *Journal of Career Development*, 46(5), 550-566.
<https://doi.org/10.1177/0894845318802093>

This article tests an integrated model of financial planning for retirement (FPR), with 948 Spanish workers aged between 30 and 63. Overall, the three model dimensions—capacity, willingness, and opportunities to plan and save—show a significant association with financial planning for retirement. The moderator role of age in the relationships between antecedents and financial planning was tested. Consistent with our hypothesis, younger participants showed a greater level of FPR if they were characterized by a high level of education. The interaction between both age and psychological preparation for retirement and retirement goals clarity failed to reach statistical significance. We discuss how financial planning effectiveness could be increased based on the results of importance-performance map analyses.

Johnson, D., Bock, A. J., & George, G. (2019). **Entrepreneurial dynamism and the built environment in the evolution of university entrepreneurial ecosystems**. *Industrial and Corporate Change*, 28(4), 941-959. <https://doi.org/10.1093/icc/dtz034>

Abstract University-centered entrepreneurial ecosystems (UCEEs) are complex webs of entrepreneurs, researchers, institutional support structures, and the built environment. We study the relationship between the built environment and the dynamism of the behavior of ecosystem agents in the evolution of UCEEs. Drawing upon data from interviews with ecosystem agents, as well as documents associated with the planning and development of purpose-built facilities (the built environment), we show how planned ecosystem evolution strategies differ from realized strategies. In particular, we develop a model of emergent response mechanisms to ecosystem dynamism and munificence, which include coping, learning, and adapting. We discuss UCEE evolution within a connectionist framework to better address the dynamic interaction of agents, institutions, and the environment.

Lai, Y., & Vonortas, N. S. (2019). **Regional entrepreneurial ecosystems in China**. *Industrial and Corporate Change*, 28(4), 875-897. <https://doi.org/10.1093/icc/dtz035>

Abstract This study focuses on regional entrepreneurial ecosystems in the largest emerging economy in the world. We use a two-stage structural model distinguishing between two sets of factors, those that have direct impact on entrepreneurial activities and those that have indirect impact. Based on an empirical analysis of 263 Chinese prefecture-level municipalities from 2008 to 2015, we find that human capital, knowledge creation, and access to finance are the main factors that drive local entrepreneurial activity. New technology-based startups are significant predictors of the regional stock of human capital and the presence of risk finance suggesting the unique role of technology-based firms in promoting sustainable growth in regional entrepreneurial ecosystems. The presence of research-intensive universities also has a strong positive impact on regional entrepreneurial ecosystems.

Le Boëtté, I. (2019). **Les indépendants : le rebond amorcé dans les années 2000 se poursuit en 2016.** *INSEE Première*, (1768). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/version-html/4199203/ip1768.pdf>

En 2016, 3,1 millions de personnes travaillent avec un statut d'indépendant. Après avoir reculé pendant des décennies, leur nombre croît depuis le milieu des années 2000, essentiellement dans les services. La création du régime d'auto-entrepreneur, début 2009, porte cette croissance. Fin 2016, 860 000 micro-entrepreneurs sont actifs. Leurs revenus sont faibles comparés à ceux des indépendants « classiques », en particulier les professions libérales. Les indépendants pèsent davantage dans l'emploi des territoires de tradition agricole ou touristique. La difficulté d'accès à de grands pôles d'activité peut être également liée au maintien ou à l'implantation de structures indépendantes.

Leenders, M. V. E., Buunk, A. P., & Henkens, K. (2019). **Attachment Avoidance and Attachment Anxiety as Individual Characteristics Affecting Job Search Behavior.** *Journal of Career Development*, 46(5), 487-501. <https://doi.org/10.1177/0894845318772091>

In this study, the relationship was investigated between attachment avoidance and attachment anxiety on the one hand, and job search intention, job search self-efficacy, job search self-esteem, and job search attitude on the other hand. Our sample consisted of 180 employees from an international industrial organization in the Netherlands. Results showed that attachment avoidance had a larger impact on the job search process than attachment anxiety. More avoidantly attached people had lower job search intentions, lower job search self-efficacy, and more negative job search attitudes. Attachment avoidance had an effect on job search intentions through job search self-efficacy and job search attitude but not through job search self-esteem. Attachment anxiety had no effect on job search intention through job search self-efficacy, job search self-esteem, and job search attitude. Attachment style is discussed as individual characteristic that impacts the job search process.

Pham, Y. K., & Murray, C. (2019). **Career Locus of Control and School- and Career-Related Adjustment Among High-Need Youth With and Without Disabilities.** *Journal of Career Development*, 46(5), 502-515. <https://doi.org/10.1177/0894845318776801>

An internal locus of control has benefits to individuals across multiple life domains, but little is known about associations between career locus of control (CLOC) and adjustment outcomes for adolescents with disabilities or at risk of academic failure. This exploratory study used data from 252 high school students to examine associations between CLOC and indicators of school- and career-related adjustment for high-need

youth. Findings indicated that an internal CLOC contributed significantly to explaining variances in school bonding, engagement, career self-efficacy, and outcome expectations. Results also showed that adolescent girls with disabilities scored higher on external CLOC compared to boys with disabilities and boys and girls without disabilities. However, there were no moderation effects of ability status or gender on the strengths of CLOC and adjustment associations. Implications for research and practice were discussed in the context of study limitations.

Qin, F., Wright, M., & Gao, J. (2019). **Accelerators and intra-ecosystem variety: how entrepreneurial agency influences venture development in a time-compressed support program.** *Industrial and Corporate Change*, 28(4), 961-975.
<https://doi.org/10.1093/icc/dtz036>

Abstract Accelerator programs constitute an important new element in entrepreneurial ecosystems, comprising focused support to advance the development of entrepreneurial ventures. Yet, we lack understanding of the processes through which accelerators contribute to enhancing entrepreneurial activity and especially the role of entrepreneurship agency in this process. By systematically tracking a cohort of ventures in a leading accelerator, our study draws out intra ecosystem heterogeneity and reveals that the accelerator program elements can impose a distinctive direct effect on participating ventures but the effect varies as entrepreneurs adopt different approaches to engage other players in the ecosystem. We find that in order to fit in the temporal structure of the accelerator program, entrepreneurs adopt two different strategies to achieve accelerated venture development—acceleration with focus and acceleration with foresight. The effectiveness of these two acceleration strategies are moderated by the approaches to engaging the accelerator offerings for resource acquisition. By developing a theoretical framework of entrepreneurial acceleration in the accelerator setting, we contribute to the specific literatures on entrepreneurial process and accelerators and more generally to the emerging literature on the functioning of entrepreneurial ecosystems.

Regoli, A., D'agostino, A., Grandner, T., & Gstach, D. (2019). **Les disparités salariales entre effectifs permanents et effectifs temporaires chez les jeunes, dans trois pays européens.** *Revue Internationale Du Travail*, 158(2), 369-400.
<https://doi.org/10.1111/ilrf.12125>

Résumé Les auteurs étudient les disparités salariales chez les jeunes (25–40 ans) dans trois pays européens (Allemagne, France et Italie) en utilisant les statistiques de l'EU-SILC (2010). La méthode fait appel à des régressions fondées sur la fonction d'influence recentrée et à des techniques d'estimation par repondération. Elle vise à faire apparaître le rôle des caractéristiques relatives à l'individu et au poste de travail aux différents points de la répartition des salaires. La part de l'écart qui reste inexplicée est considérable en Italie, pour tous les centiles. En France, elle s'atténue dans le haut de la répartition. En Allemagne, elle n'est jamais significative.

Reshid, A. A. (2019). **The Gender Gap in Early Career Wage Growth: The Role of Children, Job Mobility, and Occupational Mobility.** *LABOUR*, 33(3), 278-305.
<https://doi.org/10.1111/labr.12148>

During the first 10 years in the Swedish labor market, male university graduates experience a faster wage growth than females. We investigate the role job and upward occupational mobility have for the creation of gender difference in early

career wage growth; and the role of motherhood as an underlying mechanism. We find that although men and women change jobs and occupations at the same rate, women receive a significantly lower wage returns to mobility than men. We find evidence that women's lower return to occupational mobility is largely explained by motherhood, while the evidence for job mobility is rather weak.

Richet, D. (2019). **Auto-entrepreneurs immatriculés en 2014 : trois ans après, 36 % sont actifs.** INSEE Première, (1765). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4189659?pk_campaign=avis-parution

Trois ans après leur immatriculation, 36 % des auto-entrepreneurs immatriculés au premier semestre 2014 sont actifs sous ce régime. En effet, parmi les 66 % qui ont effectivement démarré une activité économique, un peu plus de la moitié sont pérennes à trois ans. Pour la même génération, la proportion d'entrepreneurs individuels classiques actifs après trois ans est beaucoup plus élevée (63 %). La proportion d'auto-entrepreneurs actifs trois ans après leur immatriculation dépend fortement du secteur d'activité. Elle est la plus élevée dans la santé humaine et l'action sociale (60 %) et dans l'enseignement (48 %). Elle est plus faible dans la construction (36 %), les activités spécialisées, scientifiques et techniques (36 %) ou le commerce (28 %). La pérennité croît avec l'âge de l'auto-entrepreneur et avec les moyens financiers au démarrage de l'activité. Elle est également plus forte s'il s'agit initialement de l'activité principale plutôt que d'une activité de complément. En moyenne, les auto-entrepreneurs immatriculés en 2014 et pérennes à trois ans ont déclaré un chiffre d'affaires de 10 300 euros en 2016. Il est le plus élevé dans les secteurs de l'hébergement-restauration et de la construction. Un auto-entrepreneur sur deux se déclare satisfait de son dernier exercice financier.

Scalise, D., Sukumaran, N., Merson, E. S., Pursell, C., Grossman, L., Johnson, C., & Elliot, J. F. (2019). **A Qualitative Analysis of Early Career Women's Adjustment to Work in Professional Psychology: Practitioners' Reflections.** *Journal of Career Development*, 46(5), 531-549. <https://doi.org/10.1177/0894845318786460>

The experiences of early career psychologists (ECPs) have become a focal point within the profession of psychology, with trends reflecting increasing financial burdens and career struggles. Despite these trends, few attempts to directly explore themes among the experiences of ECP women's career adjustment in clinical settings have been published. In this study, consensual qualitative research (CQR) methodology was used to extract themes among a sample of recently licensed ECPs (N = 13) identifying as women in clinical positions who were licensed between 1 and 3 years since graduating. Specific themes related to struggles (e.g., the licensing process, financial burdens, and lack of mentorship) as well as strengths (e.g., family, peer, and workplace support) are discussed. Implications for career development research, theory, and practice are suggested for stakeholders interested in the career development of ECP women in clinical settings.

Sharabi, M., & Harpaz, I. (2019). **Travailler ou ne pas travailler: la motivation professionnelle autre que pécuniaire et ses prédicteurs, une question d'époque.** *Revue Internationale Du Travail*, 158(2), 433-460. <https://doi.org/10.1111/ilrf.12127>

Résumé Pour mesurer la motivation professionnelle autre que pécuniaire, on demande généralement aux gens s'ils continueraient à travailler s'ils gagnaient au loto. Les auteurs rappellent les conclusions des études menées sur la base des réponses à cette

question dans différents pays dont Israël, tout en recherchant l'influence en la matière des variables démographiques et des différentes dimensions du sens du travail. Ils constatent un net recul de la motivation professionnelle autre que pécuniaire au nouveau millénaire, et une évolution des facteurs en cause. Ils analysent ces résultats et leurs effets potentiels sur le travail et l'emploi au regard de l'évolution économique et sociale en Israël.

Vedula, S., & Kim, P. H. (2019). **Gimme shelter or fade away: the impact of regional entrepreneurial ecosystem quality on venture survival.** *Industrial and Corporate Change*, 28(4), 827-854. <https://doi.org/10.1093/icc/dtz032>

Abstract Our study addresses a popular question in entrepreneurship research—to what extent does the quality of a region's entrepreneurial ecosystem matter for venture survival? To tackle this question, we created a regional entrepreneurial ecosystem quality index based on five key characteristics: supportive entrepreneurial culture, access to finance, availability of human capital, innovation capacity, and formal support organizations. We analyze 301 United States Metropolitan Statistical Areas for these characteristics and measure the aggregated contextual influence on venture survival within these regions over time. In addition to analyzing the relationship between this index and venture survival, we also consider the moderating role of founders' experience on survival outcomes. Our findings confirm that, in general, higher quality ecosystems shelter ventures, while ventures in weaker ecosystems are more likely to fade away and fail. However, for serial entrepreneurs, we find that ecosystem quality has a much smaller impact on venture survival.

Métiers de l'éducation

Aalto, E., Tarnanen, M., & Heikkinen, H. L. T. (2019). **Constructing a pedagogical practice across disciplines in pre-service teacher education.** *Teaching and Teacher Education*, 85, 69-80. <https://doi.org/10.1016/j.tate.2019.06.006>

In this paper we report a qualitative case study of a teaching intervention in which a pre-service subject teacher pair planned and conducted a course integrating Finnish language and ethics in a multilingual setting. Audio-recorded planning sessions and interviews including learning diaries were analysed using qualitative content analysis to identify the dynamics of collaborative cross-curricular pedagogical practice development and pedagogical language knowledge. The analysis revealed tensions in crossing the boundary between language and content knowledge. The study suggests that when creating cross-curricular practices, student teachers benefit from longer-term processes and theory-based supervision and modelling for reflecting on the development process.

Andreasen, J. K., Bjørndal, C. R. P., & Kovač, V. B. (2019). **Being a teacher and teacher educator: The antecedents of teacher educator identity among mentor teachers.** *Teaching and Teacher Education*, 85, 281-291. <https://doi.org/10.1016/j.tate.2019.05.011>

Although teachers' professional identities have been the subject of extensive study, the field still lacks knowledge about the development of a professional identity for mentor teachers. These teachers take on multifaceted professional roles as teachers and teacher educators. In the present paper, we investigate the professional identity of mentor teachers partnered with two universities in Norway. The study adopts a

quantitative approach and report on survey data from the mentor teachers. The results demonstrate that school climate, individual beliefs about the role, and university collaboration predict the development of a teacher educator identity.

Ayalon, M. (2019). **Exploring changes in mathematics teachers' envisioning of potential argumentation situations in the classroom.** *Teaching and Teacher Education*, 85, 190-203. <https://doi.org/10.1016/j.tate.2019.06.019>

This study examines changes in teachers' envisioning of potential classroom argumentation situations through experiencing a cycle of: (1) analyzing various tasks' affordances for argumentation, (2) collaboratively analyzing examples of (other) teachers' analyses of those tasks' potential for argumentation, (3) refining initial analyses, and (4) reflection. Analysis of teachers' initial and refined responses revealed changes in the variety of dimensions of argumentation envisioned (e.g., mathematical, social, cognitive) and in the number of teachers categorized in each dimension. The paper provides evidence of the potential of collaborative analysis of authentic teacher responses for teachers' learning of key aspects of argumentation practice.

Bailey, L., & Cooker, L. (2019). **Exploring Teacher Identity in International Schools: Key Concepts for Research.** *Journal of Research in International Education*, 18(2), 125-141. <https://doi.org/10.1177/1475240919865035>

This paper explores the identity of teachers in international schools who are embarking on postgraduate studies in education. Based on semi-structured interviews with 20 teachers starting an international qualification, it establishes key aspects of their identity and notes that they feel distinct from teaching professionals in their passport countries. From this discussion, a tool-box of concepts for understanding the identity of international school teachers is suggested, together with a typology of international school teachers echoing Hayden & Thompson's (2013) typology of international schools. It is suggested that these concepts require further exploration and empirical substantiation in order both to understand their implications for addressing teacher shortages and to understand the knowledge, skills and attitudes that teachers with non-conventional qualifications and backgrounds may offer to schools.

Behizadeh, N., Gordon, C., Thomas, C., Marks, B., Oliver, L., & Goodwin, H. (2019). **Social justice beliefs and curricular freedom: Factors supporting critical composition pedagogy in a U.S. middle school.** *Teaching and Teacher Education*, 85, 58-68. <https://doi.org/10.1016/j.tate.2019.06.004>

In this case study, we explore one social justice-oriented middle school teacher's instruction and the factors that influence her way of teaching. Findings indicate that this teacher's instructional practices represent all tenets of critical composition pedagogy (CCP) and that teacher belief and knowledge in social justice/critical pedagogy; curricular freedom; professional development; years of experience teaching; teacher biography/identity; teacher activism outside of school; and a progressive school culture are supports for CCP. However, curricular freedom is produced by many contextual factors, including available curricular/pedagogical resources, trust between teachers and administration, and the absence of pressure to increase test scores.

Bergeron, L., & Rogers, L. (2019). **Investigating the perspective of Theory of Knowledge teachers in International Baccalaureate World Schools.** *Journal of Research in International Education*, 18(2), 169-185. <https://doi.org/10.1177/1475240919865653>

As a part of the International Baccalaureate (IB) Diploma Programme (DP) students participate in the Theory of Knowledge (TOK) course. This research used a mixed methods design to investigate the perspective of TOK teachers in IB schools worldwide. To address the research questions, quantitative survey data were analyzed from 1,534 participants, and focus groups with 33 TOK teachers were conducted in Australia, The Netherlands, and the United States. Quantitative data were analyzed using descriptive statistics, t-tests, ANOVA, and linear trends analysis to identify group differences. Qualitative data were coded and analyzed using an inductive approach. Overwhelmingly, survey results indicated that teachers value the TOK course. Teachers ranked the main purposes of the TOK course as 1) to develop an awareness of how knowledge is constructed, critically examined, and renewed by individuals and communities and 2) to help students make connections among academic disciplines and among thoughts, feelings and actions. Teachers ranked the main benefits to students as 1) students better able to critically evaluate knowledge and 2) students better able to identify and reflect on personal assumptions. Teachers strongly agreed that teaching TOK has been a valuable professional development experience for them. Specifically, they indicated it enhanced their own critical thinking and developed their interdisciplinary understanding. Survey results and focus groups suggest the main challenges are 1) assessment, 2) time, and 3) administrative issues (scheduling and class size). Regarding implementation, approximately half of DP coordinators indicated that TOK implementation was different than other IB Diploma Programme aspects, specifically that teacher support and time were different.

Berry, J., & Townsend, A. (2019). **Peter's Transition to Headship: What Can We Learn From His Experience About How to Prepare to Make the Transition From Assistant Principal, or Deputy, to Principal or Head Teacher?** *Journal of Cases in Educational Leadership*, 22(3), 28-42. <https://doi.org/10.1177/1555458919848131>

The transition for new head teachers (school principals) can be a difficult and unpredictable one. This article outlines a case of a deputy (assistant principal) in the United Kingdom as he takes up his first headship. We describe some of the challenges involved and prompt readers to consider strategies that could be used and support that may be accessed to negotiate this challenging period. In particular, this illustrative case shows how the lead-in period between appointment and formal assumption of the role can be productively used. This article would be of use to readers aspiring to take on a senior leadership roles. But it would also be relevant for people working at district level and others involved in recruiting, appointing, and supporting senior leaders.

Caena, F., & Redecker, C. (2019). **Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu).** *European Journal of Education*, 54(3), 356-369. <https://doi.org/10.1111/ejed.12345>

Teachers need to update their competence profiles for 21st century challenges. Teaching strategies need to change and so do the competences teachers need to develop so as to empower 21st-century learners. The European Framework for the Digital Competence of Educators (DigCompEdu) represents a paradigmatic example of this endeavour, taking stock of these needs. Defining the requirements of education professionals by teacher competence frameworks can serve multiple purposes at different levels in education systems. At the micro level, it can support and guide teachers' practice and continuous professional development. At the meso level of

local education governance, it can support the development of school institutions as learning organisations, providing common ground for dialogue, collaboration and reflection in professional communities of practice. At the macro level of quality assurance, it can provide reference standards for initial teacher education, and for education professionals' quality along the career continuum. The European Framework for the Digital Competence of Educators was designed to align with institutional and contextual requirements in different countries, whilst remaining open to adaptation and updating. It links teachers' and students' digital competence development, and can be linked to institutional capacity building. At the same time, the framework is generic enough to apply to different educational settings and to allow for adaptation as technological possibilities and constraints evolve.

Camacho, D. A., & Parham, B. (2019). **Urban teacher challenges: What they are and what we can learn from them.** *Teaching and Teacher Education, 85*, 160-174. <https://doi.org/10.1016/j.tate.2019.06.014>

Teachers in urban schools confront significant and unique workplace challenges which put them at high risk for chronic stress, burnout, and attrition when unaddressed via training or support. The current mixed methods study investigated the challenging classroom situations reported by 164 predominantly White and female urban teachers in the United States, the prevalence of these challenges, and factors that predicted their prevalence. Results revealed the most prevalent types of teacher challenges were student misbehavior, aggressive student behavior, student motivation, lack of effective consequences, and behavioral health problems. Approximately half of teachers reported aggressive student behavior as a challenge and a majority related multiple challenges in the situations they confronted. Additionally, classroom discipline-related concern and middle school grade level taught predicted, respectively, a greater likelihood of challenges pertaining to student misbehavior and lack of effective consequences, and student motivation and behavioral health problems. These findings suggest that urban teachers find multiple aspects of student behavior challenging, commonly experience extreme student behavior, and that various factors impact the presence of these challenges. Implications for how to best support teachers on an individual, classroom, and organizational-level are discussed.

Cao, Y., Postareff, L., Lindblom-Ylänne, S., & Toom, A. (2019). **Teacher educators' approaches to teaching and connections with their perceptions of the closeness of their research and teaching.** *Teaching and Teacher Education, 85*, 125-136. <https://doi.org/10.1016/j.tate.2019.06.013>

This study explores teacher educators' perceptions of their approaches to teaching and the closeness of their research and teaching. A total of 115 participants completed a questionnaire. The results showed that these teacher educators perceived information transmission as an element of the student-focused approach to teaching. Three clusters were identified which mirrored different kinds of combinations of the teacher- and student-focused approaches to teaching. The results further revealed that these clusters were related to how closely teacher educators considered their teaching and research to be related to each other.

Casez, C., & Meuric, L. (2019). **L'emploi d'enseignement et de recherche dans les sites contractuels en 2017.** *Note d'information Enseignement supérieur, Recherche et*

Innovation, (19.11). Consulté à l'adresse http://cache.media.enseignementsup-recherche.gouv.fr/file/2019/95/5/Note_info_emploi_sites_1157955.pdf

Les regroupements d'établissements (ou sites contractuels) ont été mis en place par la loi de 2013 sur l'enseignement supérieur et la recherche dans presque toutes les académies, hors DOM-COM et Corse. Selon les contrats de sites en vigueur en février 2019, ces regroupements comptent 217 260 personnels de l'emploi d'enseignement et de recherche, qu'ils soient permanents ou non-permanents, enseignants, enseignants-chercheurs, chercheurs, ingénieurs ou personnels de soutien à ces activités. Si les EPSCP en constituent les trois quarts, les EPST s'y impliquent également fortement, essentiellement via les unités mixtes de recherche, ainsi que les EPIC, dans une moindre mesure. Presque tous les regroupements localisés en Province présentent une structure par grands domaines disciplinaires comparable à la moyenne nationale. En revanche les sites franciliens, de tailles très variables, sont plutôt inscrits dans une logique de spécialité disciplinaire. En proportion, les doctorants rémunérés et ATER sont plus nombreux dans les sites franciliens et dans ceux de grande taille.

Castets-Fontaine, B., Tuillon Demésy, A., & Ferréol, G. (2019). **Maux et mots d'enseignants du second degré : carrières désenchantées et itinéraires contrariés.** *Déviance et Société*, 43(2), 159-188. <https://doi.org/10.3917/ds.432.0159>

Cet article traite de la souffrance et/ou de la difficulté au travail de professeurs du second degré au sein du système éducatif français. S'appuyant sur une approche qualitative (analyses portant principalement sur des entretiens et archives d'un dispositif d'aide aux enseignants), l'étude montre que le malaise dans la profession s'élabore à différents niveaux. Se façonnant au carrefour de logiques individuelles et organisationnelles, il se construit également à partir d'un jeu de désignation-consignation conduisant fréquemment à de la résignation. In fine, cette recherche sur le thème des épreuves enseignantes met au jour l'existence de carrières « déviantes » ainsi que des décrochages professionnels latents ou effectifs.

Chakroun, B. (2019). **National Qualifications Framework and TVET teacher competence frameworks: A neglected dimension of qualifications reforms?** *European Journal of Education*, 54(3), 370-388. <https://doi.org/10.1111/ejed.12359>

This article examines the interplay between qualification systems reforms and technical and vocational education and training (TVET) teachers' competences and qualifications in the context of the future of work and learning, and the United Nations Sustainable Development Agenda. The article reviews international standards and trends and examines a range of country case studies. The concluding section focuses on future scenarios for TVET Teachers Competence frameworks.

Choi, J., Lee, J.-H., & Kim, B. (2019). **How does learner-centered education affect teacher self-efficacy? The case of project-based learning in Korea.** *Teaching and Teacher Education*, 85, 45-57. <https://doi.org/10.1016/j.tate.2019.05.005>

Using data gathered from a project-based learning (PBL) intervention program, this study uses quasi-experimental methods to assess how PBL is associated with teacher self-efficacy. Generally, teacher self-efficacy has only been assumed to be a determinant of instructional practice, but we find that teacher self-efficacy can be positively affected by increased use of PBL. Among sub-scales of teacher self-efficacy, PBL is positively associated with student engagement and instruction. Analysis using

student data indicate that positive responses by students to the instructional practice may mediate the association between PBL and teacher self-efficacy.

Chye, S., Zhou, M., Koh, C., & Liu, W. C. (2019). **Using e-portfolios to facilitate reflection: Insights from an activity theoretical analysis.** *Teaching and Teacher Education, 85*, 24-35. <https://doi.org/10.1016/j.tate.2019.06.002>

Couchot-Schiex, S. (2019). **Collaborer pour développer l'égalité filles-garçons. À la recherche d'une dynamique à déployer dans l'académie de Créteil.** *Education et formations, (99)*, 15-32.

Des actions, des recherches, des enseignements concernant l'égalité des sexes sont réalisés dans les établissements scolaires, dans les lieux de la formation des enseignantes et des enseignants au sein des écoles supérieures du professorat et de l'éducation (ESPE), dans les missions égalité des rectorats. Cet article a pour objet de décrire et analyser l'expérience d'acteurs et actrices de différents statuts qui œuvrent pour l'égalité sur le territoire de l'académie de Créteil en s'inscrivant dans une dynamique collective. Des regards croisés, des échanges de réflexion et de pratiques, des invitations mutuelles tissent année après année des rapprochements qui apparaissent déjà fructueux et pourraient constituer des leviers pour le développement d'actions futures dans les espaces scolaires et de formation de l'académie. L'analyse tirée des témoignages montre que les avancées concrètes relèvent de « petits pas » sur le terrain qui pourraient se renforcer par la conjonction de conditions favorables. Ces avancées tireraient bénéfice, d'une part de la construction collective de compétences professionnelles pour l'égalité pour tous les personnels. D'autre part, elles sont sensibles au soutien mutuel entre les différents partenaires, condition d'une réelle confiance entre acteurs et actrices et garantie essentielle de la mobilisation collective à l'échelon d'un territoire académique pour la transformation active des pratiques professionnelles.

Day, C. (2019). **What is teaching about? Professionalism and the limitations of standards and competences.** *European Journal of Education, 54(3)*, 315-318. <https://doi.org/10.1111/ejed.12348>

Devers Basileo, L., & Toth, M. (2019). **A State Level Analysis of the Marzano Teacher Evaluation Model: Predicting Teacher Value-Added Measures with Observation Scores.** *Practical Assessment, Research & Evaluation, 24(6)*. Consulté à l'adresse <https://pareonline.net/genpare.asp?wh=0&abt=24>

The purpose of the study is to close the gap in the literature regarding the Marzano Teacher Evaluation Model (MTEM) that lacks large scale empirical investigations to assess the predictability of the model. The study thoroughly reviews the extant literature from all teacher evaluation frameworks, particularly focusing on the large body of published studies that have investigated the correlations between teacher observation ratings and teacher value-added measures, then outlines the literature specific to the MTEM. The study extracted observation ratings from a collection platform and linked it to the Florida Department of Education teacher value-added measure, which controls for prior testing history and student-level characteristics. The study sample included over 12,000 teachers and validated the use of the MTEM, particularly in Florida, by upholding the magnitude of correlations found in other instructional frameworks and demonstrating that observation ratings

were the largest predictor in multilevel models accounting for student, teacher and school level characteristics.

Droux, J. (2018). **L'éducation surveillée et ses professionnels : archéologie d'une intervention éducative aux marges de l'école (Genève, 1890-1970)**. *Raisons éducatives*, 22(1), 127-150. <https://doi.org/10.3917/raised.022.0127>

Le présent article a pour but de restituer les étapes qui ont contribué à l'émergence d'une profession dédiée à l'éducation des enfants en difficulté (sociale, familiale, scolaire) dans le cadre suisse romand, en s'efforçant de la positionner par rapport à l'offre éducative scolaire. La première étape est celle qui dès le 19^e siècle voit s'élaborer un réseau privé d'établissements correctionnels, en marge du système scolaire public, initiant un partage du terrain éducatif et des clientèles à éduquer. La seconde étape est celle de l'instauration de nouvelles lois de protection de l'enfance à la fin du siècle qui permettent l'intervention de l'Etat face aux parents défailants, sans toutefois remettre en cause la répartition de l'offre éducative entre œuvres privées d'éducation et établissements d'instruction publics. Durant l'entre-deux-guerres, une troisième étape voit se déployer une approche médico-pédagogique qui postule la curabilité des troubles du comportement, et prône la rénovation des maisons d'éducation par le biais de la création d'une nouvelle profession, celle d'éducateur. Cette séquence contribue à articuler cette profession aux objectifs émancipateurs que poursuit l'école, en affirmant œuvrer au soin et à la réinsertion des jeunes placés ; mais elle concourt aussi à renforcer le processus ségrégatif qui sépare populations scolaires ordinaires gérées par l'école et catégories en difficultés, dérivées vers le placement. Après une période d'enthousiasme qui voit se créer le premier centre de formation en Suisse romande, la jeune profession d'éducateur, à l'image du secteur des placements éducatifs, est victime d'une crise de confiance dès les années 1960, en lien avec une remise en cause des effets ségrégatifs de ces politiques envers les populations défavorisées. Une crise qui débouche sur la construction d'autres conceptions de l'action éducative auprès des familles et des enfants en difficulté, basées sur des référentiels plus respectueux des droits humains, qu'il conviendrait de documenter pour mieux en comprendre l'ampleur, et les effets sur les pratiques professionnelles dans et hors école.

Egbert, J., & Borysenko, N. (2019). **Standards, engagement, and Minecraft: Optimizing experiences in language teacher education**. *Teaching and Teacher Education*, 85, 115-124. <https://doi.org/10.1016/j.tate.2019.06.015>

Goldman, S. R., Greenleaf, C., Yukhymenko-Lescroart, M., Brown, W., Ko, M.-L. M., Emig, J. M., ... Britt, M. A. (2019). **Explanatory Modeling in Science Through Text-Based Investigation: Testing the Efficacy of the Project READI Intervention Approach**. *American Educational Research Journal*, 56(4), 1148-1216. <https://doi.org/10.3102/0002831219831041>

This article reports the results of a randomized control trial of a semester-long intervention designed to promote ninth-grade science students' use of text-based investigation to create explanatory models of biological phenomena. The main research question was whether the student participants in the intervention outperformed the students in the control classes, as assessed by several measures of comprehension and application of information to modeling biological phenomena not covered in the instruction. A second research question examined the impact on the

instructional practices of the teachers who implemented the intervention. Multilevel modeling of outcome measures, controlling for preexisting differences at individual and school levels, indicated significant effects on the intervention students and teachers relative to the controls. Implications for classroom instruction and teacher professional development are discussed.

Goller, M., Ursin, J., Vähäsantanen, K., Festner, D., & Harteis, C. (2019). **Finnish and German student teachers' motivations for choosing teaching as a career. The first application of the FIT-Choice scale in Finland.** *Teaching and Teacher Education, 85*, 235-248. <https://doi.org/10.1016/j.tate.2019.06.023>

This study introduces and validates the Finnish version of the FIT-Choice scale and uses the scale to explore Finnish undergraduate students' motivations for choosing teaching as a career as well as their perceptions of teaching as a profession in comparison to German student teachers. The results replicated the FIT-Choice structure both in Finland and Germany. Sample comparisons revealed that motivations for teaching and perceptions of the teaching profession reflected both differences and similarities between Finland and Germany. The study offers novel information on student teachers' motivational structure.

Guillet-Descas, E., & Lentillon-Kaestner, V. (2019). **Burn-out et engagement chez les enseignants du secondaire. Une comparaison femmes/hommes selon le contexte d'enseignement.** *Education et formations, (99)*, 71-86. https://cache.media.education.gouv.fr/file/2019/61/0/depp-2019-EF99-web-04_1154610.pdf

Le phénomène d'épuisement professionnel, ou de burn-out, concerne un nombre important de professions et notamment celle d'enseignant. De nombreuses recherches confirment la pénibilité du métier d'enseignant, augmentant ainsi les risques de burn-out. Au regard des études antérieures, il apparaît que la variable « sexe » est à prendre en considération dans le phénomène d'épuisement, d'engagement et, plus globalement, de la qualité de vie professionnelle. Des différences entre les femmes et les hommes ont déjà été mises en évidence sur les trois symptômes du burn-out, cependant les études antérieures sont peu nombreuses et les résultats contradictoires. L'objectif de cette étude a été d'étudier les différences existantes sur le vécu de l'épuisement, de l'engagement et de la motivation des enseignants et enseignantes du secondaire en modérant ces différences avec la prise en compte de la discipline enseignée (EPS et les autres disciplines) et du contexte d'enseignement (France-Suisse). Les résultats ont mis en évidence une vulnérabilité plus grande chez les femmes françaises en comparaison des enseignants suisses et des enseignants hommes français. De plus, le risque d'épuisement semble moins important chez les enseignants hommes d'EPS comparé aux autres enseignants des autres disciplines, et notamment chez les femmes. Les risques d'épuisement professionnel semblent se différencier selon des facteurs individuels tels que le sexe et la motivation, risques qui semblent accentuer ou diminuer selon les contextes d'enseignement

Győri, J. G. (2019). **Lesson and learning studies—An edifying story.** *European Journal of Education, 54*(3), 491-491. <https://doi.org/10.1111/ejed.12360>

Halász, G. (2019). **Designing and implementing teacher policies using competence frameworks as an integrative policy tool.** *European Journal of Education*, 54(3), 323-336. <https://doi.org/10.1111/ejed.12349>

Competence frameworks are important tools to regulate professions and professional activities in modern societies. They can be used to ensure and improve the quality of professional work, to communicate the needs of society and clients to professionals, to orientate professional development and to support ethical professional behaviour. This powerful tool is often used by teacher policies aimed at improving the quality of teacher work. The use of competence frameworks as a quality improvement tool has been strongly encouraged by qualification frameworks based on competence descriptions. This article is a concise and revised version of one of the chapters of a study published by the European Commission proposing the use of competence frameworks as an integrative policy tool to "boost teacher quality". It suggests that competence frameworks can be used as the core component of an integrated policy mix supporting the improvement of teacher quality in education systems. It is suggested that this "transversal" policy tool is used to ensure the coherence of various policy measures.

Halász, G., & Looney, J. (2019). **Teacher professional competences and standards. Concepts and implementation.** *European Journal of Education*, 54(3), 311-314. <https://doi.org/10.1111/ejed.12351>

Hayik, R., & Weiner-Levy, N. (2019). **Prospective Arab teachers' emotions as mirrors to their identities and culture.** *Teaching and Teacher Education*, 85, 36-44. <https://doi.org/10.1016/j.tate.2019.05.006>

Grounded in theoretical discourses that underscore the significant role of emotions and cultural context in teacher identity construction, this study invites Arab prospective English teachers in Northern Israel to narrate stories of meaningful experiences that have contributed to shaping their identities. Analysis of the narratives illuminated how coercive power relationships in the educational systems and society stirred powerful emotions that affected their professional identities. While research in the field of emotions and language teacher identity focuses on pedagogical aspects of teaching, this study explores emotions that arise due to sociocultural challenges.

Heng, L., Quinlivan, K., & du Plessis, R. (2019). **Exploring the creation of a new initial teacher education (ITE) programme underpinned by inclusion.** *International Journal of Inclusive Education*, 23(10). Consulté à l'adresse <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/00000010/art00002>

This paper seeks to investigate constraints and opportunities underlying the development of a new initial teacher education (ITE) programme with the goal of reconceptualising what inclusive education might mean in the Aotearoa New Zealand (NZ) education system. The opportunity to develop this new ITE programme emerged from a request of the Ministry of Education [MoE. 2013. Request for Application for Provision of Exemplary Post Graduate Initial Teacher Education (ITE) Programmes. Wellington: Author] to ITE providers to develop a Masters' level programme directed at intervening in the persistent disparity in educational outcomes for students identified as 'priority learners'. How teaching practitioners are 'working the space' in the creation and implementation of a new ITE programme committed to improving the learning

outcomes of all students in Aotearoa NZ is of interest to this paper. We draw on critical discourse analysis (CDA) to investigate the ways inclusion is constructed and practised in past and current educational approaches in Aotearoa NZ. We argue that a broader analysis of the shifting nature and complex social, cultural, historical, political and institutional contexts in which students are situated is required in reforms and initiatives that aim to raise the learning outcomes of all students in the education system.

Huang, R., Yang, W., & Li, H. (2019). **On the road to participatory pedagogy: A mixed-methods study of pedagogical interaction in Chinese kindergartens.** *Teaching and Teacher Education*, 85, 81-91. <https://doi.org/10.1016/j.tate.2019.06.009>

This study investigated the pedagogical interactions between teachers and young children in six sampled Chinese kindergarten classrooms. Altogether 4320 turns of dialogue were coded from 27 videotaped pedagogical activities, and the 12 class teachers were surveyed and interviewed. The results revealed a unique Chinese pedagogical interaction that is a fusion of participatory and transmissive pedagogies: teachers directed the interactions with open-ended questions and whole-class dialogues, whereas children responded with short answers based on the learning content. This was reported by the teachers to be associated with the joint influence of related child, teacher, and cultural factors.

Ingvarson, L. (2019). **Teaching standards and the promotion of quality teaching.** *European Journal of Education*, 54(3), 337-355. <https://doi.org/10.1111/ejed.12353>

Several countries have been developing teaching standards for the purpose of providing recognition and more attractive career pathways to teachers who attain these standards. These initiatives aim to lift the status of teaching as a profession and to provide stronger incentives for professional learning. This article describes the work of a project at the Australian Council for Educational Research, the ACER Portfolio Project, designed to develop methods whereby teachers can demonstrate how their practice meets the Australian Professional Standards for Teachers (www.aitsl.edu.au/teach/standards) at the 'Highly Accomplished' level and test them in schools for their validity and feasibility. The article describes how the Project developed an assessment framework that provided a representative sample of evidence about a teacher's practice covering the Standards, trialed portfolio tasks in schools with volunteer teachers and tested whether it was possible to train other teachers to assess their portfolio entries reliably and set standards for highly-accomplished teaching.

Itzhaki, Y. (2019). **The Different Role of Mentor Support Along the High-School Dropout Process.** *Youth & Society*, 51(7), 981-1008. <https://doi.org/10.1177/0044118X18803260>

This study examined the contribution of mentor support to the following aspects of high-school dropouts' lives: the personal (self-esteem, and the process of becoming less religious [BLR]), social (societal conditional positive and negative regard) and psychological (well-being and loneliness). The study, conducted among Ultraorthodox Jewish males, included 261 participants, aged 14 years to 21 years ($M = 17$, $SD = 1.17$), who were at different stages in the dropout process. Findings indicated a significant difference in the contribution of mentor support. Among youths still in their yeshiva high schools, mentor support made only a minor contribution to the process of BLR; for youths in a program for dropouts, mentor support made a positive contribution to most aspects of their lives. However, among dropouts, mentor support contributed

negatively to all aspects that were examined in the current study. Findings highlight the importance of further illuminating the role of mentor support and adapting it to youths' needs.

Jarraud, F. (2019a, juillet 19). **Les enseignantes françaises davantage sujettes au burn out.**

<http://www.cafepedagogique.net/lexpresso/Pages/2019/07/19072019Article636991238785243087.aspx>

« Au regard des études antérieures, il apparaît que la variable « sexe » est à prendre en considération dans le phénomène d'épuisement, d'engagement et, plus globalement, de la qualité de vie professionnelle », note une étude de la Depp (division des études du ministère) publiée dans la revue Education et formations n°99. Emma Guillet-Descas et Vanessa Lentillon-Kaestner montre que le taux de burn out des enseignantes est plus élevé que celui de leurs collègues masculins. Mais aussi qu'il est plus fort en France qu'en Suisse. Ce qui indique que les conditions de travail, plus difficiles en France qu'en Suisse, y contribuent.

Jarraud, F. (2019b, juillet 19). **Recrutement des enseignants: Faut-il revenir sur la masterisation ?**

<http://www.cafepedagogique.net/lexpresso/Pages/2019/07/19072019Article636991238826493879.aspx>

Dans une étude publiée par la Fondation Jean Jaurès, Mélina Hillion, chargée d'études à la Dares, démontre la masterisation introduite en 2011 pour le recrutement des enseignants, « a engendré une forte diminution du nombre de candidats au concours externe de recrutement des professeurs des écoles ». Elle serait responsable de la crise du recrutement que connaît l'école française. Faut-il pour autant revenir à un recrutement en licence ?

Karami-Akkary, R. (2019). **Evaluating teacher professional learning in the Arab region; the experience of the TAMAM project.** *Teaching and Teacher Education*, 85, 137-147.

<https://doi.org/10.1016/j.tate.2019.06.008>

Kiramba, L. K., & Smith, P. H. (2019). **"Her sentence is correct, isn't it?": Regulative discourse in English medium classrooms.** *Teaching and Teacher Education*, 85, 105-114.

<https://doi.org/10.1016/j.tate.2019.06.011>

Research on discourse in African classrooms has shown the predominance of teacher centered instructional practices. Teacher centered discourse patterns have been blamed for student passivity and disengagement in knowledge production. In this article, we investigate teachers' use of the invariant tag isn't it in Kenyan primary classrooms during ELA and math lessons. Using Bernstein's pedagogical device theory, we submit that the tag plays a regulative function in classroom discourse. Based on our findings, we argue for greater attention to teachers' language choices and discuss implications for classroom discourse practice and research.

Kools, M., Gouédard, P., George, B., Steijn, B., Bekkers, V., & Stoll, L. (2019). **The relationship between the school as a learning organisation and staff outcomes: A case study of Wales.** *European Journal of Education*, 54(3), 426-442.

<https://doi.org/10.1111/ejed.12355>

Does the school as a learning organisation affect staff outcomes? This article examines the relationship between the school as a learning organisation and staff job satisfaction and the school's responsiveness to staff needs using a purposefully designed "Schools as Learning Organisations Survey" completed as part of an OECD study in Wales. A positive and significant relationship is found between the school as a learning organisation and both job satisfaction of staff—that is school leaders, teachers and teaching support staff—and the school's responsiveness to staff needs. The article proposes ways of realising these outcomes and identifies areas for further research. Policy makers, school staff and other stakeholders in education and other public sectors internationally can use these findings as supporting evidence in recommending people to develop their organisations into learning organisations, given the potential benefits for employees and the organisation at large.

Larkin, D. B., & Maloney, T. (2019). **Teaching school finance to preservice teachers with a team-based simulation.** *Teaching and Teacher Education*, 85, 1-12. <https://doi.org/10.1016/j.tate.2019.06.001>

Le Capitaine, C., & Gagnon, M. (2019). **Le ressenti du corps professoral des universités québécoises à l'égard de leur qualité de vie au travail. Quelles différences entre les hommes et les femmes ?** *Education et formations*, (99), 87-110.

Cet article porte sur le ressenti des professeurs d'université au Québec à l'égard de leur qualité de vie au travail (QVT) dans une perspective de genre. Cette réflexion visant à comparer le vécu des hommes et des femmes en termes de conditions d'emploi et de satisfaction au travail et à saisir les biais discriminatoires ressentis par le corps professoral féminin arrive à point nommé compte tenu des transformations actuelles du monde universitaire. Les résultats reposent sur la réalisation d'une enquête électronique menée au Québec en 2015 auprès de 756 professeurs provenant de 14 universités. Bien que les hommes et les femmes partagent certaines similitudes quant aux valeurs liées à la profession universitaire, notamment sur l'importance accordée à la liberté universitaire, il ressort de l'analyse un fort constat d'inégalités de genre. Les femmes sont plus nombreuses que les hommes à ressentir de la pression pour publier et pour effectuer des demandes de subventions, à se sentir dépassées par la charge de travail, à déplorer l'iniquité de la répartition des tâches administratives et plus globalement celle de la charge de travail entre les collègues. Davantage victimes de violence ou de harcèlement dans leur milieu de travail, plus de femmes que d'hommes se sentent stressées, épuisées par leur travail et manquent de temps pour leur vie personnelle. Autant de données qui témoignent d'une détérioration de la QVT des professeurs d'université et de la persistance des inégalités professionnelles de genre dans le monde universitaire québécois.

Lecat, A., Raemdonck, I., Beusaert, S., & März, V. (2019). **The what and why of primary and secondary school teachers' informal learning activities.** *International Journal of Educational Research*, 96, 100-110. <https://doi.org/10.1016/j.ijer.2019.06.003>

This study examines primary and secondary school teachers' professional development through informal learning activities and the reasons for undertaking these informal learning activities. For this purpose, 41 interviews were conducted and data were analysed using interpretative phenomenological analysis. Results highlight that the reasons or motives why teachers learn or initiate informal learning activities themselves can be diverse, depending mostly on the desired content of the learning. Concerning informal learning from others, results showed the prominent role of direct colleagues,

mostly to refine their teaching, to find new teaching approaches or to find advice for class management. Teachers also report to learn deliberatively from non-interpersonal sources in order to gain knowledge which serves them in preparing and giving their lessons. Furthermore, learning by oneself occurs before, during or after a job task and aims at studying content or optimizing existing work practices. Implications for practice and suggestions for future research are discussed.

Lewis, I., Corcoran, S. L., Juma, S., Kaplan, I., Little, D., & Pinnock, H. (2019). **Time to stop polishing the brass on the Titanic: moving beyond « quick-and-dirty » teacher education for inclusion, towards sustainable theories of change.** *International Journal of Inclusive Education*, 23(7-8), 722-739.
<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0005>

Interest in inclusive education in the global south has grown significantly since the adoption of the Salamanca Statement in 1994. Increasingly, those who fund and provide education want to be seen taking action on inclusion generally and disability inclusion specifically. However, the much-welcomed enthusiasm to respond to global commitments is not always matched with the necessary expertise and commitment to longer-term action and change. The growth in inclusive education policies and pilot projects in the last decade is hard to miss, but changes resulting from these interventions are often less apparent. Why is that? Drawing on the Enabling Education Network's 22 years of experience as a global inclusive education network and consultancy provider, we present alternative pathways for change in teacher education for inclusion. We stress that change in teaching practice remains limited not because inclusive education is a fundamentally flawed concept, but because too much focus is given to 'quick-and-dirty' trainings that quickly yield donor-pleasing statistics and publicity-attracting case studies, but fail to elicit sufficiently extensive and sustainable change to education systems and cultures.

Lezeau, A. (2019). **Sphères privée et professionnelle chez les enseignants du premier degré : comment priorisent-ils ?** *Initio*, (7), 64-82.
https://www.initio.fse.ulaval.ca/fichiers/site_initio/documents/Volume_1_numero_7/Lezeau_INITIO_n_7.pdf

Être enseignant dans le premier degré semble loin de permettre une conciliation des vies privée et professionnelle aussi confortable que celle qui est véhiculée dans les représentations collectives. Pour déconstruire cette croyance donnant les enseignants comme « privilégiés », cette contribution se propose, à partir de données empiriques (sondage en ligne affichant 21642 répondants), de rendre compte, dans un premier temps, de la façon dont les enseignants du premier degré parviennent à prioriser l'une ou l'autre des deux sphères privée ou professionnelle, puis, dans un second temps, de mettre en exergue les raisons qui ont agi comme moyen de revalorisation, notamment lorsque le sens de priorité fait valoir la sphère privée au détriment de la sphère professionnelle. Inscrits dans le champ du conflit temporel travail-famille, les résultats quantitatifs obtenus, par la faible fréquence des ajustements en faveur de la sphère privée, par leur faible volume horaire et par la gravité des motifs d'ajustement invoqués, témoignent des difficultés des enseignants à concilier emploi et famille

Liu, Y., & Werblow, J. (2019). **The operation of distributed leadership and the relationship with organizational commitment and job satisfaction of principals and teachers: A**

multi-level model and meta-analysis using the 2013 TALIS data. *International Journal of Educational Research*, 96, 41-55. <https://doi.org/10.1016/j.ijer.2019.05.005>

Distributed leadership has been operationalized focusing on the perception of favorable conditions that lure leadership distribution, staff empowerment, and shared decision-making, etc., but the evidence for operational aspects of DL is far from complete. Using the 2013 TALIS data, this research used rigorous multi-level models and meta-analysis to investigate how principals, management-team members, teachers, and governing board members embark on different school leadership and management functions; and how the variations in the operation of distributed leadership are related to principals and teachers' organizational commitment and job satisfaction. The results suggested that principals' and teachers' role in developing colleagues, and the management team's leadership in instructional management are positively related to principals and teachers' job satisfaction and organizational commitment. Due to the nuanced variations found regarding how operational facets of DL are related to principals and teachers' job satisfaction and organizational commitment, future efforts to better understand this topic requires cautious evaluations of interactions between leadership functions and multiple stakeholders.

Lukšik, I. (2019). **The effect of primary education teachers on the formation of pupil citizenship.** *European Journal of Education*, 54(3), 457-470. <https://doi.org/10.1111/ejed.12354>

Decreasing levels of civic participation and political engagement are generating an interest in citizenship and citizenship education. New forms of citizenship education which go beyond traditional instruction on political institutions are being sought, such as "democratic citizenship education", "education of, for and through democracy" and "teaching democracy". One area which has been little investigated is primary school teachers and citizenship education. This article reports on questionnaire-based research among Slovak teachers that shows great variety in the focus of citizenship education. Teachers emphasised national pride as well as multicultural, global, regional and human rights aspects and the common good of an entity. The connections between teacher focus on citizenship education, the curricular framework, models of citizenship education and generational differences are all discussed.

Martinez, J. A. (2019). **Early Career Teacher Struggles: An Administrator's Influence on Retention.** *Journal of Cases in Educational Leadership*, 22(3), 43-56. <https://doi.org/10.1177/1555458919849453>

Rebecca Ashe, a first-year mathematics teacher at North Hills High School, considered herself well-prepared after her university preparation. She is energetic and dedicated to her students, providing real-world examples in her classes from past experiences as an engineer. After 3 months in the classroom, however, Rebecca had become disheartened and exhausted. Moreover, Rebecca felt her school principal, Andy Anderson, had provided only superficial support. This case study explores obstacles that early career teachers face and asks readers to consider strategies that school administrators can employ to support these teachers. This case is suited for use in administrative preparation courses, specifically those focusing on human resources, evaluation, leadership, and supervision.

McLean, L., Taylor, M., & Jimenez, M. (2019). **Career choice motivations in teacher training as predictors of burnout and career optimism in the first year of teaching.** *Teaching and Teacher Education*, 85, 204-214. <https://doi.org/10.1016/j.tate.2019.06.020>

Mensah, F. M. (2019). **Finding Voice and Passion: Critical Race Theory Methodology in Science Teacher Education.** *American Educational Research Journal*, 56(4), 1412-1456. <https://doi.org/10.3102/0002831218818093>

This longitudinal case study utilizes critical race theory methodology to chronicle the journey of an African American female in science teacher education. The study looks at her educational history first as a young child and then how she navigates a contested, racialized predominantly White teacher education program, grows and develops in science education, and secures her first full-time teaching appointment as an elementary teacher. The implications for practice in both teacher education and science education show that educational and emotional support for teachers of color throughout their educational and professional journey is imperative to increasing and sustaining Black teachers. In addition, intersectionality foregrounds and adds to the complexity of understanding race, racism, and science in teacher education.

Meyer, J., & Strauß, S. (2019). **The influence of gender composition in a field of study on students' drop-out of higher education.** *European Journal of Education*, 54(3), 443-456. <https://doi.org/10.1111/ejed.12357>

Combining Tinto's classical model of student drop-out with Kanter's assessment of minorities, this article examines the influence of gender composition in a field of study on drop-out from higher education. Our empirical analysis is based on a sample of students who left German higher education in 2014. Our results confirm previous findings that women in gender-atypical subjects show a higher drop-out risk than their male fellow students. We assess several mechanisms which could contribute to explain this effect. Contrary to our expectations, social integration, in the sense of contact with lecturers, seems to be a protective factor for women and men in gender-atypical subjects. For women in gender-atypical fields of study, contact with peers is an additional protective factor against drop-out. The most important mechanism to explain higher education drop-out is women's more negative self-assessment of their suitability for male-dominated subjects.

Michel, A. (2019). **What is teaching for?** *European Journal of Education*, 54(3), 319-322. <https://doi.org/10.1111/ejed.12358>

Ministère de l'Enseignement supérieur et de la recherche. (2019). **Repères pour l'exercice du métier d'enseignant-chercheur** [Report]. Paris: Ministère de l'Enseignement supérieur et de la recherche.

L'objet de ce document est de proposer des repères communs pour: définir et partager les attendus du métier en tenant compte de l'ensemble des missions ainsi que des changements intervenus ces dernières années, identifier les besoins en formation tout au long de la carrière, faciliter le dialogue avec les acteurs qui interviennent autour de ce métier. Les activités et compétences décrites ici n'ajoutent rien aux missions statutaires qu'elles déclinent sans s'y substituer, ni aux activités mentionnées dans le référentiel national d'équivalences horaires. Ces repères n'ont donc pas de valeur réglementaire ou de vocation normative, en particulier pour évaluer les aptitudes d'un enseignant-chercheur stagiaire en vue de sa titularisation. Ce document pourra guider l'élaboration du contenu des formations initiales et continues dispensées aux enseignants-chercheurs, et notamment la formation à la pédagogie

des maîtres de conférences nouvellement nommés, rendue obligatoire depuis la rentrée 2018. Il pourra ainsi aider à la cohérence entre les formations des jeunes enseignants-chercheurs la première année qui suit leur nomination et celles des cinq années qui suivront la titularisation telles que prévues dans le décret

Mumford, K., & Sechel, C. (2019). **Job satisfaction amongst academic economists in the UK.** *Economics Letters*, 182, 55-58. <https://doi.org/10.1016/j.econlet.2019.05.025>

We explore and explain the determinants of job satisfaction for academic Economists in the UK using rich new data measuring individual (demographic, productivity and job related) and workplace characteristics. We find the majority, male and female, are satisfied with their job and that workplace characteristics are the most important determinants of that satisfaction, especially working in a co-operative and gender inclusive environment.

Nakajima, T. M., & Goode, J. (2019). **Transformative learning for computer science teachers: Examining how educators learn e-textiles in professional development.** *Teaching and Teacher Education*, 85, 148-159. <https://doi.org/10.1016/j.tate.2019.05.004>

Recent international efforts have focused on broadening opportunities for students to learn computer science (CS) in schools, prompting expansion of professional development (PD) programs for educators. But there is little research supporting the ongoing professional needs of computing teachers. This qualitative study examined how in-service CS teachers approached, learned, and anticipated teaching a hands-on electronic-textiles unit. Our findings illustrate that "problems of practice" from the classroom served as a compass to guide CS educators' learning in PD. We also share implications for key features of PD programs that can transform the pedagogical knowledge and classroom practices of experienced teachers.

OCDE. (2019). **Résultats de TALIS 2018 (Volume I): Des enseignants et chefs d'établissement en formation à vie** [Report]. Paris: Organisation for Economic Co-operation and Development (OECD). <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3036>

Les enseignants consacrent-ils davantage de temps à l'enseignement et à l'apprentissage dans un cours type par rapport aux années précédentes? Se sentent-ils préparés à enseigner lorsqu'ils débutent dans le métier? À quel type de programmes de développement professionnel continu participent-ils et quel en est l'impact sur leur pratique? Ce rapport examine tout d'abord comment les enseignants appliquent leurs connaissances et leurs compétences dans la classe sous forme de pratiques pédagogiques, et s'accompagne d'une analyse de la composition démographique de ces classes et du climat de l'établissement en vue de fournir un contexte sur les environnements d'apprentissage. Le volume étudie ensuite la manière dont les enseignants acquièrent leurs connaissances et leurs compétences au cours de leurs études et formation, ainsi que les moyens qu'ils prennent pour les développer par le biais du développement professionnel continu au cours de leur carrière. Ce rapport, qui s'appuie sur les voix des enseignants et des chefs d'établissement, offre une série d'orientations stratégiques visant à renforcer les connaissances et les compétences du corps enseignant à l'appui de sa professionnalisation. L'Enquête internationale sur l'enseignement et l'apprentissage de l'OCDE (TALIS) est la seule enquête de cette envergure qui interroge les enseignants et les chefs d'établissement sur leurs conditions de travail et leurs environnements d'apprentissage, et agit comme un baromètre de la

profession tous les cinq ans. Les résultats du cycle 2018 explorent et examinent les diverses dimensions du professionnalisme de l'enseignant et du chef d'établissement dans les systèmes éducatifs.

Osborne, J. F., Borko, H., Fishman, E., Gomez Zaccarelli, F., Berson, E., Busch, K. C., ... Tseng, A. (2019). **Impacts of a Practice-Based Professional Development Program on Elementary Teachers' Facilitation of and Student Engagement With Scientific Argumentation.** *American Educational Research Journal*, 56(4), 1067-1112. <https://doi.org/10.3102/0002831218812059>

This article reports an investigation of a professional development program to enhance elementary teachers' ability to engage their students in argument from evidence in science. Using a quasi-experimental approach, three versions were compared: Version A—a 1-week summer institute with a 2-week summer practicum experience and 8 follow-up days (four per year), Version B without the practicum experience, and Version C—a revision of Version A in Year 3. All teachers were videoed twice each year, and the videos were rated using an instrument to measure the quality of discourse. All versions led to a significant improvement in teachers' facilitation of classroom discourse. Neither the practicum nor the revised program had an additional effect. Implications for the field are discussed.

Paul-Binyamin, I., & Haj-Yehia, K. (2019). **Multicultural education in teacher education: Shared experience and awareness of power relations as a prerequisite for conflictual identities dialogue in Israel.** *Teaching and Teacher Education*, 85, 249-259. <https://doi.org/10.1016/j.tate.2019.06.021>

Our multicultural, conflict-pervaded era challenges teacher-education institutes to find optimal ways to educate the next generation of educators. The current research investigates teacher education in Israel, where conflict exists between a Jewish majority and Arab minority. Qualitative action research, conducted over five years at an Israeli college of education, examined three different education models for multicultural education. Findings suggest that the most successful model relied on shared, egalitarian experience, recognizing power relations between majority and minority groups. These findings may inform teacher-education institutes in other countries, suggesting tools to promote tolerance towards minorities and their integration as equals in society.

Pedaste, M., Leijen, Ä., Poom-Valickis, K., & Eisenschmidt, E. (2019). **Teacher professional standards to support teacher quality and learning in Estonia.** *European Journal of Education*, 54(3), 389-399. <https://doi.org/10.1111/ejed.12346>

In the modern world, teachers are expected to be 'learning professionals' who constantly expand their knowledge and skills and share both practical and theoretical insights in a community of colleagues. Teacher professional competence-based standards could be an instrument to support teachers' professional learning if they are integrated with broader assessment and evaluation frameworks and if their evaluation, professional development and career advancement are in line with the standards. In Estonia, teacher professional standards were first developed in 2005. Currently, they support initial teacher education, the evaluation of teacher competences and the design of continuous professional learning. They also allow teachers to progress to the senior teacher and master teacher qualification level. According to our findings, the standards are successfully used to design pre-service education and award certificates

at the end of the studies. However, they do not support building the teachers' career ladder and only in some schools do they support planning of professional learning. In this article, we give an overview of the changes in the professional standards of teachers in Estonia and analyse why they have not found the desired degree of use in teachers' career advancement and professional development in the school context and why they have not had a significant effect on teacher status in society.

Plöger, W., Scholl, D., Schüle, C., & Seifert, A. (2019). **Development of trainee teachers' analytical competence in their induction phase – A longitudinal study comparing science and non-science teachers.** *Teaching and Teacher Education*, 85, 215-225. <https://doi.org/10.1016/j.tate.2019.06.018>

Pogent, F., Albero, B., & Guérin, J. (2019). **Transformations professionnelles et personnelles en situation de formation hybride : Le cas d'une professeure des écoles aux prises avec la plateforme M@gistère.** *Distances et Médiations des Savoirs*, (26), <https://journals.openedition.org/dms/3604>.

Pogere, E. F., López-Sangil, M. C., García-Señorán, M. M., & González, A. (2019). **Teachers' job stressors and coping strategies: Their structural relationships with emotional exhaustion and autonomy support.** *Teaching and Teacher Education*, 85, 269-280. <https://doi.org/10.1016/j.tate.2019.07.001>

This study applied structural equation modeling (SEM) to analyze relationships between two teachers' job stressors (concern for students and work overload), coping strategies (problem-focused and emotion-focused), emotional exhaustion, and autonomy support/suppression (choice, relevance, and control). The sample consisted of 251 secondary education teachers from Portugal. Instructors concerned for their students applied more problem-focused strategies and less emotion-focused coping, experienced lower emotional exhaustion, offered students more opportunities of choice, and enhanced the relevance of learning. The inverse pattern of results was observed in the most overloaded teachers. A similar pattern of opposing results was found in the comparison of problem-focused vs. emotion-focused strategies. Coping strategies mediated the association between stressors and emotional exhaustion, in such a manner that the teachers most concerned for their students and with less work overload experienced less exhaustion because these teachers applied more frequently problem-focused strategies and less frequently emotion-focused strategies.

Raimondi, E., & Vergolini, L. (2019). **Everyone in school: The effects of compulsory schooling age on drop-out and completion rates.** *European Journal of Education*, 54(3), 471-490. <https://doi.org/10.1111/ejed.12356>

This article analyses the effect of the Berlinguer reform that was introduced in Italy in 1999 and increased compulsory schooling from eight to nine years. Hence, students had to attend school until the age of 15 instead of 14 that was required at the time and therefore to attend at least one year of upper secondary school (for pupils with a regular career). Using data from the Labour Force Surveys (1993–2010) and applying counterfactual time series and segmented regressions, we evaluate the effect of the reform on attendance and graduation rates. The results show that prolonging compulsory education encouraged a larger share of 16-year-olds to stay in school, especially those who were judged more at risk with less educated parents and with parents with a low occupational status. However, at age 17, part of the effect had

already vanished and no effect was found on graduation rates. The compulsory schooling policy may have been more effective in adjusting the legislation to already existing student behaviour than in producing relevant changes in educational decisions.

Roth, K. J., Wilson, C. D., Taylor, J. A., Stuhlsatz, M. A. M., & Hvidsten, C. (2019). **Comparing the Effects of Analysis-of-Practice and Content-Based Professional Development on Teacher and Student Outcomes in Science.** *American Educational Research Journal*, 56(4), 1217-1253. <https://doi.org/10.3102/0002831218814759>

This study tests the influence of a video-based, analysis-of-practice professional development (PD) program on upper-elementary teachers' science content knowledge, pedagogical content knowledge, and teaching practice and on their students' achievement. Using a cluster-randomized experimental design, the study compares the outcomes for teachers in an analysis-of-practice program with those of teachers in a content-deepening program. Mediation analyses explore the relationship between teacher outcomes and student learning. In comparison with the content-deepening PD program, the analysis-of-practice PD program significantly impacted teachers' knowledge and practice. Mediation analyses revealed a strong relationship between teaching practice and student learning. The study advances the field beyond the currently accepted consensus model of effective PD toward an empirically tested model.

Saariaho, E., Toom, A., Soini, T., Pietarinen, J., & Pyhältö, K. (2019). **Student teachers' and pupils' co-regulated learning behaviours in authentic classroom situations in teaching practicums.** *Teaching and Teacher Education*, 85, 92-104. <https://doi.org/10.1016/j.tate.2019.06.003>

Salinas-Perez, J. A., Rodero-Cosano, M. L., Rigabert, A., & Motrico, E. (2019). **Actions and techniques in supervision, mentorships and tutorial activities to foster doctoral study success: A scoping literature review.** *International Journal of Educational Research*, 96, 21-31. <https://doi.org/10.1016/j.ijer.2019.05.004>

The aim of this study was to carry out a scoping review of the available research literature examining how supervision, mentorships and tutorial activities can foster the doctoral study success. This scoping review was conducted in light of the PRISMA and the Joanna Briggs Institute guidelines. The search strategy produced 458 potentially relevant studies. We identified 14 studies that precisely met the inclusion criteria, isolating 10 factors, 19 actions and 38 techniques related to doctoral study success. They were classified according to four broad contexts: institutional, program, support and personal. These findings provide supervisors and institutions with the best available research evidence for improving the completion process in PhD studies.

Snoek, M., Dengerink, J., & Wit, B. de. (2019). **Reframing the teacher profession as a dynamic multifaceted profession: A wider perspective on teacher quality and teacher competence frameworks.** *European Journal of Education*, 54(3), 413-425. <https://doi.org/10.1111/ejed.12350>

Many countries in Europe use some kind of competence framework to define the quality of teachers. They typically formulate one level of teaching quality which defines the competence level that teachers must have acquired after completing initial teacher education. In addition, most countries provide limited career structures that

define career opportunities within the teacher profession itself, resulting in a profession where often the only option for career progression is to move to leadership positions. Competence frameworks that create opportunities for vertical and horizontal career structures can make being a teacher a more attractive profession. They offer teachers opportunities for 'career crafting' and professional growth and supply school leaders with tools for more elaborate career guidance. In this article, we present a framework that was developed in the Netherlands to support teacher growth and teachers' career development. It has been used as a starting point for creating a shared language and understanding of the teacher profession and as a catalyst for dialogue between teachers and school leaders on professional growth. We elaborate the main characteristics of the resulting model, its limitations, the feedback that has been collected and how this feedback has been incorporated in how the model is used and discussed by teachers, school leaders and teacher education institutes. Finally, we argue that the strength of the framework can be explained by the way it acts as a boundary object, inspiring mutual learning and dialogue between different activity systems (of teachers, school leaders and teacher educators).

Symeonidis, V. (2019). **Teacher competence frameworks in Hungary: A case study on the continuum of teacher learning.** *European Journal of Education*, 54(3), 400-412. <https://doi.org/10.1111/ejed.12347>

The aim of this article is to examine the development and implementation of teacher competence frameworks in Hungary. Supported by European structural funds, Hungary introduced a teacher competence framework for initial teacher education in 2006 and another for the career promotion and appraisal of teachers in 2013. Employing the process tracing method, the article follows the evolution of teacher competence frameworks over time, based on a document analysis and expert interviews with policy officials and teacher educators. Findings show that the Hungarian teacher competence frameworks evolved as an outcome of a broader Europeanisation process in teacher education, on the one hand, and of internal political priorities, on the other. Strong political commitment was often linked to weak implementation capacities, so that dissatisfaction was created on the side of teachers. Depending on the way local actors use these frameworks, some perceive it as a way of limiting teacher autonomy, whilst others feel it promotes teacher professionalism.

Szerdahelyi, L., & Ottogalli-Mazzacavallo, C. (2019). **Penser l'égalité dans les représentations du métier de professeur d'EPS. Enjeux méthodologiques et critiques.** *Education et formations*, (99), 5-14. https://cache.media.education.gouv.fr/file/2019/61/6/depp-2019-EF99-web-01_1154616.pdf

Dans un contexte où les femmes sont de moins en moins nombreuses à enseigner l'éducation physique et sportive, cet article, attentif aux représentations du métier de professeur d'EPS par les lycéennes et lycéens, propose une réflexion épistémologique en méthodologie de la recherche. Prenant acte de la complexité de l'usage des catégories de sexe au regard du renversement conceptuel du genre, le débat porte sur les choix méthodologiques effectués dans le cadre d'une enquête par questionnaires. Comment appréhender les similitudes ou les écarts entre les élèves selon leur sexe, sans essentialiser les catégories de sexe? Comment utiliser les catégories de sexe tout en se réclamant des études de genre, dont les derniers développements conceptuels remettent précisément en cause l'intangibilité et la

binarité des catégories de sexe? Comment construire des outils méthodologiques pertinents au regard des outils théoriques adoptés, en tenant compte de leurs implications scientifiques et éthiques? Autant de questions soulevées dans ce retour d'enquête réflexif sur le caractère socialement construit des catégories d'analyse. Méfiant vis-à-vis de la reproduction des assignations de sexe, l'article revient sur les étapes de développement du concept de genre, avant d'en envisager des applications méthodologiques, puis d'ouvrir sur de possibles prolongements à l'intersection des dominations.

Urbina-Garcia, A. (2019). **Preschool transition in Mexico: Exploring teachers' perceptions and practices.** *Teaching and Teacher Education*, 85, 226-234. <https://doi.org/10.1016/j.tate.2019.06.012>

This study explored the perceptions of preschool and first grade teachers regarding preschool to first grade transition practices in public schools in Mexico City. A survey was administered to a sample of 15 preschool and 15 primary school teachers, who rated twenty transition practices and answered five open-ended questions. Overall, results revealed that teachers used some practices moderately to promote school-home links but school-school links are not used. Teachers rarely carry out activities with families and other teachers. Teachers' concerns focused on children's academic and personal skills and adaptation to a new routine. Implications for policy and practice are discussed.

Vagi, R., Pivovarova, M., & Barnard, W. (2019). **Dynamics of preservice teacher quality.** *Teaching and Teacher Education*, 85, 13-23. <https://doi.org/10.1016/j.tate.2019.06.005>

This study examined the improvement trajectories and rate of change in the teaching quality of 1283 preservice teachers over the course of their student residency. The quality of student teaching was measured four consecutive times using an observational rubric. Results indicate that student teachers improve at significantly different rates and these differences are related to their background characteristics such as age, race, and college GPA. We identified two groups of student teachers based on the trajectories of their improvement in teaching practices, and found that the rapidly improving group ended two standard deviations above the rest of the sample. Implications for teacher preparation programs are discussed.

van der Kleij, F. M. (2019). **Comparison of teacher and student perceptions of formative assessment feedback practices and association with individual student characteristics.** *Teaching and Teacher Education*, 85, 175-189. <https://doi.org/10.1016/j.tate.2019.06.010>

This study (1) investigated similarities and differences in feedback perceptions among teachers and students and (2) explored the association between individual student characteristics and students' feedback perceptions. Survey data were collected from 59 teachers and 186 students in secondary English and mathematics classes in five Australian schools. Feedback quality was perceived more positively by teachers than students, and English teachers reported higher levels of facilitation of feedback use than students. Student self-reported levels of self-efficacy, intrinsic values and self-regulation predicted students' perceptions of feedback quality. These individual student characteristics mediated the relationship between student achievement levels and feedback quality perceptions.

Vattøy, K.-D., & Smith, K. (2019). **Students' perceptions of teachers' feedback practice in teaching English as a foreign language.** *Teaching and Teacher Education, 85*, 260-268. <https://doi.org/10.1016/j.tate.2019.06.024>

This study focused on the relationship of students' perceptions of teachers' feedback practice with students' perceived external goal orientation, self-regulation, self-efficacy, and English as a foreign language (EFL) teaching. Data were collected from a student survey (n = 1137) administered to students in Norwegian lower secondary schools. Multiple regression and path analyses were performed. The results indicated that the students who were aware of learning goals perceived the teachers' feedback as more useful. Path analyses suggested that students' perceived self-efficacy and EFL teaching positively predicted their perceptions of teacher feedback practice when mediated by perceived external goal orientation and self-regulation.

Verhoeven, M. (2018). **Médiateurs scolaires et travailleurs de l'accrochage scolaire en Belgique francophone : interprétations et négociations autour du partage du travail socioéducatif.** *Raisons éducatives, 22*(1), 103-126. <https://doi.org/10.3917/raised.022.0103>

En revisitant plusieurs enquêtes empiriques, cet article se penche sur l'activité de deux types d'intervenants chargés de la lutte et de la prévention contre les violences et le décrochage scolaire : les médiateurs scolaires et les travailleurs de l'accrochage scolaire. Après avoir présenté le contexte ayant présidé à leur apparition et la pluralité des référentiels d'action publique qui les encadrent, l'article se consacre à une analyse « par le bas » de ces deux segments. La comparaison des dispositifs met au jour des interprétations contrastées des fonctions socioéducatives de l'école, oscillant entre une logique de contrôle et une logique d'émancipation. Enfin, l'on examine comment ces intervenants négocient leur place au sein de l'établissement scolaire. La délimitation des rôles de chacun mais aussi les alliances qui s'établissent sont révélatrices des enjeux du « partage du travail socioéducatif », qui semble hésiter en Belgique francophone entre la voie de la division et celle de la collaboration.

Viloria, M. de L. (2019). **The Voices of Six Third-Generation Mexican American Teachers: Implications for Teacher Education Programs.** *Journal of Hispanic Higher Education, 18*(4), 317-342. <https://doi.org/10.1177/1538192717746216>

This study examined the narratives of six third-generation Mexican American teachers. The teachers' range of experience ranged from preservice to 10 years of teaching experience. Central to this research study are the differences that exist among Mexican American teachers in terms of their cultural awareness and teaching practices. The purpose of this study is to make an implication about the degree of differences that exist within Mexican American teacher candidates so that institutions of higher education can use the information regarding generational issues in their teacher preparation programs.

Williams, J. (2019). **The Professional Learning of Teacher Educators Leading International Professional Experience.** *Journal of Studies in International Education, 23*(4), 497-510. <https://doi.org/10.1177/1028315318816455>

In this article, the professional learning of teacher educators leading international professional experience (IPE) is examined. There is a growing body of research on the learning of pre-service teachers who undertake a period of professional experience in international contexts, but much less is known about the experiences of the academics

who lead these programs. This knowledge is important because the success of such programs for pre-service teachers depends largely on the quality of the planning, preparation, and leadership of these as educational experiences. Based on data collected in semistructured interviews with 10 teacher educators who have led IPE to a variety of global locations, this article outlines the professional learning gained from leading a group of pre-service teachers on 3-week IPEs. Findings include the importance of building professional relationships with others involved in the IPE, including the pre-service teachers, school staff, and communities, and the impact of the experience on the development of teacher educator identities and practice.

Numérique et éducation

Alonso-Fernández, C., Calvo-Morata, A., Freire, M., Martínez-Ortiz, I., & Fernández-Manjón, B. (2019). **Applications of data science to game learning analytics data: A systematic literature review.** *Computers & Education*, 141, 103612. <https://doi.org/10.1016/j.compedu.2019.103612>

Data science techniques, nowadays widespread across all fields, can also be applied to the wealth of information derived from student interactions with serious games. Use of data science techniques can greatly improve the evaluation of games, and allow both teachers and institutions to make evidence-based decisions. This can increase both teacher and institutional confidence regarding the use of serious games in formal education, greatly raising their attractiveness. This paper presents a systematic literature review on how authors have applied data science techniques on game analytics data and learning analytics data from serious games to determine: (1) the purposes for which data science has been applied to game learning analytics data, (2) which algorithms or analysis techniques are commonly used, (3) which stakeholders have been chosen to benefit from this information and (4) which results and conclusions have been drawn from these applications. Based on the categories established after the mapping and the findings of the review, we discuss the limitations of the studies analyzed and propose recommendations for future research in this field.

Atapattu, T., Thilakaratne, M., Vivian, R., & Falkner, K. (2019). **Detecting cognitive engagement using word embeddings within an online teacher professional development community.** *Computers & Education*, 140, 103594. <https://doi.org/10.1016/j.compedu.2019.05.020>

Research states that effective teacher professional development (PD) engages teachers as active learners and co-creators of content. However, it is yet to be known whether such pedagogy impacts on cognitive engagement. We adopt the ICAP Framework to measure cognitive engagement in a teacher PD Massively Open Online Course (MOOC). We use word embeddings to automate the identification of teachers' community contributions as representing 'active' engagement by manipulating course materials, or 'constructive' engagement through the generation of new knowledge. We explored individual variation in engagement across units. Our findings demonstrated that the participants' cognitive engagement is influenced by the nature of MOOC tasks. We adopted a manual content analysis approach to explore constructive contributions. From 67 cases considered, all but one case was identified as containing 'constructive knowledge', providing a solid basis for replicating our proposed methodology to analyse cognitive engagement within the community-centric MOOC models.

Baert, S., Vujic, S., Amez, S., Claeskens, M., Daman, T., Mackelberghe, A., ... De Marez, L. (2019). **Smartphone use and academic performance: correlation or causal relationship?** [Working Papers of Faculty of Economics and Business Administration, Ghent University, Belgium]. Ghent University, Faculty of Economics and Business Administration. http://wps-feb.ugent.be/Papers/wp_19_976.pdf

After a decade of correlational research, this study attempts to measure the causal impact of (general) smartphone use on educational performance. To this end, we merge survey data on general smartphone use, exogenous predictors of this use, and other drivers of academic success with the exam scores of first-year students at two Belgian universities. The resulting data are analysed with instrumental variable estimation techniques. A one-standard-deviation increase in daily smartphone use yields a decrease in average exam scores of about one point (out of 20). When relying on ordinary least squares estimations, the magnitude of this effect is substantially underestimated. The negative association between smartphone use and exam results is more outspoken for students (i) with highly educated fathers, (ii) with divorced parents and (iii) who are in good health. Policy-makers should at least invest in information and awareness campaigns of teachers and parents to highlight this trade-off between smartphone use and academic performance.

Brown, M. G., Schiltz, J., Derry, H., & Holman, C. (2019). **Implementing online personalized social comparison nudges in a web-enabled coaching system.** *The Internet and Higher Education*, 43, 100691. <https://doi.org/10.1016/j.iheduc.2019.100691>

Camacho Vega, D. O., & Bouchet, F. (2019). **Self-Regulated Learning: Comparing Online and Classroom Courses in Cognition, Metacognition, Motivation, Emotions, Contexts, and Behavior.** *The 2019 Annual Meeting of the American Educational Research Association*. Présenté à Toronto, Canada. Toronto, Canada. <https://hal.archives-ouvertes.fr/hal-02271051>

This research aims at evaluating the use of cognition, metacognition, motivational, emotional, contextual and behavioral processes in self-regulated learning in online and traditional classroom environments for two separate experiments with two groups each. We used a questionnaire developed based on the adaptation of six existing scales, with the addition of a general section about the course itself. By contrasting the two experiments, results were consistent for online courses suggesting a higher mastery of motivation and positive emotions after taking the course, although it was in many ways similar to a traditional course. Finally, online course might have been associated with higher scores in context control than traditional course but it could depend of the course content.

Centre commun de recherche (Commission européenne), Tuomi, I., Punie, Y., Vuorikari, R., & Cabrera, M. (2018). **The impact of Artificial Intelligence on learning, teaching, and education** [Report]. Luxembourg: Publications Office of the European Union. <https://publications.europa.eu/fr/publication-detail/-/publication/5cb8eee3-e888-11e8-b690-01aa75ed71a1>

This report describes the current state of the art in artificial intelligence (AI) and its potential impact for learning, teaching, and education. It provides conceptual foundations for well-informed policy-oriented work, research, and forward-looking activities that address the opportunities and challenges created by recent

developments in AI. The report is aimed for policy developers, but it also makes contributions that are of interest for AI technology developers and researchers studying the impact of AI on economy, society, and the future of education and learning.

Chen, M.-P., Wang, L.-C., Zou, D., Lin, S.-Y., & Xie, H. (2019). **Effects of caption and gender on junior high students' EFL learning from iMap-enhanced contextualized learning.** *Computers & Education*, 140, 103602.
<https://doi.org/10.1016/j.compedu.2019.103602>

With the global positioning function, mobile learning technology extends the capacity of modern learning to fulfill location-based learning for learners to learn everywhere contextually. This study developed a digital interactive geographic map (iMap) with GPS function to support location-based contextualized EFL learning. Four classes of ninth-graders from a junior high school voluntarily participated in the 2-session 70-min learning activities using tablet PCs. Two experimental groups (non-caption vs. English-caption) were implemented, and the effects of caption and gender on learning performance and motivation were examined. The results showed that the caption*gender interaction was significant on learning performance, and the male non-caption group outperformed the male English-caption group, while the female learners in both groups performed equally. As for motivation, the participants demonstrated positive motivation in all aspects (i.e., self-efficacy, proactive learning, learning value, achievement goal and environmental incentive), and the non-caption group showed higher degrees of motivation in self-efficacy, learning value and environmental incentive than the English-caption group, while the gender effect was non-significant on these motivation aspects. Furthermore, the caption*gender interaction on proactive learning and achievement goal indicated that captions tended to interfere male learners' learning intention and sense of achievement, suggesting that the adaption of learning strategies to individual traits and gender differences is imperative. This research extends the investigation on issues concerning the application of iMap-enhanced contextualized learning to the research field of technology-enhanced language learning, and the findings further support the argument that contextualized learning induces high motivation and assists learners in language comprehension and application.

Cheng, K.-H., & Tsai, C.-C. (2019). **A case study of immersive virtual field trips in an elementary classroom: Students' learning experience and teacher-student interaction behaviors.** *Computers & Education*, 140, 103600.
<https://doi.org/10.1016/j.compedu.2019.103600>

The academic evidence for examining the educational influences of immersive virtual reality (VR) with head-mounted displays (HMD) has been relatively limited until now, in particular for virtual field trips which allow teachers to guide students to explore learning elements in virtual environments. This study therefore invited 24 elementary school students to engage in an immersive virtual field trip which was part of a 2-week summer camp on the learning subject of social studies. The students' learning experiences (i.e., perceived presence, motivational beliefs change, and attitudes) were investigated and the teacher-student interaction behaviors in the learning activity were explored. The results showed that the students' motivation was generally enhanced, particularly for the diminishment of test anxiety. The important role of the perceptions of spatial presence and experienced realism in the students' motivational beliefs was also addressed. Moreover, different behavioral patterns of teacher-student interactions

during the process of the virtual field trips were identified by lag sequential analysis. This work started a pedagogical research to probe how HMD-based VR technology was applied in classrooms for teachers to lead their students on virtual field trips. The proposed instructional strategies for appropriately guiding students to learn during the process of immersive virtual field trips were also the contribution of this study.

Città, G., Gentile, M., Allegra, M., Arrigo, M., Conti, D., Ottaviano, S., ... Sciortino, M. (2019). **The effects of mental rotation on computational thinking**. *Computers & Education*, 141, 103613. <https://doi.org/10.1016/j.compedu.2019.103613>

Although several investigations of spatial reasoning and mental rotation skills have been conducted in research areas linked to STEM education, to the best of our knowledge, few of these studies have examined the relationship between spatial reasoning and computational thinking. Given this gap in the literature, the present study investigates the role and action of spatial reasoning, and specifically the effects of mental rotation on computational thinking within an embodied and enacted perspective. To achieve this, we carried out a study involving 92 students in five primary-school classes (1st grade - 5th grade). The findings reveal a positive correlation between computational thinking skill and mental rotation ability.

Cour des comptes. (2019). **Le service public numérique pour l'éducation : un concept sans stratégie, un déploiement inachevé** (p. 172). Paris: Cour des comptes. <https://www.ccomptes.fr/system/files/2019-07/20190708-rapport-service-public-numerique-education.pdf>

La loi de refondation de l'école de la République a créé en 2013 le « service public du numérique éducatif », pour apprendre aux élèves les techniques numériques en vue de leur insertion citoyenne et professionnelle, améliorer la pédagogie par l'usage de services et de ressources numériques en classe, mais aussi favoriser l'égalité des chances. Il s'agissait également de moderniser la gestion du service éducatif, en facilitant les relations entre enseignants, élèves et parents. Le bilan de sa mise en œuvre est décevant. Si les investissements publics en faveur du numérique ont beaucoup progressé, les conditions de déploiement de ce service public sont loin d'être réunies : la connexion des écoles et des établissements est encore insuffisante et, dans bien des cas, inexistante ; de fortes inégalités d'équipement des classes et des élèves demeurent entre les territoires ; l'offre de ressources numériques, abondante et souvent innovante, n'est pas organisée ; faute de formation initiale et continue suffisante, seule une minorité d'enseignants est à l'aise avec une pédagogie s'appuyant sur le numérique. Pour remédier aux inégalités persistantes d'accès au service public numérique, la Cour recommande de doter écoles, collèges et lycées d'un socle numérique de base.

Davis, R. O., Vincent, J., & Park, T. J. (2019). **Reconsidering the Voice Principle with Non-native Language Speakers**. *Computers & Education*, 140, 103605. <https://doi.org/10.1016/j.compedu.2019.103605>

Researchers have suggested that use of pedagogical agents speaking with a human voice increases social perception and enables deeper learning when compared against computer-generated voice. However, recent research (Craig & Schroeder, 2017) found modern computer voice was as effective as human voice in certain social measures, and can outperformed human voice in particular learning outcomes. This research aimed to study whether two human voice conditions (prosodic and non-

prosodic) produced consistent measures when compared against modern computer voice and each other in social perception and retention measures with non-native speakers. The human non-prosodic voice was rated significantly higher on four of seven scale items compared to modern computer voice. However, no significant differences were found in the retention of information. These results show that non-native speakers prefer human voice with less prosodic elements, and factors behind voice are more complicated than just categorizing it as either human or computer.

de Koning, B. B., Marcus, N., Brucker, B., & Ayres, P. (2019). **Does observing hand actions in animations and static graphics differentially affect learning of hand-manipulative tasks?** *Computers & Education*, 141, 103636. <https://doi.org/10.1016/j.compedu.2019.103636>

Research shows that animations yield higher learning outcomes than static graphics when learning hand-manipulative tasks such as knot tying. This study investigated whether this superiority of animations is related to observation of the hands in the visualizations. Additionally, it was investigated whether participants' spatial ability influences learning with(out) hands in animations and static graphics. One-hundred participants studied (between-subjects) visualizations (animation vs. static graphics) that did or did not show hands when learning to tie two knots. Participants performed a motor skills task (knot tying proficiency), a cognitive task (reasoning about knot tying process), and indicated cognitive load (after learning and testing). Results showed that animations yielded higher performance (motor skills and cognitive task) and lower cognitive load than static graphics. Observation of hands was detrimental to cognitive task performance. Spatial ability facilitated learning from animations but did not interact with observation of hands. Implications of the results are discussed.

Duguet, A., Giret, J.-F., & Morlaix, S. (2019). **Utilisation du numérique à l'école élémentaire : profils d'utilisation et analyse des compétences.** *Carrefours de l'éducation*, 47(1), 175-194. <https://halshs.archives-ouvertes.fr/halshs-02161809>

Depuis plusieurs années, de nombreux travaux scientifiques s'interrogent sur les effets des technologies de l'information et de la communication pour l'enseignement (TICE). La variété des contextes et des situations pédagogiques conduit souvent à des résultats nuancés voire contradictoires depuis trente ans (Poyet, 2009 ; Thibert, 2012). Leur effet varie également en fonction du type de TICE et du contexte d'intégration de ces dernières (Karsenti et al, 2005). Enfin, les différences en matière de méthodologie rendent peu aisées les comparaisons entre les recherches produites (Karsenti et al., 2005). Dès lors, la question de l'efficacité des TICE devient « redoutable », produisant des « partisans » et des « adversaires » des TICE (Pouts-Lajus, 2001). Pourtant, les technologies numériques sont investies en France depuis plusieurs années par les pouvoirs politiques comme un instrument de lutte contre l'échec scolaire. L'hypothèse est parfois faite que les TICE améliorent sensiblement la qualité de l'éducation en modifiant et facilitant pour certains les conditions d'apprentissage des élèves. Les compétences liées à l'outil numérique pourraient jouer un rôle central dans ses conditions d'apprentissage et réduire in fine les inégalités. Cependant, cela ne serait le cas que si elles constituaient les bases d'une capacité d'apprendre à apprendre plus générale et plus transférable que les compétences techniques liées strictement au TICE (Brotcorne, Valenduc, 2009). Cette question des compétences générales ou spécifiques susceptibles d'être développées dans un cadre scolaire se pose également dans le cadre extrascolaire où les élèves développent des pratiques numériques plus

ou moins intenses. Ce travail propose d'apporter un éclairage à partir d'une enquête réalisée auprès de 1400 élèves en fin de primaire en France ainsi que d'une cinquantaine d'enseignants dans un département français. L'objectif est d'étudier les facteurs, contextuels notamment, contribuant au développement de différentes compétences qui peuvent être liées à l'outil numérique. La recherche est structurée en quatre parties. La première partie rappelle quelques éléments de la littérature sur les effets du numérique sur les compétences et la réussite des élèves. La deuxième partie présente l'enquête réalisée et quelques éléments de statistiques descriptives concernant l'utilisation des TICE.

Etgar, S., Blau, I., & Eshet-Alkalai, Y. (2019). **White-collar crime in academia: Trends in digital academic dishonesty over time and their effect on penalty severity.** *Computers & Education, 141*, 103621. <https://doi.org/10.1016/j.compedu.2019.103621>

This study explored patterns of change over time in penalties for conducting academic dishonesty (AD), following a previous study (Friedman Blau & Eshet-Alkalai, 2016) that reported lower penalties for digital AD offenses compared to analog ones across two years. In the present study, we examined whether this trend changes over time, and what could explain it. We offered two contradicting hypotheses: the regulations hypothesis suggests that the gap between penalties for analog and digital AD caused since it takes time for academic institutes to adjust their regulations to digital dishonesties. Therefore, this gap will diminish and eventually disappear. The perception hypothesis suggests that the penalty gap will remain stable, since it reflects the perception of digital AD as a "white-collar" offense. Contrary to previous studies that used self-reported measurements of AD perceptions, this study analyzed Disciplinary Committee's protocols, which contains a more objective descriptions of type of AD, student's explanations, and penalty types. These protocols provide information about the actual behavior of students and faculty, and not about their opinions. We analyzed the entire volume of 628 university's protocols collected during four consecutive years. Findings clearly demonstrated that the trend of lower penalties for digital offenses remained stable across four years. Results support the perception hypothesis, suggest that this phenomenon relates to the perception of digital AD as a "white-collar crime". Like other white-collar crimes, is perceived as less harmful and therefore, punished less severely than other crimes. This claim is also supported by our findings that motivations to behave unethically, which students reported to the Discipline Committee, influenced penalties' severity in analog, but not in digital settings. Unexpectedly, a consistent gender-gap was found in penalties' severity for both digital and analog offenses, indicating that women were punished more severely than men. This dissimilarity in penalizing AD offenses remained stable over the studied period. We discuss theoretical and practical implications of these findings.

Galikyan, I., & Admiraal, W. (2019). **Students' engagement in asynchronous online discussion: The relationship between cognitive presence, learner prominence, and academic performance.** *The Internet and Higher Education, 43*, 100692. <https://doi.org/10.1016/j.iheduc.2019.100692>

The growth of online learning environments entails understanding of how to promote collaborative knowledge construction processes and create learning environments that support meaningful student engagement and interactions. Asynchronous online discussion forums are intended to support knowledge construction and higher-order thinking and are becoming even more appealing for their predictive relationship with

learning. This paper describes a study that explored the complex dynamics of knowledge construction in pre-service teacher education through examining student teachers' cognitive presence in online discussion forums and their academic performance. The results of multiple regression analysis showed that certain levels of cognitive presence were associated with students' academic performance. In addition, network analysis of discussion forums revealed that student centrality within their learning networks moderated the association between the highest level of cognitive presence and academic performance. The paper concludes with discussing the theoretical and practical implications of the findings.

Huang, C.-Q., Han, Z.-M., Li, M.-X., Jong, M. S., & Tsai, C.-C. (2019). **Investigating students' interaction patterns and dynamic learning sentiments in online discussions.** *Computers & Education*, 140, 103589. <https://doi.org/10.1016/j.compedu.2019.05.015>
Convincing evidence found by educators and psychologists shows that students' interaction patterns of online discussions significantly affect their learning process, and are related to their learning sentiments. By using both quantitative content and lag sequential analysis, this study investigated students' interaction patterns and dynamic learning sentiments by performing seven types of learning tasks on an asynchronous discussion platform. The research participants were 38 postgraduate students. The results revealed that, compared to students performing the individual-oriented learning tasks, those performing the group-oriented ones had more diverse learning sentiments and interaction patterns, and deeper interactions with regard to learning sentiments. In addition, their learning sentiments exhibited a periodic feature during the process of online learning. Based on the results, we presented a four-phase model for describing a process of diverse interactions in online learning environments. In particular, this model characterizes the interactions with dynamic learning sentiments including generation, collision and integration, refinement, as well as stability.

Jarraud, F. (2019, juillet 2). **L'intelligence artificielle en éducation.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/02072019Article636976506827563182.aspx>

« L'IA amène naturellement le développement de plusieurs technologies qui sont susceptibles de remplacer des tâches répétitives et relativement prévisibles des responsabilités des enseignants. Toutefois, le travail de l'enseignant du 21^e siècle dépasse largement le spectre des tâches automatisables. Au-delà d'un maître passeur de connaissances, les enseignants peuvent être créateurs d'environnements d'apprentissage et des accompagnateurs auprès des élèves. L'humain possède des qualités difficiles à reproduire en IA; nous parlons ici de l'empathie, de la bienveillance, du jugement critique et de la flexibilité cognitive. Autrement dit, les compétences générales des enseignants seront en grande partie ce qui les distinguera de l'IA ». Le magazine québécois L'Ecole branchée consacre, sous la plume de Adam L.-Desjardins et Amy Tran, un dossier à l'intelligence artificielle en éducation.

Jarraud, F. (2019b, juillet 9). **La Cour des comptes publie son rapport sur le numérique éducatif.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/09072019Article636982540487309804.aspx>

Le Café pédagogique vous en avait donné la primeur fin juin. La Cour des comptes publie son rapport sur le service public numérique pour l'éducation. " Le bilan de sa

mise en oeuvre est décevant. Si les investissements publics en faveur du numérique ont beaucoup progressé, les conditions de déploiement de ce service public sont loin d'être réunies : la connexion des écoles et des établissements est encore insuffisante et, dans bien des cas, inexistante ; de fortes inégalités d'équipement des classes et des élèves demeurent entre les territoires ; l'offre de ressources numériques, abondante et souvent innovante, n'est pas organisée ; faute de formation initiale et continue suffisante, seule une minorité d'enseignants est à l'aise avec une pédagogie s'appuyant sur le numérique." La Cour maintient les recommandations de la version publiée par le Café. La principale c'est de cesser de soutenir l'achat de matériels pour l'élève (tablettes) pour investir sur les réseaux. La Cour souhaite la mise en place d'un "socle numérique de base" égal dans tous les types d'établissement, comme si la décentralisation n'existait pas. La troisième c'est le rétablissement de la certification numérique dans la formation des profs. Le ministre vient de la rétablir dans un décret pris cette semaine.

Jarraud, F. (2019, juillet 10). **La tablette, un appareil pour apprendre ou à apprendre ?** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/10072019Article636983406726805265.aspx>

Qu'apprend-on avec une tablette ? Et comment apprend-on ? C. Liu, J Audran et D Oget, du Lisec Strasbourg, posent cette question dans le dernier numéro de la revue « Recherches en didactiques » (n°27). En observant l'utilisation de tablettes tactiles par des enfants de maternelle (3 à 6 ans), ils mettent en évidence les difficultés des élèves à utiliser efficacement cet outil numérique. Une partie d'entre elles sont liées à la tablette.

Jézégou, A. (2019, juillet). **L'intelligence artificielle : une innovation et/ou un progrès en formation des adultes ?** Présenté à Université des entrepreneurs des Hauts de France, Lille. <https://halshs.archives-ouvertes.fr/halshs-02173888/file/J%C3%A9z%C3%A9gou%20Intelligence%20Artificielle%2C%20Innovation%20et%20Progr%C3%A8s.pdf>

<https://halshs.archives-ouvertes.fr/halshs-02173888/file/J%C3%A9z%C3%A9gou%20Intelligence%20Artificielle%2C%20Innovation%20et%20Progr%C3%A8s.pdf>

Dans cette communication, Annie Jézégou aborde l'Intelligence artificielle (IA) en formation des adultes (et en éducation) sous un prisme particulier : elle interroge l'usage social de l'IA au regard de deux notions essentielles : l'innovation (prédominante) et le progrès (notion oubliée) notamment dans ce domaine spécifique d'activités humaines. Elle définit chacun des trois termes : IA, innovation et progrès. Puis elle invite à penser l'IA non pas uniquement comme une innovation mais également comme progrès possible : c'est à dire comme un vecteur d'amélioration de l'existence humaine dans tous ses aspects (sociaux, écologiques, professionnels, éducatifs, biologiques, psychologiques, etc.). Ce qui suppose que les acteurs politiques, socio-économiques, éducatifs se réconcilient eux-mêmes avec l'idée de progrès et mettent en oeuvre les actions nécessaires pour changer de modèle de société, de modèles de formation des adultes et des plus jeunes.

Juhaňák, L., Zounek, J., Záleská, K., Bárta, O., & Vlčková, K. (2019). **The relationship between the age at first computer use and students' perceived competence and autonomy in ICT usage: A mediation analysis.** *Computers & Education*, 141, 103614. <https://doi.org/10.1016/j.compedu.2019.103614>

Knowledge and skills with information and communications technology (ICT) usage are an essential part of modern life. In recent years, the age at which children have their

first contact with ICT and first use of ICT has been decreasing. This can significantly affect the development of their digital literacy. This study investigates the relationship between the age at which children start using a computer and the degree of their perceived ICT competence and autonomy at the age of fifteen. It proposes a multiple mediator model within which the investigated relationship is mediated by ICT usage, ICT interest, and the degree to which ICT is a part of students' everyday social interactions. The model is then tested using data from 21 European OECD countries. The test results show that children who start using a computer at a later age (after the age of seven) demonstrate significantly lower ICT competence and ICT autonomy at the age of fifteen. The results of the mediation analysis suggest that the degree of ICT usage in the home environment for school purposes or activities seems less significant to the development of ICT competence and ICT autonomy than other studied ICT-related variables.

Kim, I., Kim, R., Kim, H., Kim, D., Han, K., Lee, P. H., ... Lee, U. (2019). **Understanding smartphone usage in college classrooms: A long-term measurement study.** *Computers & Education*, 141, 103611. <https://doi.org/10.1016/j.compedu.2019.103611>

Smartphone usage is widespread in college classrooms, but there is a lack of measurement studies. We conducted a 14-week measurement study in the wild with 84 first-year college students in Korea. We developed a data collection and processing tool for usage logging, mobility tracking, class evaluation, and class attendance detection. Using this dataset, we quantify students' smartphone usage patterns in the classrooms, ranging from simple use duration and frequency to temporal rhythms and interaction patterns. Furthermore, we identify the key predictors of students' in-class smartphone use and their semester grades. Our results reveal that students use their phones for more than 25% of effective class duration, and phone distractions occur every 3–4 min for over a minute in duration. The key predictors of in-class smartphone use are daily usage habits and class characteristics, and in-class phone usage is negatively correlated with student grades.

Mackay, J. R. D. (2019). **Show and 'tool': How lecture recording transforms staff and student perspectives on lectures in higher education.** *Computers & Education*, 140, 103593. <https://doi.org/10.1016/j.compedu.2019.05.019>

Lecture recording is sometimes considered a disruptive technology which has the potential to supplant the traditional higher education model through fundamentally changing how students are taught. Despite this, there is limited evidence that lecture recordings affect student attendance or attainment, and so it is not clear why lecture recording is considered so disruptive. An evaluation was run in a large Russell Group Institution in the UK in 2018 as it rolled out an institute-wide lecture recording programme. In this study, in-depth interviews with 13 staff members and free-text responses from 159 first-year student survey respondents were analysed using constructivist grounded theory to explore why lecture recording is viewed as disruptive, and what the implications of this are for teaching. Both staff and students were concerned with issues which happened inside the classroom (proximate) and wider issues about education (ultimate issues), but these concerns manifested differently between the groups. Overall, the act of recording a space was considered transformative, creating a digital artefact which was both highly valued by students as a 'tool' to improve their learning, but impacting on the overall 'show' that lecturers felt was a core aspect of the lecture. Ultimately, staff were also concerned that recordings

'canonised' the material, and made students too reliant on lectures, whereas students viewed the recordings as a safety net. The implications of this transformative power of recording for teaching are discussed.

Mehta, A., Morris, N. P., Swinnerton, B., & Homer, M. (2019). **The Influence of Values on E-learning Adoption.** *Computers & Education*, 141, 103617. <https://doi.org/10.1016/j.compedu.2019.103617>

As technology continues to pervade our lives, the influence of culture on technology adoption is of significant interest to researchers. However, culture, as a group-level construct may not give meaningful results when related to individual-level adoption. Although culture has been integrated into technology adoption models, values are the individual-level representation of culture, and are more appropriate to include in technology adoption models. There have been few studies attempting to explore the influence of values on adoption models, and none within the sphere of digital education. The purpose of this exploratory study is to integrate values with technology adoption models and apply the novel conceptual model to the context of digital education. In this study we investigate the influence of individual-level values on the adoption of e-learning by workers in The Gambia and the UK. Using the Unified Theory of the Acceptance and Use of Technology (UTAUT2) as a base model, we integrate values relating to conservation of the status quo and self-enhancement from Schwartz's Theory of Human Values. Taking this approach, we develop and introduce the Values-Enhanced Technology Adoption (VETA) model. We tested the VETA model on the adoption of e-learning by workers in The Gambia and the UK. Empirical results demonstrated the influence of self-enhancement values in the model via social influence, price value and performance expectancy. The UTAUT2 base model was partially validated in that performance expectancy, price value and habit primarily influenced worker intention to use e-learning. We conclude that VETA will be a useful model to researchers studying technology adoption.

Meir, E., Wendel, D., Pope, D. S., Hsiao, L., Chen, D., & Kim, K. J. (2019). **Are intermediate constraint question formats useful for evaluating student thinking and promoting learning in formative assessments?** *Computers & Education*, 141, 103606. <https://doi.org/10.1016/j.compedu.2019.103606>

There is a broad movement in science classes to emphasize higher-order thinking and complex skills over simple accumulation of facts. A major barrier to making this shift is a lack of good assessment tools for evaluating higher-order thinking that can be used with low effort by instructors. Computerized assessments aid instructors and increase efficiency, and potentially allow for immediate feedback. But easily-used question formats tend to be highly constrained (e.g. multiple-choice) and thus less informative on student thinking, while low constraint open-response formats (e.g. essay questions) are difficult to grade automatically. This is particularly problematic for formative assessments where immediate feedback specific to a student's current understanding is important to their learning. Here we explore two question formats that are intermediate in degree of constraint between open-response and multiple-choice formats. Intermediate constraint formats have the potential to allow some response construction while still enabling automatic feedback. We examine 15 questions in the two formats, with data from student interviews as well as from use in dozens of classrooms (both high school and university) as part of their regular curriculum. We find that the intermediate constraint questions enable automatic scoring of answers into

specific categories of understanding and confusion, thus allowing for specific feedback to each student; that the intermediate constraint formats do encourage students to construct their own answers to a greater degree than multiple-choice; that they are usable by students; and that questions in those formats can show similar ranges of student answers as open-response. Further, using a split-class design in high school classrooms, we show that intermediate constraint questions can impact student learning to a greater degree than short answer questions. We conclude that these two question formats, and by extension perhaps other question formats with intermediate levels of constraint, are a useful addition to the toolbox of the educational software developer, but because they require a higher effort to construct than other formats, they should be reserved for key points in an online lesson.

Meyer, O. A., Omdahl, M. K., & Makransky, G. (2019). **Investigating the effect of pre-training when learning through immersive virtual reality and video: A media and methods experiment.** *Computers & Education*, 140, 103603. <https://doi.org/10.1016/j.compedu.2019.103603>

Immersive virtual reality (VR) is predicted to have a significant impact on education; but most studies investigating learning with immersive VR have reported mixed results when compared to low-immersion media. In this study, a sample of 118 participants was used to test whether a lesson presented in either immersive VR or as a video could benefit from the pre-training principle, as a means of reducing cognitive load. Participants were randomly assigned to one of two method conditions (with/without pre-training), and one of two media conditions (immersive VR/video). The results showed an interaction between media and method, indicating that pre-training had a positive effect on knowledge ($d = 0.81$), transfer ($d = 0.62$), and self-efficacy ($d = 0.64$) directly following the intervention; and on self-efficacy ($d = 0.84$) in a one-week delayed post-test in the immersive VR condition. No effect was found for any of these variables within the video condition.

Morlaix, S., Duguet, A., Cartierre, N., Finez, L., Lacassagne, M.-F., Mangin, F., ... Millotte, S. (2019). **Utilisation du numérique et réduction des inégalités sociales de réussite : l'exemple de la ville de Chenôve** [Report]. <https://halshs.archives-ouvertes.fr/halshs-02173679>

Morris, N. P., Swinnerton, B., & Coop, T. (2019). **Lecture recordings to support learning: A contested space between students and teachers.** *Computers & Education*, 140, 103604. <https://doi.org/10.1016/j.compedu.2019.103604>

Universities, globally, are increasingly offering students a blended learning approach to support their campus-based education, through use of a wide range of educational technologies, tools and systems. Research has demonstrated that blended learning offers at least equivalent learning outcomes for students, and enhances flexibility, inclusivity, engagement and motivation. Many universities across the world (including Australia, the US, Canada, Singapore, Qatar, and across Europe) have adopted lecture capture as a means to support a blended learning approach, and students have strong positive perceptions about the value of lecture recordings to enhance their learning and support their education. However, research shows that teaching staff are generally less positive about the value of lecture capture, believing it to diminish the value of the live lecture experience, reduce learning, and encourage student absenteeism from lectures. In this study, we used mixed methods and repeated cross-

sectional data collection to investigate the use and value of lecture recordings from the perspective of students and teaching staff in a large campus-based university, employing a blended learning approach. Our data show that students make significant use of lecture recordings, throughout the academic session, and place great value on recordings for note-taking, more in-depth understanding or clarification, and assessment preparation. As a result, students have high expectations about the availability and quality of recordings. Teaching staff reported a range of reservations about the value of lecture recordings, including its impact on teaching style, and strong concerns about the negative impact of lecture recordings on students learning and attendance. Our data show that over 80% of students attended recorded lectures, but lectures that weren't recorded had significantly higher attendance. In conclusion, our research demonstrates a contested space between staff and students in relation to the use and value of lecture recordings, a contested space that will need to be debated and resolved as universities grow their use of blended learning. This study contributes significantly to this global debate by its use of a wide range of additional data sets to delve further and provide a more nuanced view of this space.

Murillo-Zamorano, L. R., López Sánchez, J. Á., & Godoy-Caballero, A. L. (2019). **How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction.** *Computers & Education*, 141, 103608. <https://doi.org/10.1016/j.compedu.2019.103608>

The aim of this research is to present a successful flipped classroom proposal in higher education to better understand its influence in terms of knowledge, skills and engagement. The reason why we focus on these three dimensions is because of their core roles in the international learning conceptual frameworks presented above to increase the employability of Generation Z students in the digital society of the 21st century. In doing so, first, we first develop a measurement scale (4D_FLIPPED) to explore the degree of flipped classroom presence in our higher education learning experience. Then, we present a structural equation model to analyze the causal relationships of knowledge, skills, and engagement with students' satisfaction. The empirical results point out that there are four fundamental dimensions that should be present in the flipped classroom to be successful in the 21st century with Generation Z. This study also confirms that the flipped classroom has positive effects on students' knowledge, skills, and engagement. Our research provides useful recommendations and insights for academia.

Mutlu-Bayraktar, D., Cosgun, V., & Altan, T. (2019). **Cognitive load in multimedia learning environments: A systematic review.** *Computers & Education*, 141, 103618. <https://doi.org/10.1016/j.compedu.2019.103618>

The purpose of this study was to review articles involving cognitive load and multimedia learning between 2015 and 2019 in a systematic way. 94 articles were reviewed in terms of the types of cognitive load, multimedia learning principles, cognitive load measurements, the investigated dependent and independent variables, cognitive processes, the types of multimedia learning environments and the demographic characteristics of the studies. The results revealed that reviewed studies indicated the type of cognitive load seem to have investigated the extraneous cognitive load more frequently. The most studied multimedia learning principles in reviewed articles were modality principle, seductive details effect and signaling/cueing principle respectively. Most reviewed cognitive load studies on multimedia learning were conducted by

researchers in Europe, especially in Germany, followed by Asia, America, Australia, and Africa. Research results showed that most cognitive load studies in multimedia learning environments conducted thus far have utilized STEM subjects. Higher education students were the primary participant group in the cognitive load in multimedia learning research as well. There was a tendency to use subjective methods more often than objective methods to measure cognitive load in investigations. In addition to cognitive load, learning, prior knowledge, and motivation were measured most frequently in these studies. In the reviewed studies, multimedia design, material type, presentation format, and individual differences were the most selected focus of research. Research results were interpreted and a number of gaps in cognitive load research relating to multimedia learning were identified.

Post, L. S., Guo, P., Saab, N., & Admiraal, W. (2019). **Effects of remote labs on cognitive, behavioral, and affective learning outcomes in higher education.** *Computers & Education*, 140, 103596. <https://doi.org/10.1016/j.compedu.2019.103596>

This literature review on remote labs in higher education examined the empirical research on learning benefits of such labs. The aim of this study was to investigate what kinds of learning outcomes were examined, how these effects were examined, and which findings these studies provided. Effects that were examined in the reviewed articles (k = 23) concerned cognitive, behavioral, and affective learning outcomes. Overall, results showed positive findings with respect to all three types of learning outcomes: students gained conceptual knowledge, were engaged in the lab, and were satisfied with learning in a remote lab context. However, evaluation approaches of the learning outcomes were quite superficial, because examining the educational benefits of the remote labs was not the main focus of most articles. Future research should address this issue to provide more rigorous evidence about possible benefits of remote labs on student learning in higher education.

Ramirez-Arellano, A. (2019). **Students learning pathways in higher blended education: An analysis of complex networks perspective.** *Computers & Education*, 141, 103634. <https://doi.org/10.1016/j.compedu.2019.103634>

The purpose of this study is to introduce a model of the students' learning pathways, as a network that captures the time dimension and sequences of the learning events. Also, the online learning rate that is computed on these learning pathways networks is defined. The results show that the online learning rate of students who passed is greater than students who failed. The results of the person-centred analysis show that only test anxiety influences the number of nodes and arcs of the individual learning pathway network, which was modelled as individual networks. Also, engagement and disengagement affect these networks' features. This supports the conjecture that motivated students do not necessarily review more learning materials. As a consequence, test anxiety, engagement, and disengagement mould the individual learning pathway networks.

Rico-Juan, J. R., Gallego, A.-J., & Calvo-Zaragoza, J. (2019). **Automatic detection of inconsistencies between numerical scores and textual feedback in peer-assessment processes with machine learning.** *Computers & Education*, 140, 103609. <https://doi.org/10.1016/j.compedu.2019.103609>

The use of peer assessment for open-ended activities has advantages for both teachers and students. Teachers might reduce the workload of the correction process and

students achieve a better understanding of the subject by evaluating the activities of their peers. In order to ease the process, it is advisable to provide the students with a rubric over which performing the assessment of their peers; however, restricting themselves to provide only numerical scores is detrimental, as it prevents providing valuable feedback to others peers. Since this assessment produces two modalities of the same evaluation, namely numerical score and textual feedback, it is possible to apply automatic techniques to detect inconsistencies in the evaluation, thus minimizing the teachers' workload for supervising the whole process. This paper proposes a machine learning approach for the detection of such inconsistencies. To this end, we consider two different approaches, each of which is tested with different algorithms, in order to both evaluate the approach itself and find appropriate models to make it successful. The experiments carried out with 4 groups of students and 2 types of activities show that the proposed approach is able to yield reliable results, thus representing a valuable approach for ensuring a fair operation of the peer assessment process.

Rozgonjuk, D., Elhai, J. D., Ryan, T., & Scott, G. G. (2019). **Fear of missing out is associated with disrupted activities from receiving smartphone notifications and surface learning in college students.** *Computers & Education*, 140, 103590. <https://doi.org/10.1016/j.compedu.2019.05.016>

Digital technologies, such as smartphones and tablets, can be useful in academic settings by allowing browsing for additional information, organizing the study process online, and facilitating communication between peers and instructors. On the other hand, several recent studies have shown that digital technology use can, in some circumstances, be negatively related to academic outcomes for some individuals. Fear of missing out (FOMO) could be one of these factors causing individual differences in how frequently people receive and react to interruptive notifications (INs). The aim of this study was to investigate how FOMO, the frequency of receiving INs, and stopping current activities due to INs, is associated with a surface approach to learning. Three hundred and sixteen U.S. university students responded to a web survey that included items regarding experiencing FOMO, the frequency of receiving INs and daily activity disruptions due to INs, and surface learning. Results showed that FOMO was associated with daily disrupted activities due to INs and surface learning, but not the frequency of receiving INs. Mediation analysis showed that the association between FOMO and surface learning was mediated by the frequency of daily disrupted activities due to INs. However, the nature of the sample somewhat restricts the generalizability of these results. The findings, their implications, and future directions are discussed.

Sheehan, K. J., Pila, S., Lauricella, A. R., & Wartella, E. A. (2019). **Parent-child interaction and children's learning from a coding application.** *Computers & Education*, 140, 103601. <https://doi.org/10.1016/j.compedu.2019.103601>

Research suggests that children can learn educational concepts from well-designed applications (apps), including foundational science, technology, engineering, and math (STEM) concepts. Parents may be important for promoting children's STEM learning from touchscreen apps, as parents can help their children learn from other media. However, little research has explored how parents and children use coding apps together for learning, and whether specific parent-child interactions in these contexts promote children's learning from apps. Therefore, we observed 31 parents and their 4.5- to 5.0-year old children playing a coding app together and coded for spatial

talk, question-asking, task-relevant talk, and responsiveness. Results show that parents and children engaged in high-quality interactions during coding app play, with parents and children exhibiting high responsiveness and task-relevant talk, and parents exhibiting a higher proportion of question-asking and spatial talk compared to their children. Importantly, linear regression analyses show that the dyad's ability to stay on task during the coding task predicts children's learning of coding, while question-asking was a negative predictor of children's learning. These results suggest that coding apps may be a rich context for STEM learning, and that specific parent-child interactions can scaffold their children's learning from STEM apps.

UNESCO. (2019). *Beijing Consensus on Artificial Intelligence and Education - UNESCO Bibliothèque Numérique*. Paris: Unesco.
<https://unesdoc.unesco.org/ark:/48223/pf0000368303>

Outcome document of the International Conference on Artificial Intelligence and Education 'Planning education in the AI era: Lead the leap

Vayre, E., & Vonthron, A.-M. (2019). **Relational and psychological factors affecting exam participation and student achievement in online college courses**. *The Internet and Higher Education*, 43, 100671. <https://doi.org/10.1016/j.iheduc.2018.07.001>

This study aims to understand and model the effects of relationship factors and intra-individual psychological factors on exam participation and achievement of students enrolled in an online university course. The results of a survey of 506 students enrolled in university online courses showed that our initial theoretical model only partially fit the data. In fact, data analysis revealed that the relational factors studied exerted only indirect effects on whether online students completed the course. Perceived social support from teachers and peers, as well as the feeling of belonging to the learning community, were antecedents of the psychological processes studied. As for academic self-efficacy and engagement in learning, they allowed us to directly predict taking and successfully passing exams. The knowledge gained from this study helps us make sense of the ways in which the various factors are related and the specific effect of each factor on the outputs considered.

Verkijika, S. F. (2019). **Digital textbooks are useful but not everyone wants them: The role of technostress**. *Computers & Education*, 140, 103591.
<https://doi.org/10.1016/j.compedu.2019.05.017>

While many theoretical models generally expect a positive relationship between perceived usefulness and the adoption and continuance use of various technologies, the universality of the association has been questionable, suggesting the existence of boundary conditions on the relationship. This study proposes technostress as one such boundary condition and shows that it moderates both the direct and indirect effect of perceived usefulness on the adoption and continuance use of digital textbooks. Two theoretical models (i.e. Adoption model and Continuance use model) were proposed and tested with two samples of students from a South African University. An evaluation of the adoption model showed that the positive direct and indirect effect of perceived usefulness on adoption became non-significant under high levels of technostress. With respect to the continuance use model, it was observed that the direct and indirect effects of perceived usefulness were significant for different levels of technostress; however, the effect was weakest when technostress was high and highest when it was low. Additionally, technostress had a direct negative influence on both the adoption

and continuance use of digital textbooks. The findings provide a nuanced understanding of the role of perceived usefulness in the pre and post-adoption phases of digital textbooks.

Vogler, J. S., Munsell, S. E., & Knutson, D. (2019). **LOLsquared: When laughing-out-loud and learning-on-line intermingle in a computer-mediated classroom discussion.** *Computers & Education*, 140, 103597. <https://doi.org/10.1016/j.compedu.2019.103597>

The purpose of this qualitative study was to explore the relationship that emerges between learning and humor when students are participating in computer-mediated classroom discussions. Graduate students enrolled in one of two sections of a hybrid seminar participated in synchronous online chats as a regular part of class. Conceptualizing learning as a process that reflects psychological change and humor as a social phenomenon that can support psychological well-being, transcripts were analyzed and coded for learning and humor. Analyses revealed that although a single comment was rarely coded for both learning and humor, these two constructs reflect an intermingling relationship throughout the socially-shared and co-created text of the online discussion. These findings contribute to our understanding of how students engaged in a computer-mediated discussion navigate the cognitive and social demands of the online context.

Wong, J., Khalil, M., Baars, M., de Koning, B. B., & Paas, F. (2019). **Exploring sequences of learner activities in relation to self-regulated learning in a massive open online course.** *Computers & Education*, 140, 103595. <https://doi.org/10.1016/j.compedu.2019.103595>

Self-regulated learning (SRL) refers to how learners steer their own learning. Supporting SRL has been shown to enhance the use of SRL strategies and learning performance in computer-based learning environments. However, little is known about supporting SRL in Massive Open Online Courses (MOOCs). In this study, weekly SRL prompts were embedded as videos in a MOOC. We employed a sequential pattern mining algorithm, Sequential Pattern Discovery using Equivalence classes (cSPADE), on gathered log data to explore whether differences exist between learners who viewed the SRL-prompt videos and those who did not. Results showed that SRL-prompt viewers interacted with more course activities and completed these activities in a more similar sequential pattern than non SRL-prompt viewers. Also, SRL-prompt viewers tended to follow the course structure, which has been identified as a behavioral characteristic of students who scored higher on SRL (i.e., comprehensive learners) in previous research. Based on the results, implications for supporting SRL in MOOCs are discussed.

Wood, J., & Donnelly-Hermosillo, D. F. (2019). **Learning chemistry nomenclature: Comparing the use of an electronic game versus a study guide approach.** *Computers & Education*, 141, 103615. <https://doi.org/10.1016/j.compedu.2019.103615>

Learning how to name chemical compounds is a critical feature of chemistry that many students often find challenging. Naming compounds requires both an understanding of the conventions and language of chemistry. Common strategies used to improve student understanding of chemical nomenclature include study guides and games. However, little is known about how these strategies impact student learning of chemical nomenclature. This mixed-method study compares the effect of a new electronic chemistry game, Topinomica, versus an existing study guide on the learning of nomenclature in an introductory undergraduate chemistry course for a diverse student population (n = 470). Research methods include pre/post-tests, short student

surveys and instructor questionnaires, and classroom observations. Quantitative findings indicate significant pre/post gains for both conditions, but no significant difference between the game (n = 255) and the study guide (n = 215). Prior knowledge analysis shows a significant difference between conditions for high prior knowledge students, with the game treatment performing better. Qualitative findings demonstrate that instructors endorse and are adopting the game and that students prefer a game to a study guide. We discuss implications of this research for future science education studies related to study guides and educational games.

Xie, H., Chu, H.-C., Hwang, G.-J., & Wang, C.-C. (2019). **Trends and development in technology-enhanced adaptive/personalized learning: A systematic review of journal publications from 2007 to 2017.** *Computers & Education*, 140, 103599. <https://doi.org/10.1016/j.compedu.2019.103599>

In this study, the trends and developments of technology-enhanced adaptive/personalized learning have been studied by reviewing the related journal articles in the recent decade (i.e., from 2007 to 2017). To be specific, we investigated many research issues such as the parameters of adaptive/personalized learning, learning supports, learning outcomes, subjects, participants, hardware, and so on. Furthermore, this study reveals that personalized/adaptive learning has always been an attractive topic in this field, and personalized data sources, for example, students' preferences, learning achievements, profiles, and learning logs have become the main parameters for supporting personalized/adaptive learning. In addition, we found that the majority of the studies on personalized/adaptive learning still only supported traditional computers or devices, while only a few studies have been conducted on wearable devices, smartphones and tablet computers. In other words, personalized/adaptive learning has a significant number of potential applications on the above smart devices with the rapid development of artificial intelligence, virtual reality, cloud computing and wearable computing. Through the in-depth analysis of the trends and developments in the various dimensions of personalized/adaptive learning, the future research directions, issues and challenges are discussed in our paper.

Xing, W., Tang, H., & Pei, B. (2019). **Beyond positive and negative emotions: Looking into the role of achievement emotions in discussion forums of MOOCs.** *The Internet and Higher Education*, 43, 100690. <https://doi.org/10.1016/j.iheduc.2019.100690>

Millions of students register for Massive Open Online Courses (MOOCs) to look for opportunities for learning and self-development. However, the learning process usually involves emotional experience, which may affect students' participation in the course, eventually resulting in dropping out along the way. In this study, we quantify this effect. Particularly, this research goes beyond focusing on only the single dimension of positive or negative emotions as many prior studies do. Instead, informed by the control-value theory, a more integrated framework of achievement emotions is applied in order to gain a comprehensive understanding of the role of emotions in MOOC students' learning experiences. Specifically, we first built and validated a machine learning model to automatically detect the achievement emotions in the forum posts. Then survival analysis was used to quantify the influence of achievement emotions on student dropout. The results show a different influencing mechanism for expressed and exposed achievement emotions on student survival in the MOOC course. Implications of the results are then discussed in terms of intervention design to improve student retention in MOOCs.

Yang, J., Yu, H., & Chen, N. (2019). **Using blended synchronous classroom approach to promote learning performance in rural area.** *Computers & Education*, 141, 103619. <https://doi.org/10.1016/j.compedu.2019.103619>

The advancement of the Internet technology has changed the way how different types of classrooms can be created including the blending of multiple physical classrooms, synchronous cyber classrooms and asynchronous cyber classrooms. Classes in rural and urban schools could be fully integrated together by using various synchronous tools such as video conferencing systems, electronic whiteboards, interactive response systems, etc. The way of fully integrating two or more physical classrooms together to support online real-time interaction among teachers and students in different locations is called Blended Synchronous Classroom (BSC) in this study. Rural schools cannot attract enough number of good teachers which creates a serious problem of education inequality. A promising solution to this problem is to bring good teachers from urban schools to rural schools by using BSC approach. In this study, a two-year long project of applying BSC approach in two primary schools in Ningbo China is reported, and the effectiveness of BSC is explored through comparative analysis, questionnaire survey and classroom video analysis. The results of this study include: (1) students' learning performance in rural school was improved significantly after the two-year practice of BSC; (2) there are no significant differences in the perceptions of the efficiency of BSC between students in local class and remote class; (3) teachers pay equal attention to students in both local and remote classrooms is the key factor to the success of BSC implementation. The large-scale application of BSC to deal with urban-rural divide is discussed based on the results.

Zhang, L., & Nouri, J. (2019). **A systematic review of learning computational thinking through Scratch in K-9.** *Computers & Education*, 141, 103607. <https://doi.org/10.1016/j.compedu.2019.103607>

As computational thinking (CT) is being embraced by educational systems worldwide, researchers and teachers have posed important questions such as "what to teach" and "what can be learned." These questions are universally crucial to the learning of all subjects. Nevertheless, there is no up-to-date, systematic overview of CT education for K-9 students that attempt to provide answers to these crucial questions. Thus, this systematic review presents a synthesis of 55 empirical studies, providing evidence of the development of computational thinking through programming in Scratch, one of the most popular visual block programming languages in schools. The purpose of this review is to systematically examine the CT skills that can be obtained through Scratch in K-9 based on empirical evidence. This systematic review has adopted Brennan and Resnick's (2012) framework as the basis for defining and identifying the expected CT skills in K-9. The major findings entail what computational thinking skills students in K-9 can learn through Scratch in relation to the framework mentioned above, taking the progression of learning into account. Additional CT skills that are not captured by the framework were identified including input/output, reading, interpreting and communicating code, using multimodal media, predictive thinking, and human-computer interaction. These additional CT skills are not currently presented in Brennan and Resnick's (2012) framework and can be considered as possible supplements to their framework. Furthermore, the paper discusses the difficulties regarding assessment and the progression of the identified skills, as well as problems with study designs. Finally, the paper sets out suggestions for future studies based on the current research gaps.

Zhao, W., & Shute, V. J. (2019). **Can playing a video game foster computational thinking skills?** *Computers & Education*, 141, 103633.
<https://doi.org/10.1016/j.compedu.2019.103633>

In this study, we evaluated the cognitive and attitudinal influences of playing a video game, Penguin Go, designed to target the development of middle school students' computational thinking (CT) skills. In addition to the overall effectiveness of the game, we investigated the impact of a specific game feature—constraints on the number of blocks in a solution. Results showed that after playing Penguin Go for less than two hours, students' CT skills improved significantly, but the additional constraints did not generate a significant impact on learning. In addition, the game overall did not influence students' attitudes toward computer science, but the constraints condition of the game negatively influenced students' attitudes toward computer science. Implications of the findings and possible directions for future research regarding using these types of games to foster computational thinking skills are discussed.

Zhou, M., & Zhang, X. (2019). **Online social networking and subjective well-being: Mediating effects of envy and fatigue.** *Computers & Education*, 140, 103598.
<https://doi.org/10.1016/j.compedu.2019.103598>

The primary goal in this exploratory study is to test the theoretical relationships between social networking tools (i.e., Wechat), envy, fatigue and emerging adults' well-being. We conducted a survey of 503 Chinese university students who are regular Wechat users. Using structural equation modeling, we found that the extensive use of Wechat had both direct and indirect effects on their well-being and that the association between Wechat use and subjective well-being was mediated by envy. These findings contribute to our understanding of the mechanisms through which the use of online social networking tools is related to subjective well-being and suggest the need to attend to the psychological consequences of the extensive use of social networking tools.

Orientation scolaire et professionnelle

Boulet, P., Chaigneau, M., & Dieusaert, P. (2019). **Les lycéens des quartiers prioritaires dans l'enseignement supérieur: une orientation moins ambitieuse, essentiellement attribuable au cursus scolaire.** *Note d'information Enseignement supérieur, Recherche et Innovation*, (19.10). Consulté à l'adresse [//www.enseignementsup-recherche.gouv.fr/cid143924/les-lyceens-des-quartiers-prioritaires-dans-l-enseignement-superieur-une-orientation-moins-ambitieuse-essentiellement-attribuable-au-cursus-scolaire.html](http://www.enseignementsup-recherche.gouv.fr/cid143924/les-lyceens-des-quartiers-prioritaires-dans-l-enseignement-superieur-une-orientation-moins-ambitieuse-essentiellement-attribuable-au-cursus-scolaire.html)

En 2016, les lycéens résidant en quartiers prioritaires de la politique de la ville (Q.P.V.) sont moins nombreux que les autres à s'inscrire sur la plateforme « Admission post-bac » pour déclarer leurs vœux dans l'enseignement supérieur. Et lorsqu'ils font des vœux, ils candidatent plus souvent en licence, seule filière post-bac à l'entrée non sélective. Pour autant, une fois l'impact propre de leurs caractéristiques individuelles et scolaires pris en compte (profession et catégorie sociale des parents, série du bac et niveau scolaire notamment), les lycéens des Q.P.V. postulent autant à des C.P.G.E. que les autres. De même, à l'issue de la procédure A.P.B., si les jeunes des QPV obtiennent moins souvent de proposition sur leur premier vœu en D.U.T. ou en B.T.S., une fois les

séries du bac et le niveau scolaire des élèves pris en compte, ils ont la même probabilité que les autres d'obtenir leur premier vœu en B.T.S. Ils se retrouvent plus souvent sans proposition (9,5 %, contre 5,7 %). Cependant, toutes choses égales par ailleurs, plus qu'un effet du lieu de résidence, ce risque plus grand résulte essentiellement de leur surreprésentation en filières professionnelles.

Charvet, P. (2019). *Refonder l'orientation : un enjeu État-régions* [Report]. Paris: Ministère de l'éducation nationale. <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3035>

Le rapport présente des pistes pour repenser le système d'orientation français à partir des besoins des élèves et de leurs familles, mais aussi des professeurs, en garantissant pour tous une information fiable, juste et gratuite. Le rapport prend en compte les réalités de l'insertion professionnelle, en cohérence avec la mise en œuvre, sur le terrain, du Cadre national de référence signé le 28 mai 2019 par l'État et les Régions. En lien avec l'Onisep, qui doit rester le premier acteur de l'orientation, il s'agit désormais de donner aux élèves une éducation à l'orientation, au plus près des établissements, dans le cadre des nouveaux horaires dédiés au lycée et de l'accompagnement personnalisé.

Chelin, N., Matthiasdottir, G., Serreau, Y., Tudela, L., Rouvrais, S., & Jordan, K. (2019). **To Embrace Career Decision Making in STEM Education.** *11th International Conference on Education and New Learning Technologies*, 3058-3066. Palma de Mallorca, Spain: IATED. <https://hal.archives-ouvertes.fr/hal-02221338/document>

Choosing a career is often a challenge, especially in new professional contexts, as seen today with the fourth industrial revolution for students in STEM (Science, Technology, Engineering, and Maths). Students require not only technical and academic skills but also skills in making decisions in complex situations and environments. Higher and Vocational Education students in STEM must embrace the reality of career decision making from the beginning of their curriculum. They must be self-aware of their weaknesses, their personal qualities to improve and the strengths that will allow them to face with greater success a world / professional environment that are increasingly volatile, uncertain, complex, and ambiguous (VUCA). Institutions of higher education and vocational education (VET) can assist students to make appropriate decisions in their professional career in VUCA situations. They must not only train students to learn technical and academic skills but also enable these young people to be well prepared in the face of an unpredictable professional world. This paper presents some results of the DAHoy European project. It recalls the landmarks that are keys for leading one's decisions and actions making of the students and the different models for career management and counselling that address career decision-making in the domain. It overviews how STEM students should approach career decision making, and how higher and VET institutions can contribute to strengthening their decision-making skills and their judgment thanks to active teaching and learning activities. Some collaborative card games operated in four different European institutions show how to confront learners to different career situations and help them to improve their knowledge and decision skills.

Gosselin, C. (2019). *Concept de soi et choix scolaires et professionnels chez les élèves en difficulté d'apprentissage : le poids des attentes sociales et institutionnelles* (Mémoire

de maîtrise, Université Laval). Université Laval.
<https://corpus.ulaval.ca/jspui/handle/20.500.11794/34000>

Il a été démontré que l'expression d'attentes envers l'élève en difficulté d'apprentissage joue un rôle important dans la perception de soi et la prise de décision de l'élève (Wigfield et Eccles, 2000, 2002). L'objectif de cette recherche est de comprendre comment la perception des attentes sociales et institutionnelles peut intervenir dans le développement du concept de soi et lors des choix scolaires et professionnels des élèves en difficulté d'apprentissage (DA). Lors d'entrevues individuelles, nous avons recueilli les discours de 15 participants âgés entre 18 et 26 ans. Rappporter la perception et le vécu de jeunes adultes à la suite de leur formation primaire et secondaire a permis de dresser un portrait descriptif et évolutif de la réalité des élèves DA et de proposer des pistes d'intervention dans le domaine de l'orientation. L'analyse a notamment révélé la sensibilité de l'élève DA aux attentes des agents de socialisation et, plus particulièrement, à celles de ses pairs. Diminuer la comparaison entre les pairs à l'école paraît nécessaire à l'épanouissement de ces élèves, autant en classe spéciale qu'en classe ordinaire. En outre, les résultats révèlent que les encouragements et la reconnaissance des efforts par des adultes significatifs reflètent des attentes positives envers l'élève DA et peuvent contribuer à l'émergence d'expériences de succès. Par le fait même, ces succès favorisent un concept de soi positif et ils facilitent la prise de décision concernant les choix scolaires et professionnels. Les résultats rappellent l'importance de l'implication de chaque agent de socialisation dans l'expérience scolaire de l'élève DA.

Pietrzyk, I. M., Allmendinger, J., Erdmann, M., Helbig, M., Jacob, M., & Stuth, S. (2019). ***Future and career plans before high school graduation (ZuBAb): Background, research questions and research design*** (Discussion Papers, Presidential Department N° P 2019-004). WZB Berlin Social Science Center.
<https://www.econstor.eu/bitstream/10419/200256/1/1668718294.pdf>

The German educational system is characterized by pronounced educational disparities based on the parental socioeconomic status. Despite the rather strong stratification of the secondary school system and social selection into obtaining the university entrance qualification, the transition to higher education is no exception to the general picture of strong inequalities in the German educational system. Social differences in enrolment in higher education might be partly due to the unequal distribution of information and differences in social support. If this were the case, offering information and support via guidance counsellors could reduce educational disparities in the transition to higher education. However, empirical research on this issue in Europe, especially in Germany, is scarce. Against this background, the study « Future and Career Plans Before High School Graduation » (in German: Zukunfts- und Berufspläne vor dem Abitur, ZuBAb) investigates how a broad long-term counselling program affects the educational pathways of university-eligible students by means of a randomized controlled trial (RCT). The study focuses on the reduction of inequalities in university enrolment (primary outcome). Furthermore, we examine the effect of the intervention on the development of socio-emotional competencies, choice of study majors, satisfaction with educational choices, congruence between occupational interests and educational choice, and rational choice components (secondary outcomes). In addition to investigating the effect of the program on educational pathways by means of an RCT, we analyse the social composition of participating students under real world conditions to estimate the effectiveness of the program in

reducing educational disparities under real world conditions. The present discussion paper provides an overview of the background of the ZuBAb study, the research questions that are addressed, and the research design. The study is currently being conducted. It is funded by the Ministry of Culture and Science of the German State of North Rhine-Westphalia. Research is jointly carried out by the Berlin Social Science Centre and the University of Cologne.

Romo, E., Ozuna-Allen, T., & Martinez, M. A. (2019). **"It Was Kind of a Dream Come True": Undocumented College Students' Testimonios of Cultural Wealth in the College Choice Process.** *Journal of Hispanic Higher Education*, 18(4), 389-409. <https://doi.org/10.1177/1538192717752816>

Using community cultural wealth as a theoretical framework, this qualitative study examined the college choice process of eight undocumented Mexican college graduates. Through interviews, participants shared their testimonios revealing the development of their college aspirations and challenges encountered related to their undocumented status. They described the processes, resources, and networks they utilized to overcome obstacles and access a research university. Recommendations for practice and future research are offered.

Thomas, F. (2019). **Le baccalauréat 2019 - Session de juin.** *Note d'information*, (19.28). Consulté à l'adresse <https://www.education.gouv.fr/cid132806/le-baccalaureat-2019-session-de-juin.htm>

À la session du baccalauréat de juin 2019, avec 88,1 % d'admis en France entière, le taux de réussite global est très légèrement inférieur à celui de 2018 (88,3 %). Il reste proche de 88 % depuis 2014. Le taux de réussite au baccalauréat général de 91,2 % est stable par rapport à celui de 2018 (+ 0,1 point). Celui du baccalauréat technologique, qui avait augmenté fortement de 2005 à 2014, perd 0,8 point avec 88,1 %, soit 2,3 points de moins depuis 2017. Dans la voie professionnelle, avec 82,3 %, le taux de réussite perd 0,3 point. Il reste compris entre 80,5 % et 82,6 % depuis 2014. La part des bacheliers dans une génération perd 1,0 point par rapport à 2018 et atteint 79,7 % en 2019. Les candidats de la voie générale obtiennent le plus souvent leur diplôme avec mention.

Politique de l'éducation et système éducatif

Alves, I. (2019). **International inspiration and national aspirations: inclusive education in Portugal.** *International Journal of Inclusive Education*, 23(7-8), 862-875. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00015>

This article critically analyses the recent developments and changes towards Inclusive Education in Portugal, through a policy analysis that includes the last three legislative frameworks. These policies will be analysed within their cultural and historical context, to explore the similarities and differences in the conceptualisations of diversity and inclusion; and the influence of international policies in the national policies that regulate the Portuguese schools' role in ensuring education for all. The 2018 policies aim to ensure that all students, regardless of their personal and social situation, have access and participate in an inclusive school, which aligns with the Salamanca Statement and Framework for Action (1994).

Anderson, J., & Boyle, C. (2019). **Looking in the mirror: reflecting on 25 years of inclusive education in Australia.** *International Journal of Inclusive Education*, 23(7-8), 796-810. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0010>

Australia was an early signatory to the Salamanca Statement, and it espouses inclusive education (IE) as the overarching philosophy of education for all. A 2015 critique of IE in Australia [Anderson and Boyle 2015. "Inclusive Education in Australia: Rhetoric, Reality and the Road Ahead." *Support for Learning* 30 (1): 4–22. doi:10.1111/1467-9604.12074] found that while some gains had been made, particularly in the recognition of the needs of some of the nation's minority groups, the lack of a nationally accepted understanding of IE meant that it was transpiring in fundamentally distinctive ways across the eight education jurisdictions, with different outcomes for different groups of students. This paper reflects upon why Australia has struggled to enact the recommendations outlined in the Salamanca Statement a quarter of a century ago. The impacts of current education reforms, including the current model of educational provision, the understanding of disability and educational need, and the neo-liberal concepts of standardisation, measurement, and choice are explored. It challenges the idea that IE is the work of schools, and instead argues the need for a national approach to IE. Governments must acknowledge the barriers that their current policies and structures erect and shift towards a more inclusive model of educational delivery – for the benefit of all children and young people in Australia.

Arar, K. H. (2019). **The challenges involved when Arab women forge a path to educational leadership: Context, personal cost, and coping.** *Educational Management Administration & Leadership*, 47(5), 749-765. <https://doi.org/10.1177/1741143217753191>

This paper traces challenges faced by six Arab women from three different Arab localities – Palestinian Arab society in Israel, Palestinian Authority territories, and Jordan – on their path to appointment as school principals, investigating how they cope with the challenges involved in women's leadership in a patriarchal society. Qualitative methodology employed in-depth interviews to elucidate the life stories of six Arab women principals. Findings show that the women's professional careers were empowered by family support. They report various difficulties and obstacles that they needed to overcome, especially since they are expected to continue to fulfil their homemaker role while complying with the requirements of their demanding profession. It is concluded that Arab women who attain educational leadership posts employ their strong characteristics, their empowered agency, and the values they acquire and represent to improve their social status, transform their personal and professional identity, and improve their resources despite restrictive cultural norms. Enlisting support from their families and other resources, they overcome barriers on the path to principalship. It is recommended that government policy in the studied societies should encourage women to undertake senior roles in education and provide the necessary mentoring and support to ensure their success. Further implications of the findings are discussed.

Armour, K. (2019). **Leading and shaping new futures for higher education.** *Management in Education*, 33(4), 182-185. <https://doi.org/10.1177/0892020619837890>

Attwood, S., MacArthur, J., & Kearney, A. (2019). **Beginner secondary teacher preparedness for inclusion.** *International Journal of Inclusive Education*, 23(10). Consulté à l'adresse

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/00000010/art00003>

This study investigated the role of ITE in preparing beginner, secondary school teachers for including diverse groups of learners by capturing their experiences of ITE and their early career. An online questionnaire was completed by early career secondary school teachers. Follow-up interviews with four teachers explored salient findings from the questionnaire. The study found that while ITE recognises the diversity of the classroom, it falls short when it comes to the pragmatic implications for teaching and learning. Most participants felt their ITE did little or nothing to help them develop their knowledge of legislation and policy as it relates to inclusion. Two-thirds felt their ITE did not help them develop their knowledge of the types of supports available for students who experience disability, while the majority had little to no experience teaching such students on practicum. Teachers who had a personal connection with a person with a disability felt better prepared to include learners with disabilities in their classrooms. Finally, participants reported that their ITE did not support them to understand and enact collaborative practice or identify as lifelong learners. The paper considers implications for ITE that support teachers to work in inclusive classroom contexts.

Bahl, A. (2019). **Le/la formateur-riche : une position fragile. Étude de cas de grandes et moyennes entreprises, en Allemagne.** *Formation emploi*, 146(2), 53-75. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-formation-emploi-2019-2-page-53.htm>

Au-delà des exigences formelles que les formateur-riche-s en entreprise du système d'apprentissage allemand doivent satisfaire, l'analyse menée dans cet article explore les motifs qui animent leur participation active au service de la formation au sein de l'entreprise. Des récits de plusieurs praticiens du monde de l'entreprise, il ressort une dynamique sociale complexe entre la direction, les formateur-riche-s et les apprenti-e-s. Le rapprochement des observations de la présente étude et de plusieurs études de cas françaises, menées dans et hors du système d'apprentissage, fait apparaître des similitudes étonnantes. Les conclusions révèlent que la formation sur le lieu de travail se conçoit comme une pratique d'ordre davantage social que pédagogique et soulignent la pertinence d'une culture du travail fondée sur la réciprocité et la confiance pour assurer la pérennité de l'apprentissage.

Barrère, A. (2018). **Retour à l'éducation. Des exercices scolaires éducatifs pour le XXI^e siècle. Plaidoyer pour un nouveau chantier de recherches.** *Éducation et sociétés*, 42(2), 69-83. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-69.htm>

Partant d'un diagnostic considérant la crise de l'école comme une crise de l'éducation et abordant celle-ci au travers des exercices scolaires, l'article propose trois grandes lignes de recherche. La première problématisation étudie les raisons historiques et structurelles qui ont conduit à la déliaison actuelle entre exercices scolaires et considérations éducatives. La deuxième s'attache à caractériser, au contraire, les tentatives actuelles de maintenir ces liens, tant à l'intérieur de l'institution scolaire qu'à sa périphérie. Enfin, la troisième réfléchit sur la manière dont les systèmes publics d'enseignement peuvent repenser la question éducative dans une période marquée par l'absence de tout accord normatif global. En articulant ces trois problématisations, l'article dessine la nécessité d'un vaste programme collectif de recherche à la croisée des enjeux éducatifs et d'exercices scolaires.

BC Teacher's Federation. (2019). **Education Funding**. BC Teachers' Federation.
<https://bctf.ca/uploadedFiles/Public/Publications/Briefs/2019EdFundingBudget.pdf>
British Columbia teachers are pleased to have an early opportunity to present their views on priorities for the 2020 provincial budget to the Select Standing Committee on Finance and Government Services. The British Columbia Teachers' Federation (BCTF) represents 43,000 teachers and associated professionals in public schools across British Columbia. Our brief to this committee is focused on recommendations that would give our students the education system they deserve. British Columbia has an opportunity to make the necessary and pressing improvements to public education that have been denied for far too long and re-orient public education funding to fully reflect the needs of students and classrooms. Reversing direction is not simple for an institution as large and diverse as public education, but that is no reason to be timid; if anything, it is a reason to act boldly and for the long term. Good will on the part of everyone in the system will, we are sure, allow for the establishment of a new equilibrium, where schools and students across the province have what they need to flourish and thrive.

Becchetti-Bizot, C. (2019). **Rapport 2018 de la médiatrice de l'éducation nationale et de l'enseignement supérieur** [Report]. Paris: Ministère de l'Éducation nationale.
<http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3034>
Catherine Becchetti-Bizot, médiatrice de l'éducation nationale et de l'enseignement supérieur, a présenté son rapport 2018 intitulé « Vers une administration inclusive » en mettant l'accent sur trois sujets importants dans l'optique d'une administration inclusive : la dématérialisation des démarches administratives, la carrière des personnels en situation de handicap et le traitement des risques psychosociaux. Pour son rapport 2018, la médiatrice a choisi de développer trois sujets qui lui ont paru importants autour de la notion d'administration inclusive. Ils concernent à la fois les usagers et les personnels : Le premier, la dématérialisation des démarches administratives se trouve au cœur du mouvement de modernisation de l'administration : l'ambition affichée par le gouvernement est bien d'améliorer l'accessibilité et la qualité des services aux usagers, pour favoriser l'inclusion de tous les citoyens. Toutefois, la médiation a relevé un certain nombre de difficultés pour atteindre cet objectif. Elle met en évidence dans son rapport les conditions nécessaires pour que cette transformation, qui touche très fortement l'administration du système éducatif, soit bien accompagnée et n'agisse pas comme un facteur d'exclusion et d'inégalités supplémentaire. Elle s'interroge également sur la manière de conserver à chaque citoyen sa capacité d'agir et de choisir, dès lors qu'une décision le concernant est prise à l'aide d'un algorithme. Le second thème, la carrière des personnels en situation de handicap, est le prolongement des réflexions initiées dans les deux rapports précédents du médiateur (2016 et 2017) sur le parcours des élèves et des étudiants en situation de handicap. La médiatrice formule des recommandations afin que chacun de ces personnels puisse entrer et progresser dans sa carrière, en bénéficiant de conditions de travail adaptées et d'un accompagnement personnalisé, prenant en compte la globalité de la personne et de la situation qui la caractérise. Dans un troisième temps, la médiatrice pose les jalons d'une réflexion qu'elle a commencé à mener sur le traitement des risques psychosociaux, notamment celui du harcèlement au travail, thème qui pourra faire l'objet d'un examen plus approfondi et de recommandations dans son prochain rapport (2019).

Bernhard, N. (2019). **Répondre aux besoins des diplômés de l'enseignement professionnel allemand : vers une perméabilité institutionnelle ?**. *Formation emploi*, 146(2), 129-147. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-formation-emploi-2019-2-page-129.htm>

Les structures d'appui répondant aux besoins hétérogènes d'un nombre croissant d'étudiants de l'enseignement supérieur, diplômés de l'enseignement professionnel, peuvent aider ces derniers à réussir leurs études et ainsi favoriser la perméabilité entre l'enseignement et la formation professionnels (EFP) et l'enseignement supérieur. Cet article analyse l'évolution de ce type de structures, en Allemagne, en mobilisant une analyse institutionnelle multidimensionnelle. En Allemagne, la reconnaissance croissante des étudiants titulaires de diplômes professionnels comme groupe d'étudiants légitime rend de plus en plus nécessaire la réponse à leurs besoins. Toutefois, les hiérarchies entre les étudiants « traditionnels » et les étudiants diplômés de l'enseignement professionnel tendent à se reproduire.

Bilal, M. (2019). **An Ethnographic Account of Educational Landscape in Pakistan: Myths, Trends, and Commitments**. *American Educational Research Journal*, 56(4), 1524-1551. <https://doi.org/10.3102/0002831218822066>

Education in Pakistan is no longer a matter of indifference to the rest of the world. Typically, concern is focused on the role played by the madrasah (Islamic religious school; plural madaaris) as the dominant provider of education. The rise in the number of English-medium education institutions countrywide does not enter such accounts. This ethnographic study relates this topic to the pedagogic aspirations of Pakistanis asking, What is the role of English-medium schools in Pakistan and is it even the case that the majority of Pakistanis are markedly in favor of a predominantly religious education for their children? The study suggests that formal English-medium education is most parents' real-world priority, fluency in English being a prerequisite for higher paying jobs in Pakistan.

Boer, H. de. (2019). **Higher Education Accountability**, Robert Kelchen, Johns Hopkins University Press, Baltimore, 2018. 272 pp. ISBN: 978-1-42142-473-6. \$39.95 (hardcover). eISBN: 978-1-42142-474-3. *Higher Education Quarterly*, 73(3), 394-398. <https://doi.org/10.1111/hequ.12205>

Borras, I., Bosse, N., & Zalkind, M. (2019). **Pour les lycées professionnels, l'avenir se joue en réseau**. *Bréf du Céreq*, (379), 4.

La réforme du lycée professionnel engagée en 2018 compte, entre autres, sur la généralisation de la « mise en réseau » des établissements de formation pour transformer ce secteur. Une étude du Céreq portant sur deux académies « pilotes » en matière de réseaux d'établissements permet de mieux cerner leurs enjeux, leurs finalités et les défis à relever pour systématiser leur mise en œuvre.

Borras, I., Bosse, N., Zalkind, M., & Fox, H. (2019). **Des réseaux d'établissements au cœur des transformations de la voie professionnelle**. *Céreq études*, (24), 72. <http://www.cereq.fr/content/download/23086/197105/file/CETUDES-24.pdf>

Depuis mai 2018, le ministère de l'Éducation nationale recommande à « chaque lycée professionnel [de] s'intégrer dans un réseau géographique facilitant les complémentarités sur un territoire donné, dans un réseau thématique structuré par filière professionnelle. Ces rattachements permettront un maillage territorial qui

favorisera la réussite des élèves tout en répondant aux besoins économiques de chaque territoire ».

Bouwmans, M., Runhaar, P., Wesselink, R., & Mulder, M. (2019). **Leadership ambidexterity: Key to stimulating team learning through team-oriented HRM? An explorative study among teacher teams in VET colleges.** *Educational Management Administration & Leadership*, 47(5), 694-711. <https://doi.org/10.1177/1741143217751078>
In vocational education and training (VET) colleges worldwide, teacher teams work on innovations to improve their educational quality. To foster this process, teams benefit from team-oriented human resource management (HRM) aimed at stimulating teachers' team learning. This qualitative study explores in-depth how team leaders enact team-oriented human resource practices and how this affects teachers' perceptions of these practices and their engagement in team learning. Interviews with four team leaders and group interviews with 11 teachers from these four teams were conducted in one VET college in the Netherlands. The results showed that team leaders were both controlling and stimulating in their enactment. To foster team learning, it appears not just necessary that team leaders' enactment and teachers' perceptions of this enactment should be aligned, but that team leaders' enactment also should be geared towards the team's needs. This study therefore shows team leaders' crucial role in the effective implementation of team-oriented HRM in VET colleges.

Brébion, C. (2019). **L'apprentissage, un meilleur « rendement » professionnel en France qu'en Allemagne.** *Formation emploi*, 146(2), 101-127. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-formation-emploi-2019-2-page-101.htm>
Cet article compare l'effet des études en apprentissage sur l'accès au marché du travail, en France et en Allemagne, entre 1998 et 2013. Les données utilisées proviennent du German Socio-Economic Panel et des Enquêtes Génération du Céreq. Des estimations par variables instrumentales révèlent que, relativement aux études par la voie scolaire standard, l'apprentissage offre un avantage sur le marché du travail plus élevé en France qu'en Allemagne, à la sortie de l'enseignement secondaire. En fin de contrat, les taux d'embauche dans les entreprises de formation sont plus élevés en Allemagne, mais pour les jeunes non retenus, trouver un emploi sur le marché externe s'avère plus aisé en France. À la sortie du supérieur, dans les deux pays, être diplômé de l'apprentissage n'apporte pas d'avantage sur le marché du travail.

Bunnell, T. (2019). **Developing and institutionalising the 'Internationally-Minded School': The role of the 'Numerous Fs'.** *Journal of Research in International Education*, 18(2), 186-198. <https://doi.org/10.1177/1475240919865792>
The concept and theory of 'international-mindedness' has been much discussed and debated in recent years. The conceptualising of the character of 'international-mindedness' as practised by schools has begun to attract some scholarly attention, but one especially under-theorised aspect involves the often-derided 'Several Fs', or sometimes 'Five Fs' (flags, festivals, food etc.). This paper aims to give credibility and importance to the day-to-day aspects of the 'Several Fs', and draws attention to the broader range of activity, identifying upwards of 15 'Fs' in practice. The broader framework of these 'Numerous Fs' is then placed at the centre of identifying the nature and form of the school, as a deliverer of 'international mindedness'. In a 'low-culture context', where collective identity is undermined by transient and relatively distanced stakeholders, the 'Numerous Fs' can be viewed as acting as significant 'purveyors of

organisational identity'. At another level, the 'Numerous Fs' give considerable legitimacy to a school's claim to be 'internationally-minded', acting as 'carriers of institutionalisation'. Put simply, they give the school a distinct set of norms, activities, artefacts and routines, characterising it as a specific type of educational institution. As well as acting as practical everyday tools for developing the 'internationally-minded school', they arguably help to give the school a considerable degree of legitimacy both as an organisation, and as an institution.

Bush, T. (2019). **Collaborative school leadership: Can it co-exist with solo leadership in high accountability settings?** *Educational Management Administration & Leadership*, 47(5), 661-662. <https://doi.org/10.1177/1741143219853202>

Charest, B., & Sjostrom, K. (2019). **Unsettling Education: Searching for Ethical Footing in a Time of Reform.** <https://doi.org/10.3726/b15559>

Unsettling Education: Searching for Ethical Footing in a Time of Reform offers a counter-narrative to the prevailing orthodoxies of schooling and school reform that conflate education and learning with that which can be measured on state-mandated examinations. Despite the push to « settle » the purposes of teaching and schooling in ways that see education as the teaching of a discrete set of skills that align with standardized exams, there are teachers and students who continue to resist standardization and whose stories suggest there are many ways to organize schools, design curriculum, and understand the purposes of education. Unsettling Education shares stories of how teachers have resisted state and local mandates to teach to the test in dehumanizing ways, how such teachers have sought to de-commodify educational spaces, how they have enacted their ethical commitments to students and communities, and how they have theorized such practices, sometimes even reconsidering their roles as teachers and the very purposes of schooling. Volume contributors offer concrete ways in which teachers might challenge the structures of schooling to reveal the full humanity and potential of students through different forms of resistance pedagogy, institutional critiques, and critical self-reflection. Featuring a wide range of voices and contexts, the collections' chapters blend story and theory, resulting in a volume both accessible and thought-provoking to varied audiences—from undergraduate students of education and concerned citizens to veteran educators, teacher educators, administrators, and policymakers

Charvet, P. (2019). **Refonder l'orientation : un enjeu État-régions** [Report]. Paris: Ministère de l'éducation nationale. <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3035>

Le rapport présente des pistes pour repenser le système d'orientation français à partir des besoins des élèves et de leurs familles, mais aussi des professeurs, en garantissant pour tous une information fiable, juste et gratuite. Le rapport prend en compte les réalités de l'insertion professionnelle, en cohérence avec la mise en œuvre, sur le terrain, du Cadre national de référence signé le 28 mai 2019 par l'État et les Régions. En lien avec l'Onisep, qui doit rester le premier acteur de l'orientation, il s'agit désormais de donner aux élèves une éducation à l'orientation, au plus près des établissements, dans le cadre des nouveaux horaires dédiés au lycée et de l'accompagnement personnalisé.

Cohen, D. K., & Spillane, J. P. (2019). **Educational System Building**. *Educational Policy*, 33(6), 807-811. <https://doi.org/10.1177/0895904819866913>

Recognizing that there are many different sorts of school systems in the United States and noting the absence of comparative research on these systems, we sampled six such systems—two public, one not, and three at various places on the border between public and private—for a comparative study of educational system in the United States. In this introduction, we motivate the research and discuss our research questions in order to situated the four papers in this special issue. The first three papers capture how different systems inhabit their environments similarly and differently, exploring the relationship between environments on one hand and the system–instruction connection on the other. The fourth paper sketches a comparative research agenda that would include more school systems, in and outside the United States, as they try to improve instruction.

Corcoran, T., Claiborne, L., & Whitburn, B. (2019). **Paradoxes in inclusive education: a necessary condition of relationality?** *International Journal of Inclusive Education*, 23(10), 1003-1016. <https://doi.org/10.1080/13603116.2019.1625453>

Life's paradoxes present across the varied landscapes we traverse in education and serve as formidable barriers in attempts to secure ethical consistency in practice. The presence of paradox invites educational researchers and practitioners to diligently examine our available choices, particularly when fixed by dominant ways of knowing/being. This too is especially consequential as these resources work for or against what we hold to be fundamental to our practice. This quandary is responded to here in three parts. The first section steps through a paradoxical psychosocial assemblage created in Australian educational practice through the National Assessment Program – Literacy And Numeracy (NAPLAN). The second section then suggests possibilities for challenging paradoxes around the status quo by reflecting on ways professionals from a range of countries in the Asia/Pacific region can reexamine their own practice as part of theoretically informed postgraduate research. The third section discusses how paradoxes have persisted in Australian policy responses to disability, which evade substantiated ways of being and knowing inclusion. The relationships paradox invites us to are entangled and complex but in opening ourselves to prospects inherent in contradiction we challenge ourselves to explicating preferred ideals.

de Bruin, K. (2019). **The impact of inclusive education reforms on students with disability: an international comparison**. *International Journal of Inclusive Education*, 23(7-8), 811-826.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0001>

When the Salamanca Statement called upon States to recognise the 'necessity and urgency' of providing students with a disability access to the regular education system (UNESCO 1994, viii), both Australia and the United States of America had existing legislative and policy documents articulating the rights of students with a disability to access regular education. Since that time both countries have clarified and amended their respective laws and policies, and signed the Convention on the Rights of Persons with Disabilities (UN 2006) which urges States to reallocate resourcing to inclusive education, and to reduce segregation. In this article, I examine the policy reforms in each country and analyse aggregated and disaggregated student placement data

within each context to consider the impact of these reforms for different groups of students. Results show that the different reform journeys in each context produced different outcomes for students in each country, with segregation increasing in Australia and decreasing in the USA. The results also suggest that the impact of these policies has not been proportionate across categories as students on the Autism Spectrum are more likely to experience educational segregation or exclusion in both countries.

Delespierre, A. (2019). **L'usage du monde. Hiérarchie nationale et stratégies d'internationalisation des grandes écoles d'ingénieurs.** *Actes de la recherche en sciences sociales*, 228(3), 42-55. <https://doi.org/10.3917/arss.228.0042>

Au tournant des années 1980-1990, de nouveaux impératifs d'« ouverture internationale » commencent à s'affirmer parmi les écoles d'ingénieurs et à s'imposer progressivement à l'ensemble du champ français des grandes écoles. Leur propagation va de pair avec la contestation des principes nationaux de hiérarchisation de ces établissements, historiquement fondés sur l'élitisme scolaire et l'autonomie plus ou moins marquée à l'égard du monde professionnel. Cet article prend pour objet la manière dont ces impératifs d'internationalisation, initialement portés par des écoles en position de porte-à-faux cherchant à déstabiliser la hiérarchie établie, en sont venus à exercer une force contraignante sur l'ensemble des écoles d'ingénieurs, jusqu'aux institutions publiques les plus anciennes et les plus consacrées. Il s'agit de s'interroger sur la portée réelle de cette révolution symbolique et d'examiner en quoi les nouvelles formes de concurrence pour l'accumulation de capital international affectent l'ordre traditionnel du champ des grandes écoles d'ingénieurs.

Delhay, C. (2019). **Baccalauréat 2021 : faire du grand oral un levier d'égalité des chances - Recommandations pour le grand oral du baccalauréat et l'enseignement de l'oral de l'école maternelle au lycée** [Report]. Ministère de l'éducation nationale et de la jeunesse. <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3032>

Cyril Delhay, professeur d'art oratoire à Sciences Po Paris, a remis au ministre de l'éducation nationale et de la jeunesse le présent rapport. Ce rapport ne concerne pas seulement la nouvelle épreuve d'oral prévue dans le cadre du futur baccalauréat de 2021, il développe également toute une réflexion sur la place de l'oral de l'école au lycée, en partant de l'idée que le grand oral de Terminale doit être l'aboutissement d'un parcours commencé dès l'école primaire.

Demir, F., Kim, S. M., Current, N., & Jahnke, I. (2019). **Strategic improvement planning in schools: A sociotechnical approach for understanding current practices and design recommendations.** *Management in Education*, 33(4), 166-180. <https://doi.org/10.1177/0892020619847681>

The schools in the United States undergo reforms that involve the integration of data-intensive improvement process known as strategic improvement plans (SIPs). This process requires digital systems to set goals, create interventions, use and analyse student data, monitor and report SIPs. A challenge with digital systems is the integration of a highly diverse set of data sources and identifying users who are engaged with the processes. This study explored how teachers and principals carry out SIPs currently. We applied the sociotechnical walkthrough, a qualitative method that combines a modelling notation and focus group interviews to understand the current workflows, technology use and interactions of teachers and principals developing SIPs. The results

illustrate a variety of existing activities and indicate how a newly developed technology may have an impact as well as propose design recommendations to fill a gap in managing SIPs.

Demongeot, A., & Lombard, F. (2019). **L'apprentissage au 31 décembre 2018**. *Note d'information*, (19.30), juillet 2019. <https://www.education.gouv.fr/cid54794/l-apprentissage-au-31-decembre-2018.html>

Au 31 décembre 2018, les centres de formation d'apprentis accueillent 448 100 apprentis, soit une hausse de 4,2 % par rapport à 2017. Les effectifs d'apprentis dans l'enseignement secondaire sont en hausse (+ 1,8 %) pour la deuxième année consécutive. La croissance de l'apprentissage dans l'enseignement supérieur reste à un niveau élevé (+ 8,1 % après + 9,1 % en 2017). 16,0 % des entrants en apprentissage viennent d'une classe de troisième, les jeunes de ce niveau s'orientant principalement vers une seconde générale ou technologique (63,7 %). Désormais presque un apprenti sur dix est accueilli dans un EPLE (établissement public local d'enseignement). Le poids de l'apprentissage parmi les 16-25 ans continue de progresser et atteint 5,3 % (+ 0,2 point).

DEPP. (2019). **Repères et références statistiques sur les enseignements, la formation et la recherche 2019**. Paris: Ministère de l'éducation nationale et de la jeunesse. https://cache.media.education.gouv.fr/file/2019/51/6/depp-rers-2019_1162516.pdf

Publication annuelle de la DEPP et de la SD-SIES, Repères et références statistiques réunit en un seul volume toute l'information statistique disponible sur le système éducatif et de recherche français. Organisé en onze chapitres et 180 thématiques pour l'édition 2019, RERS apporte des éclairages nouveaux en fonction de l'actualité et des derniers résultats d'études.

Dietzen, A., & Tschöpe, T. (2019). **Les compétences sociales dans la formation par apprentissage en Allemagne : l'enseignement professionnel fondé sur les compétences**. *Formation emploi*, 146(2), 77-99. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-formation-emploi-2019-2-page-77.htm>

Le présent article aborde les compétences sociales dans l'enseignement et la formation professionnels (EFP), ainsi que dans la formation initiale, puisqu'elles constituent une composante essentielle de la compétence professionnelle dans la plupart des secteurs professionnels. Adoptant une démarche de recherche empirique sur les compétences dans l'EFP, nous estimons qu'il est nécessaire de clarifier l'architecture des compétences sociales au regard des caractéristiques propres à chaque métier. L'article présente une manière d'élaborer et de valider un modèle s'agissant du métier d'assistant·e médical·e (en allemand, «medizinische/r Fachangestellte/r») est un métier qui se situe entre celui de secrétaire·médical·e et d'assistant·e). Nous mobilisons les résultats empiriques issus de l'évaluation des compétences sociales des assistant·e·s médicaux·ales, après trois années de formation initiale. Ainsi, nous préconisons un développement de la formation d'assistant·e médical·e incorporant davantage certaines dimensions des compétences sociales.

Dioffo, A. M., & Caille, F. (2019). **L'éducation en Afrique**. <https://halshs.archives-ouvertes.fr/halshs-02169724>

Réédition en libre accès, sous la direction de Frédéric Caille, du livre de Abdou Moumouni Dioffo publié pour la première fois en 1964 par François Maspéro éditeur. Le

livre éclaire notamment les enjeux postcoloniaux de l'éducation en Afrique francophone subsaharienne.

Djeumeni Tchamabe, M., Voulgre, E., Groux, D., & Nyebe Atangana, S. (2019). **Quelle école pour demain ? Enjeux, priorités et défis**. Paris: L'harmattan. http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343179056&utm_source=phplist&utm_campaign=message_27204&utm_medium=email&utm_content=lienTitre

Les articles présentés dans cet ouvrage interrogent les grandes questions qui se posent à l'éducation dans le monde. Pour entrer dans cette vaste problématique, nous avons décidé de poser les questions éducatives à partir de l'Afrique : équité de l'éducation dans le monde, qualité de l'enseignement, importance de la lecture, de la formation des enseignants et de la scolarisation des filles.

Dulfer, N. (2019). **Differentiation in the International Baccalaureate Diploma Programme**. *Journal of Research in International Education*, 18(2), 142-168. <https://doi.org/10.1177/1475240919865654>

There is now widespread acceptance of the importance of differentiated instruction in today's classrooms. However, much of the research regarding differentiated instruction takes place in primary and middle years environments, with very little focused on the senior secondary years. This article explores differentiated instruction practices in senior secondary high stakes environments. Specifically focused on the experiences of teachers in the International Baccalaureate Diploma Programme (IBDP) in Hong Kong and Australia, where the IB is predominately taught in high-fee-paying institutions, the article explores some of the current practices and concerns of teachers involved in the programme. In exploring differentiated instruction in the IBDP it asks the questions 1) How do teachers employ differentiation in their approaches to teaching in IBDP environments?, and 2) What factors inhibit or enable differentiation in their classrooms?, Results from the study indicate that teachers of the IBDP provide several differentiation opportunities within the content and product areas. However, the areas of process and environment were more problematic, with the amount of content that needed to be covered impacting on the approach to teaching and learning adopted by both the teachers and the students. The IB prides itself on its Learner Profile attributes which support the students to become "inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." (IB, 2019a). However, in this study questions were raised regarding the amount of time students are given to think, reflect, or inquire. This is something that all senior secondary years programmes will need to consider as we move through the twenty-first century.

Eckert, J. (2019). **Collective Leadership Development: Emerging Themes From Urban, Suburban, and Rural High Schools**. *Educational Administration Quarterly*, 55(3), 477-509. <https://doi.org/10.1177/0013161X18799435>

Purpose: Applying an analytic model to better understand collective leadership development, this study examines three high schools: one urban, one suburban, and one rural. Each school's unique structure and context tests the model's explanatory power. Research Methods: Using a multiple-case study design, data consisting of interviews with teachers and administrators (n = 64), document analysis, and observations were collected from each of the three high schools to describe and explain variation in collective leadership development, practice, and student

outcomes. Findings: Schools' efforts to develop leadership are organized for cross-case analysis by model constructs. Variation between schools exists in collective leadership capacity, practice, and student outcomes. This variation is explained by antecedent factors that include principal support of teacher leadership, initial teacher capacity, school conditions, work design, and leadership development experiences. Specifically, catalytic principal support, relational trust, professional capital, and views of leadership as work enhance development. Moreover, because of the iterative nature of improvement captured by the model, improved collective leadership practice influences the antecedent constructs. Implications: This study has implications for how schools and districts understand collective leadership development efforts of administrators and teachers. The analytic model facilitates the examination of school contexts to understand the potential and relative success of development efforts.

European Commission. (2019). **Assessment of tools and deliverables under the framework for European cooperation in education and training (ET2020) – EAC-2018-231 - Final report** [Report]. European Commission. <https://publications.europa.eu/fr/publication-detail/-/publication/e8f0ed5b-5a8e-11e9-9151-01aa75ed71a1/>

The study was undertaken by ICF, in collaboration with Technopolis, in 2018 on behalf of the European Commission's Directorate-General for Education, Youth, Sport and Culture (DG EAC). The study assessed the tools and deliverables under the current framework for the European cooperation in education and training (ET2020). The main objectives of this assignment were to analyse: i) the performance of ET2020 tools and deliverables in addressing the ET2020 objectives and priorities; ii) the impact of such tools and deliverables at the Member State (and EU) level. The ET2020 framework was adopted in 2009, succeeding the Education and Training 2010 (ET2010) work programme, and is implemented making use of the Open Method of Coordination (OMC). It is based on four strategic objectives which are also expected to support the implementation of the Europe 2020 strategy: - Make lifelong learning and mobility a reality; - Improve the quality and efficiency of education and training; - Promote equity, social cohesion and active citizenship; and - Enhance creativity and innovation, including entrepreneurship, at all levels of education and training.

Fahey, G., & Köster, F. (2019). **Means, ends and meaning in accountability for strategic education governance**. <https://doi.org/10.1787/1d516b5c-en>

Recent decades have revealed a gap between promises and realities of accountability in education governance, as well as further afield. Despite efforts identifying and analysing cautionary tales of accountability interventions, a systematic approach to support progressive improvements for managing accountability in complex education systems is yet to be widely adopted. This review of the interdisciplinary literature leverages the complexity paradigm to address the extant lack of clarity in theory and practice surrounding accountability. Central to this are recent research efforts that embrace accountability's foundations as a relational exchange of accounts. The approach enables distancing accountability from misconceptions arising from its patchy track record in practice and the rhetorical usage of the term. The review discusses implications for understanding and managing accountability within contemporary strategic governance. In such an environment, this means rethinking the management of accountability stresses by practitioners as a new normal to be

grappled with – and where possible attenuated – rather than the object of tractable solutions, as has been mistakenly conceived in the past.

Fernández-Vavrik, G., Pirone, F., & van Zanten, A. (2018). **Discrimination positive, méritocratie et l'inclusion en tension : les « Conventions éducation prioritaire » de Sciences Po.** *Raisons éducatives*, 22(1), 19-47. <https://doi.org/10.3917/raised.022.0019>

Cet article s'intéresse à un dispositif dit « d'ouverture sociale », les « Conventions Education Prioritaire » (CEP) de Sciences Po, en prenant appui sur une enquête ethnographique en cours comprenant des analyses de textes institutionnels ainsi que des entretiens et des observations à Sciences Po et dans quatre lycées conventionnés. Il s'intéresse aux tensions normatives entre les acteurs impliqués, notamment entre les responsables institutionnels qui impulsent et coordonnent le dispositif et les acteurs scolaires qui le mettent en œuvre, autour de la priorité à accorder à la méritocratie, à la discrimination positive et à l'inclusion. Il examine également les arrangements pédagogiques et organisationnels auxquels les efforts pour résoudre ces tensions donnent lieu. La conclusion insiste notamment sur les effets de ces tensions et des pratiques qui en résultent sur le brouillage entre deux objectifs politiques distincts, la diversification des élites et la réduction des inégalités.

Florian, L. (2019). **On the necessary co-existence of special and inclusive education.** *International Journal of Inclusive Education*, 23(7-8), 691-704. <https://doi.org/10.1080/13603116.2019.1622801>

While many distinctions between 'special' and 'inclusive' education have been made and continue to be forcefully debated, the two concepts remain strongly evident in policy and practice in many countries. This paper discusses the interrelated history of these concepts. It explores how conceptualisations of them have changed since Salamanca and reflects on whether inclusive education has, can or should replace special education. It considers the extent to which 'special' and 'inclusive' education are understood as the same or different today. The paper argues for a clear a distinction to be made between how special educators can work in support of inclusive education and the task of inclusive education which addresses the barriers to participation faced by members of marginalised groups.

Fouquet-Chauprade, B., & Dutrévis, M. (2018). **Analyse du traitement médiatique d'une politique d'éducation prioritaire : la réputation du REP de 2006 à 2017.** *Raisons éducatives*, 22(1), 75-102. <https://doi.org/10.3917/raised.022.0075>

Depuis 2006, le canton de Genève s'est doté d'une politique scolaire labellisée Réseau d'enseignement prioritaire (REP). Pour un établissement qui rejoint ce réseau, quelles sont les conséquences en termes de réputation ? Pour traiter cette question, nous proposons dans cet article une analyse de la presse locale. À travers cette analyse, nous chercherons à déterminer quelle image, quelle réputation est associée aux établissements prioritaires, à leur public, et aux familles, et comment cette réputation évolue. Les résultats suggèrent que les catégories mobilisées pour qualifier les élèves scolarisés en établissement prioritaire s'inscrivent dans une perspective déficitaire qui essentialise la difficulté scolaire. La réputation des établissements rejoint la réputation du quartier. Et le discours produit fait émerger des préoccupations plus éducatives que pédagogiques. Enfin, le discours autour du REP évolue en fonction des débats politiques et des réformes scolaires concomitantes.

Gardner-McTaggart, A. (2019). **Leadership of international schools and the International Baccalaureate learner profile.** *Educational Management Administration & Leadership*, 47(5), 766-784. <https://doi.org/10.1177/1741143217745883>

Purpose: this study offers a rare insight into senior leadership in International Baccalaureate (IB) international schools. The IB international school profits from the perceived quality and consistency of the IB brand; international schools, however, suffer from an endemic culture of change and reinterpretation. The IB learner profile (IBLP) offers scope for consistency and an overarching ethos, and research finds that 'buy-in' to the IBLP and modelling of it in all aspects of school life are essential in achieving this. It emerges that buy-in to the IBLP in directors is split between the personal and the operational. **Research method:** This interpretive study explores IB directors in multiphase research over two years employing an aspect of critical phenomenology through the lens of the IBLP and Global Citizenship Education (GCE). **Findings:** Only one in six directors uses the IBLP in leadership. Generally, directors attribute the IBLP a junior status. Analysis through Bourdieu finds IB directors have higher loyalty to (loosely defined) GCE through their Christian values. A foregrounding of individual values over the secular IBLP places IB directors as primary catalysts for the change culture unravelling the consistency of the IB international school, confirming the value of the IBLP in leadership.

Gayardon, A. de. (2019). **Higher Education Funding and Access in International Perspective.** Sheila Riddell, Sarah Minty, Elizabeth Weedon, & Susan Whittaker (Eds.). Emerald Publishing, Bingley, 2018. 264 pp. ISBN-13: 978-1-78754-654-7. £40 (paperback). eISBN: 978-1-78754-651-6. *Higher Education Quarterly*, 73(3), 392-394. <https://doi.org/10.1111/hequ.12202>

Giovannelli, V. (2019). **Key Data on Early Childhood Education and Care in Europe – 2019 Edition** [Text]. Eurydice. https://eacea.ec.europa.eu/national-policies/eurydice/content/key-data-early-childhood-education-and-care-europe-%E2%80%93-2019-edition_en

Early childhood education and care (ECEC) – the phase before primary education – is increasingly acknowledged as providing the foundations for lifelong learning and development. This second edition of Key Data on Early Childhood Education and Care in Europe charts the progress made in the key quality areas identified in the Council Recommendation on High Quality ECEC Systems. The report provides indicators on the key quality areas of governance, access, staff, educational guidelines as well as evaluation and monitoring. Cross-cutting these key areas, it presents a child-centred approach, with special attention being paid to the inter-relatedness of policies in different areas. The importance of inclusiveness in education is also stressed as high quality ECEC is considered to be one of the best ways to increase equity and equality in society. Part one provides policymakers, researchers and parents with comparative information on the current ECEC policies across Europe. Part two gives an overview of the key features of national ECEC systems accompanied by a diagram of their structure. The scope of the report is wide, covering centre-based and regulated home-based provision in both the public and private sectors in the 38 European countries (43 education systems) participating in the EU's Erasmus+ programme. It includes the 28 Member States of the European Union as well as Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey.

Giraud, O. (2019). **Postface. Des modèles institutionnels comme des pop stars : (Re)connaître le système allemand de formation cinquante ans après.** *Formation emploi*, 146(2), 169-176. Consulté à l'adresse [Cairn.info. https://www.cairn.info/revue-formation-emploi-2019-2-page-169.htm](https://www.cairn.info/revue-formation-emploi-2019-2-page-169.htm)

Giuliani, F., Fouquet-Chauprade, B., & Sanchez-Mazas, M. (2018). **Les recompositions actuelles de l'action éducative : une introduction.** *Raisons éducatives*, 22(1), 5-17. <https://doi.org/10.3917/raised.022.0005>

Une des évolutions notables de l'école contemporaine concerne l'émergence de problématiques socioéducatives qui interrogent la mission de socialisation traditionnellement dévolue à l'institution scolaire. Appelée à gérer des situations qui vont au-delà du travail éducatif ordinaire et à traiter les problématiques pouvant émerger du fait de la prise en compte de publics en situation de précarité et de grande hétérogénéité socioculturelle, l'école se voit aujourd'hui confrontée à la question sociale sous une forme à bien des égards renouvelée. Désormais, face à des populations d'élèves dont les conduites sociales s'écartent des attentes scolaires, l'école se charge non plus seulement d'instruire des cohortes mais aussi d'éduquer, de soutenir et d'accompagner des acteurs scolaires (élèves, parents) pris dans un monde d'instabilité et d'insécurité sociales croissantes. Ce contexte général se traduit par une double exigence, à la fois de diversification des rôles professionnels et de développement d'une prise en charge axée sur les singularités des élèves, laquelle est porteuse d'innovations, mais aussi source de tensions. Au travers de contributions issues de différents contextes éducatifs et d'approches variées, ce numéro de *Raisons éducatives* entend examiner la manière dont les frontières de l'action éducative se recomposent sous l'effet de l'évolution des publics et des politiques scolaires.

Granato, M., & Moreau, G. (2019). **Introduction. Les défis de l'apprentissage en Allemagne.** *Formation emploi*, 146(2), 7-28. Consulté à l'adresse [Cairn.info. https://www.cairn.info/revue-formation-emploi-2019-2-page-7.htm](https://www.cairn.info/revue-formation-emploi-2019-2-page-7.htm)

Heaton, S., Siegel, D. S., & Teece, D. J. (2019). **Universities and innovation ecosystems: a dynamic capabilities perspective.** *Industrial and Corporate Change*, 28(4), 921-939. <https://doi.org/10.1093/icc/dtz038>

Abstract Universities play an important role in innovation ecosystems. In addition to developing human capital and advancing technology, they are increasingly expected to participate as economic development partners with industry and local, state, and national governments. Models such as the "Triple Helix" have been advanced to frame the assessment of interactions among academia, industry, and governments that may foster economic development. Such models highlight the boundary-spanning roles of universities and provide a predetermined list of actions universities could take to strengthen their ecosystem. Unfortunately, the flexible and entrepreneurial management of universities required to make this model work has virtually been ignored in the academic literature. We propose the dynamic capabilities framework to guide how universities might manage their innovation ecosystems. We use this framework to analyze the role of the university throughout the ecosystem lifecycle. These concepts are then illustrated with three case studies of universities that have engaged with partners in local economies to launch new industries, fostering entrepreneurship, and revitalize neighborhoods.

Iffrig, S. (2019). **L'apprentissage transfrontalier France/Allemagne, à l'aune de l'action publique locale alsacienne**. *Formation emploi*, 146(2), 149-168. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-formation-emploi-2019-2-page-149.htm>

L'article aborde les systèmes d'apprentissage français et allemand, à l'aune des politiques publiques alsaciennes, et plus particulièrement « l'apprentissage transfrontalier ». Sont analysées les représentations et les pratiques des acteurs locaux, français et allemands, impliqués dans le dispositif. À l'intersection de débats nationaux et européens autour de l'apprentissage, la politique transfrontalière de formation professionnelle révèle ainsi comment la comparaison est mobilisée par l'action publique. In fine, il ressort que, malgré la mobilisation des pouvoirs publics, l'apprentissage transfrontalier demeure un parcours d'exception.

Iorio, J. M., & Tanabe, C. S. (2019). **Higher Education and the Practice of Hope**. Springer Singapore. <https://www.springer.com/us/book/9789811386442>

This book examines the restructuring of universities on the basis of neoliberal models, and provides a vision of the practice of hope in higher education as a means to counteract this new reality. The authors present a re-imagined version of Jonathan Swift's "A Modest Proposal" to highlight the absurdity of policy trends and decisions within higher education and shock people out of indifference towards action. The authors suggest the 'practice of hope' as a way to create a system that moves beyond neoliberalism and embraces equity as commonplace. Providing real-world possibilities of the practice of hope, the book offers possibilities of what could happen if neoliberalism at the higher education level is counteracted by the practice of hope.

Jarraud, F. (2019, juillet 10). **Céreq: L'avenir des LP est dans les réseaux?** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/10072019Article636983406689774388.aspx>

« Certaines académies ont expérimenté la mise en place de réseaux fédérant des lycées publics professionnels et technologiques, des lycées privés sous contrat, des centres de formation d'apprentis (CFA), des Greta, des centres de formation privés et des partenaires du monde économique, représentants de branches ou d'entreprises, autour de grandes thématiques professionnelles », pointe cette étude de I Borras, N Bosse et M Zalkind publiée dans un Bref du Céreq. Ces réseaux permettraient une plus rapide adaptation des LP aux évolutions économiques, une dimension attendue par les régions. L'étude porte sur deux expériences de mise en réseau conduites à Grenoble et Rouen par le même recteur. Toutes deux montrent l'importance du binôme inspecteur - proviseur pour animer le réseau. Toutes deux montrent aussi la difficulté à assurer à côté du binôme un « parrain » économique venu des entreprises. En effet le binôme baigne dans la culture éducation nationale à la différence du parrain. « La concurrence entre établissements, y compris entre EPLE, est aussi un obstacle majeur aux partenariats », souligne l'étude. En conclusion l'étude estime que « Le recul manque encore pour évaluer l'impact des réseaux sur les parcours de réussite et d'insertion des élèves et sur la cohérence de l'offre de formation. En revanche, l'étude montre qu'un processus de changement organisationnel est à l'oeuvre dans le mode de pilotage académique de la formation professionnelle, adapté progressivement aux retours d'expérience ».

Jarraud, F. (2019, juillet 10). **Selon l'Unesco les engagements en matière d'éducation ne seront pas atteints.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/10072019Article636983406624148968.aspx>

« Les projections de l'UNESCO, présentées dans le cadre du Forum politique de haut niveau des Nations Unies pour suivre l'avancement des objectifs de développement durable(ODD), montrent qu'en 2030, un enfant sur six âgé de 6 à 17 ans sera encore exclu du système scolaire alors que tous les enfants devraient être scolarisés », annonce l'Unesco qui publie un nouveau rapport sur les ODD. « Les prévisions montrent également que 40 % des enfants dans le monde n'achèveront leurs études secondaires, un chiffre estimé à 50% pour l'Afrique subsaharienne où la proportion d'enseignants qualifiés est en déclin depuis 2000 ». "Selon les tendances actuelles, les taux d'apprentissage devraient stagner dans les pays à revenu intermédiaire, et baisser de près d'un tiers dans les pays francophones d'Afrique d'ici 2030. De plus, sans une accélération rapide, 20% des jeunes et 30% des adultes dans les pays à faible revenu ne seront toujours pas en mesure de lire d'ici la date fixée pour l'élimination de l'analphabétisme". L'Unesco met en cause le financement insuffisant de l'éducation. L'étude fait un point précis de l'état de la scolarisation de la maternelle au supérieur.

Khalifa, M. A., Khalil, D., Marsh, T. E. J., & Halloran, C. (2019). **Toward an Indigenous, Decolonizing School Leadership: A Literature Review.** *Educational Administration Quarterly*, 55(4), 571-614. <https://doi.org/10.1177/0013161X18809348>

Background: The colonial origins of schooling and the implications these origins have on leadership is missing from educational leadership literature. Indeed little has been published on decolonizing and indigenous ways of leading schools. Purpose: In this article, we synthesize the literature on indigenous, decolonizing education leadership values and practices across national and international spaces that have been informed to various degrees by colonial models of schooling. Methodology: Through a review of the research and keywords including colonialism, educational leadership, indigenous communities, and decolonization, we identify two overarching themes. Findings: First, we found that the literature revealed a critique of the way in which Westernized Eurocentric schooling serves as a tool of imperialism, colonization, and control in the education of Indigenous peoples. Second, we discovered that the literature provided unique, but overlapping worldviews that situate the values and approaches enacted by Indigenous leaders throughout the globe. Within this second theme, we identify five strands of an Indigenous, Decolonizing School Leadership (IDSL) framework that can contribute to the development and reflection of school leadership scholars and practitioners. Specifically, we found that the five consistent and identifiable strands across IDSL include prioritizing Indigenous ancestral knowledge, enacting self-reflection and self-determination, connecting with and empowering the community, altruism, and spirituality as expressed through servant leadership, and inclusive communication practices. Conclusion: Based on the identified worldviews and values, we conclude by offering insights on the structure and policy of post-colonial schooling, as well as implications for the theory, research and practice needed to reclaim the co-opted contributions of Indigenous leaders in ways that decenter Western colonial approaches to leadership.

Kohtamäki, V., & Balbachevsky, E. (2019). **An explorative study of the consequences of university autonomy in Finland and Brazil.** *Higher Education Quarterly*, 73(3), 328-342. <https://doi.org/10.1111/hequ.12186>

This paper contributes to the analysis of impacts a university might experience with an increased degree of autonomy. Most autonomy studies have empirically considered the legal, political and financial relationships between state authorities and universities in different national contexts. Nevertheless, most of these studies focus on the changes experienced by European universities with increased autonomy. This paper argues that the focus on the Western European perspective limits the conclusions drawn from the relatively homogeneous policy context that frames the perspectives of university autonomy under investigation. This paper will advance research on autonomy and the understanding of changes produced by expanded autonomy in two concrete cases that occurred in contrasting policy frameworks: the University of Tampere, Finland, and the University of São Paulo, Brazil.

Köpfer, A., & Óskarsdóttir, E. (2019). **Analysing support in inclusive education systems :a comparison of inclusive school development in Iceland and Canada since the 1980s focusing on policy and in-school support.** *International Journal of Inclusive Education*, 23(7-8), 876-890. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00016>

This paper compares the systems of support in inclusive education in Canadian and Icelandic schools. The rationale for comparing these two support systems is grounded in the idea that they were developed in two countries with a long tradition of inclusive school development. They shifted the responsibility and the necessity of support for all learners towards the regular school, as it is embedded in the Salamanca Statement. The comparison is based on research findings from two comprehensive qualitative studies on inclusive education (Óskarsdóttir 2017. "Constructing Support as Inclusive Practice: A Self-Study." Doctoral Thesis University of Iceland, Reykjavík; Koepfer 2013. Inclusion in Canada. Bad Heilbrunn: Klinkhardt) and is focused on the role of support as an integral part of inclusive practices. A system of support can be considered an inevitable pillar of inclusive education, in order to remove barriers, to enable participation in educational and social activities and to ensure equitable access to learning. Although the organisation and implementation of support is contextualised and bound in different historical and political frameworks, this international comparison shows that both countries – with all its ambivalences and conflictual settings – emphasise a human-rights based understanding of inclusion. They on a cultural transformation process of schools to implement support for all pupils.

Kotok, S., Knight, D. S., Jabbar, H., Rivera, L. E., & Rincones, R. (2019). **On Becoming a District of Choice: Implications for Equity Along the United States–Mexico Border.** *Educational Administration Quarterly*, 55(4), 615-656. <https://doi.org/10.1177/0013161X18821357>

Purpose: Despite the popularity of open enrollment as a school choice mechanism, there is little research on how principals behave in a district-run competitive setting. This study adds to our understanding of how open enrollment policies affect the role of the principal as well as educational equity by examining the roles and behaviors of school principals in an unregulated marketplace of schools. Research Method: This study uses an explanatory sequential mixed methods approach. We first analyze school-level

transfer data for school year 2014-2015 and demographic data in order to examine trends such as poverty concentration as well as to identify “winners,” “losers,” and “nonplayers” in the open enrollment marketplace. Since principals are heavily involved in recruitment, student screening, and selection of specialized programs, we interviewed 12 principals to better understand their role in the competitive settings. Findings: We find that some schools have emerged as “winners” in this marketplace, attracting large numbers of transfers without losing many students, while other principals and schools struggle to overcome a negative perception and find a market niche to attract students. Our quantitative analysis indicates a relatively small relationship between open enrollment and increased segregation in the district. District oversight seems to have prevented worsening segregation. However, many principals seek more control on the screening process raising equity concerns if formal regulations are not provided. Implications: These findings have implications for school and district leaders navigating open enrollment plans as a means to increase enrollments and encourage innovation while also maintaining equity.

Larsen, T. C., Holloway, J., & Hamre, B. (2019). **How is an inclusive agenda possible in an excluding education system? Revisiting the Danish Dilemma.** *International Journal of Inclusive Education*, 23(10), 1049-1064.
<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/00000010/art00004>

The policy of inclusion in the Scandinavian countries is often related to the idea of the welfare state, and specifically to notions of equality, equity and democracy. The image of the welfare state seems to live well, even though structural and social barriers seem to maintain inequality when it comes to access to education. Instead of overcoming the barriers, the politics of inclusion may actually make the gap between ideals and realities more visible. In this article, we analyse the political efforts to create a more inclusive education system in Denmark in relation to these structural barriers. By applying the notions of discourse and dispositive of Foucault, we argue that the policies of educational inclusion encompass rationales and governing techniques directed at the societal and individual levels that may in itself challenge the inclusive agenda. By highlighting some of the political notions of inclusion, we highlight the discrepancies between inclusion as a political project and the structural barriers on the one hand, and inclusion as educational practice on the other. This challenges the previously accepted image of how well the Scandinavian welfare state is doing, especially as it relates to solving the gap between privilege and disadvantage in education.

Le Mouillour, I. (2019). **Postface: France-Allemagne : comparaison n'est pas raison.** *Formation emploi*, 146(2), 177-183. Consulté à l'adresse Cairn.info.
<https://www.cairn.info/revue-formation-emploi-2019-2-page-177.htm>

LeVasseur, L. (2018). **L'école québécoise et la gestion de la diversité des élèves : mesures d'intégration et tensions au sein de la division du travail éducatif.** *Raisons éducatives*, 22(1), 173-191. <https://doi.org/10.3917/raised.022.0173>

La gestion de la diversité des élèves représente un des principaux défis auxquels l'école québécoise fait face. De nombreux élèves provenant de milieux sociaux défavorisés sont menacés d'échec scolaire. L'intégration de ces élèves en classe ordinaire complexifie la tâche des enseignants. Afin de soutenir ces élèves et d'appuyer les enseignants, l'école publique a recours, surtout depuis le début des années 1990, à de

plus en plus d'agents de soutien technique. L'article porte sur le travail qu'effectuent les agents scolaires qui travaillent dans des établissements se caractérisant par une très grande diversité d'élèves. Il montre surtout que malgré des valeurs éducatives souvent communes, la coordination de l'action entre les agents de soutien technique, les agents de soutien professionnel et les enseignants ne va pas de soi. Il en résulte un climat tendu qui nuit au travail collectif, et par conséquent, à la scolarisation des élèves en difficulté.

Lewis, I., Corcoran, S. L., Juma, S., Kaplan, I., Little, D., & Pinnock, H. (2019). **Time to stop polishing the brass on the Titanic: moving beyond « quick-and-dirty » teacher education for inclusion, towards sustainable theories of change.** *International Journal of Inclusive Education*, 23(7-8), 722-739. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0005>

Interest in inclusive education in the global south has grown significantly since the adoption of the Salamanca Statement in 1994. Increasingly, those who fund and provide education want to be seen taking action on inclusion generally and disability inclusion specifically. However, the much-welcomed enthusiasm to respond to global commitments is not always matched with the necessary expertise and commitment to longer-term action and change. The growth in inclusive education policies and pilot projects in the last decade is hard to miss, but changes resulting from these interventions are often less apparent. Why is that? Drawing on the Enabling Education Network's 22 years of experience as a global inclusive education network and consultancy provider, we present alternative pathways for change in teacher education for inclusion. We stress that change in teaching practice remains limited not because inclusive education is a fundamentally flawed concept, but because too much focus is given to 'quick-and-dirty' trainings that quickly yield donor-pleasing statistics and publicity-attracting case studies, but fail to elicit sufficiently extensive and sustainable change to education systems and cultures.

Liou, Y.-H., & Daly, A. J. (2019). **The Lead Igniter: A Longitudinal Examination of Influence and Energy Through Networks, Efficacy, and Climate.** *Educational Administration Quarterly*, 55(3), 363-403. <https://doi.org/10.1177/0013161X18799464>

Purpose: The social aspect of leadership is often overlooked in the educational reform. This study aims to address the dearth of work in the social space around leadership and examines two different types of relational ties between leaders that capture the affective and work-related aspects of interpersonal relationships. Research Method: This study takes place in one large urban school district serving a highly diverse student population and investigates a multiplex relation—energy and work-related influence—from a longitudinal dataset to better understand the complex nature of social ties. Descriptive statistics, multilevel social network modeling, and network sociograms are used to understand the characteristics of this over-time multiplex relationship among central office and site leaders. Findings: Drawing on social network theory, efficacy, and climate, findings suggest that gender, work level, experience, efficacy, and climate are associated with leaders engaging in this multiplex relationship over time. Conclusion and Implications: Investigating the intersection of both affective and instrumental relationships provides a nuanced and more reality-based picture about a complex set of leadership ties and perceptions as they go about improving educational systems.

Lish, R. (2019). ***Private Costs, Public Benefits: An Analysis of 25 Years of Coverage on Access to Higher Education in Influential U.S. Newspapers.*** (Thèse de doctorat, Arizona State University). Arizona State University.
http://www.crifpe.ca/publications/view/23398/v_3

Higher education enrollment and degree attainment rates have increased in the U.S. Yet higher education has remained inaccessible to many. Low- and middle-income students and students from particular racial and ethnic backgrounds enroll and attain degrees at lower rates than their peers. To gain insight into the topic of access to higher education, I used social constructionist, critical, and socio-cognitive perspectives to conduct a descriptive, content, and discourse analysis of 1,242 articles about access to higher education published from 1994-2019 in eight influential U.S. newspapers. I also explored the historical and social context in which this coverage was situated. I found that access to higher education was considered an important topic in the articles I analyzed. I also found that while definitions of access to higher education were varied and often intersected, content related to costs and funding of higher education dominated the coverage. In addition, a tension between public and private benefits of access to higher education emerged in the articles I analyzed, as did a tension between public and private costs of access to higher education. These costs and benefits were often misaligned in coverage. The most salient benefit of access to higher education in the majority of articles was a public benefit, which primarily benefits society. However, a private entity was deemed responsible for covering the costs of access to higher education in the majority of articles. This research could be used to promote more nuanced coverage on access to higher education as well as policies, practices, and additional research that addresses the multiplicity of ways in which disparities in access to higher education are created, sustained, and reproduced.

Machin, D. (2019). ***The Organisational Evolution of Contemporary International Schools.*** *Journal of Research in International Education*, 18(2), 109-124.
<https://doi.org/10.1177/1475240919865033>

Whereas growth in international school numbers is widely reported, less attention has been given to how these schools have developed as organisations. Drawing on organisational life-cycle models (Greiner, 1972) and the work of DiMaggio and Powell (1983), this paper addresses that gap. As international schools grow individually, and as the field expands collectively, processes of institutionalism are affecting the legitimacy of claims to 'international' status and, this paper argues, are also normalising organisational shape, structure, form and function. Schools (and their leaders) face isomorphic pressures to mimic each other, are being coerced into similar form and are adopting field-wide normative practices. The paper concludes, however, by showing that culturalist perspectives and institutional entrepreneurship offer an alternative. Reproduction of organisational form may to some extent be inevitable, but that reproduction is moderated by diversity and can be manipulated and resisted by school leaders strong enough to escape the iron cage.

Machovcová, K., Zábrowská, K., & Mudrák, J. (2019). ***Department heads negotiating emerging managerialism: The Central Eastern European context.*** *Educational Management Administration & Leadership*, 47(5), 712-729.
<https://doi.org/10.1177/1741143217753193>

The Czech higher educational system has transformed over the past three decades from a state-centred model evolving via strong academic autonomy to the current system, which is characterised by academic freedom but also heightened pressure to produce measurable research output. The purpose of this study was to explore how Czech academic middle managers relate to this emerging managerialism in their faculties. We conducted 31 interviews with Heads of Departments (HoDs) and, using thematic analysis, we identified three central themes. First, despite their enhanced managerial tasks, the HoDs strongly identified themselves as researchers. Second, the HoDs instrumentally adopted certain managerialist practices congruent with their values as academic professionals with a primary focus on increasing research performance and the ability to acquire additional financing through grants. Third, the HoDs used practices to lessen the negative effects of managerialist pressures, such as diverting the administrative overload from academics. In conclusion, academic middle managers supported performance management even though existing structural differences benefited certain departments more than others. Paradoxically, the HoDs more likely to succeed in the quantitative assessment appeared to be in a better position to buffer some of the negative impacts of the managerialist reforms.

Magnússon, G. (2019). **An amalgam of ideals – images of inclusion in the Salamanca Statement.** *International Journal of Inclusive Education*, 23(7-8), 677-690. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0002>

The Salamanca Statement is a primary point of departure in research and policy on inclusive education. However, several problems have surfaced in the 25 years since its publication. In particular, several different interpretations of the concept of inclusive education and its enactment in practice have arisen. For instance, the definition of the pupil groups in focus varies greatly. There are also varying definitions of the importance of pupil-placement, when it comes to organisation of inclusive education. Using a theoretical framework combining Bacchi's [1999. *Women, Policy and Politics. The Construction of Policy Problems.* London: Sage Publications] poststructural policy-analysis and concepts from Popkewitz [2009. "Curriculum Study, Curriculum History, and Curriculum Theory: The Reason of Reason." *Journal of Curriculum Studies* 41 (3): 301–319. doi:10.1080/00220270902777021], this article illustrates that The Salamanca Statement allows for a variety of interpretations of inclusion. As a policy-concept, inclusion encompasses an amalgam of political ideals, including welfare-state ideals where education is viewed as a public-good, as well as market-ideals of education as a private-good. Policies of inclusion also define the desired citizen, through categories of disadvantaged children, the ones excluded but to be included for their own good as well as for the good of the future society. The conclusions are that researchers and policy-makers should elucidate what they mean by inclusion with for instance moral- and practical arguments rather than vague references to The Salamanca Statement.

McAnelly, K., & Gaffney, M. (2019). **Rights, inclusion and citizenship: a good news story about learning in the early years.** *International Journal of Inclusive Education*, 23(10), 1081-1094. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/00000010/art00006>

Including all children is something many education settings aspire to, yet the outcome of children realising their right to an inclusive education remains elusive for far too

many. In this article we present the narrative of an inclusive early childhood education setting. The first author undertook an ethnographic study of the experiences of an disabled child in a kindergarten¹ in Aotearoa New Zealand as part of her Master of Education degree. This was done with the express intention of relaying a narrative of active participation, inclusion and citizenship experienced by that child and their family within that community. The collective narrative that emerged highlights what is possible for the meaningful inclusion of disabled children, not just in New Zealand but internationally, when communities act with inclusive intent. In this article we identify the themes of learner identity, adopting a pedagogy for participation, establishing a culture of belonging and contribution, and lastly, using the environment as the third teacher, which emerged after analysing interviews with some of the participants. Together these themes combine to provide an evaluative framework to review inclusive curriculum and performance in early childhood settings.

Meijer, C. J. W., & Watkins, A. (2019). **Financing special needs and inclusive education - from Salamanca to the present.** *International Journal of Inclusive Education*, 23(7-8), 705-721.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0004>

The focus of this paper is upon an examination of the 'direction of travel' in European countries from special needs education to inclusive education – a development influenced by the Salamanca Statement. The 1994 Salamanca Statement argued that inclusive schools provide 'an effective education for the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system' (ix). Underpinning this assertion are issues around special needs and inclusive education are financed. The paper will examine the degree to which the critical issue of financing has – or has not – changed across European countries since Salamanca. This examination takes retrospective look at key issues identified in the European Agency 1999 study of funding models for special education in 17 European countries, compared and contrasted with those identified in a 2016 study of approaches to funding inclusive education in 18 European countries. This paper argues that the essential issues underpinning their financing mechanisms have changed very little. For many European countries, changing systems of financing of inclusive education can still be seen as a key lever for achieving the goal of more widespread inclusion of learners with special educational needs, as outlined in the 1994 Salamanca Statement.

Menashy, F. (2019). **International Aid to Education: Power Dynamics in an Era of Partnership.** Teachers College Press. <https://www.tcpress.com/international-aid-to-education-9780807761281>

Partnerships are now pervasive in global education and development, but are they creating equitable, cooperative, and positive relationships? Through case studies of prominent multistakeholder partnerships—including the Education Cannot Wait Fund and Global Partnership for Education—as well as a comprehensive analysis of the global education network, this book exposes clear power imbalances that persist in the international aid environment. The author reveals how actors and organizations from high-income countries continue to wield disproportionate influence, while the private sector holds a growing degree of authority in public policy circles. In light of such evidence, this book questions if partnerships truly ameliorate power asymmetries, or if they instead reproduce the precise inequities they are meant to eliminate. "The use of

partnerships for international aid and development has become ubiquitous, and their value has been too-little questioned. For education, Francine Menashy's book remedies this with a detailed, probing analysis of such partnerships in theory and practice."— From the Foreword by Steven J. Klees, University of Maryland "International Aid to Education is an urgent read for anyone working in international development. Menashy's work points to ways in which all of us working in research, policy, and practice can rethink our own roles in perpetuating power imbalances and inequities."— Sarah Dryden-Peterson, Harvard Graduate School of Education "Francine Menashy's new book provides a fresh and innovative take on power and politics within multistakeholder partnerships in international development. It makes a strong new contribution to the study of global governance and education policy."—Karen Mundy, chief technical officer, Global Partnership for Education

Mercieca, D., & Mercieca, D. P. (2019). **Distribution of the sensible within the Salamanca Statement and Framework for Action: maintaining patterns of inclusion and exclusion?** *International Journal of Inclusive Education*, 23(7-8), 849-861. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00014>

This paper revisits The Salamanca Statement and Framework for Action through Jacques Rancière's writing about the distribution of the sensible. It questions the supports provided within the Maltese state education system and asks readers to 'think again' by asking what has been left out. The Salamanca Statement is seen as reflected within the Maltese education system, both of which, however, position people and services in particular spaces. As systems, they have a totalising quality, which disables thought or any possibility outside that which is given. They also make assumptions about equality that is achieved, whereas Rancière writes about equality as a starting point and a presupposition. This is what gives democracy and politics a possibility, two values that are at the heart of inclusion.

Messiou, K. (2019). **The missing voices: students as a catalyst for promoting inclusive education.** *International Journal of Inclusive Education*, 23(7-8), 768-781. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00008>

Despite the progress that has been made over the 25 years since the Salamanca Statement, there is still room for improvements in order that schools can be developed that include all students. Drawing on a programme of research carried out over a period of 20 years in various European countries, this paper argues that children and young people themselves should have a central role in informing thinking, policies and practices in education. Although this is in line with the UN Convention of the Rights of the Child, their views continue to be largely absent from important discussions that directly affect them. Using examples from two interconnected studies, this paper illustrates how students can be a catalyst for inclusive development, provided their views are heard and acted upon. In so doing, it describes the evolution of the author's thinking, as the research moved beyond an initial focus on students' voices as relating to conversations with students, towards a much more radical approach that seeks to promote dialogue about learning and teaching amongst students and teachers. This move is seen to involve a cultural change which, in itself, is a manifestation of a commitment to inclusion as a principled approach to education.

Migliarini, V., Stinson, C., & D'Alessio, S. (2019). « SENitizing » migrant children in inclusive settings: exploring the impact of the Salamanca Statement thinking in Italy and the United States. *International Journal of Inclusive Education*, 23(7-8), 754-767. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0007>

This paper emphasizes the aporetic nature of the Salamanca Statement on Special Needs Education (UNESCO, 1994), adopting a cross-cultural perspective. It draws on an intersectional perspective on inclusion (Connor, Ferri & Annamma, 2016; Artilles & Kozleski, 2016; Erevelles, 2014) to argue that although inclusion has been defined by such an international declaration as a transformative project to ensure access to quality education for all students, national inclusive policies are still focused on a pathological construction of student difference, slowly incorporating children from different linguistic and ethnic backgrounds. The focus on Italy and the United States is a response to examine the discourses and practices of inclusion in two countries that have been impacted by the Salamanca Statement thinking. To substantiate our argument concerned with the limitations embedded in the Salamanca Statement, data from two empirical studies conducted in Rome and in Upstate New York will be presented. The studies show how inclusion leads to overrepresentation of migrant students in Special Educational Needs. We conclude that the Salamanca Statement has been transferred into a tool to strengthen normality against difference, and that it should focus on interrupting micro-exclusions for groups sitting at the intersections of race, ability and other identity markers.

Ministère de l'éducation nationale et de la jeunesse. (2019). *L'éducation nationale en chiffres 2019*. Paris: Ministère de l'éducation nationale et de la jeunesse. <https://www.education.gouv.fr/cid57111/l-education-nationale-en-chiffres-2019.html>

Cette synthèse des caractéristiques et des tendances du système éducatif français présente les principaux chiffres clés pour l'année scolaire en cours : population scolaire, effectifs d'enseignants, coût de l'éducation, part des secteurs public et privé, diplômes délivrés, insertion professionnelle des jeunes.

Montes López, E., & O'Connor, P. (2019). **Micropolitics and meritocracy: Improbable bed fellows?** *Educational Management Administration & Leadership*, 47(5), 678-693. <https://doi.org/10.1177/1741143218759090>

Universities present themselves as meritocratic organizations; however, there is evidence that such claims are 'rationalised myths'. This article is concerned with the perceived effect of micropolitics on academic careers in two case study universities: a collegial Spanish and a managerial Irish one. The data are drawn from 86 semi-structured interviews with academics (43 from each context). The focus is on two aspects of micropolitics: those related to career experiences, particularly networks; and those related to the evaluation of candidates, particularly double standards. Research results show that informal social networks are perceived to facilitate career progression; and these are referred to in particular by the Spanish male respondents. Double standards in evaluation are used to favour specific candidates: local ones in the Spanish case, men in the Irish case. Men in the Spanish context refer more openly than their Irish counterparts to these double standards, arguably reflecting the strength of discourses other than merit in that context. The results suggest that the informal structure influences the formal structure regardless of the governance model, raising

fundamental questions about the nature of universities and the limitations of structural changes.

Myran, S., & Sutherland, I. (2019). **Defining Learning in Educational Leadership: Reframing the Narrative.** *Educational Administration Quarterly*, 55(4), 657-696. <https://doi.org/10.1177/0013161X18809338>

Purpose: The purpose of this article is to reframe our field's narrative around the science of learning. We seek to (1) describe the patterns within educational leadership and administration that are conceptually tethered to scientific management and highlight the absence of clearly defined conceptions of learning, (2) provide a synthesis of the science of learning, and (3) offer a "progressive problem shift" that promotes such a reframing. Methods: An integration of theory building methods with problem posing/identification strategies is designed to deconstruct the field of educational leadership through a science of learning lens and build toward theory that is more adaptive to our goals of leading for learning. Findings: Our findings stem from the central observation that educational leadership and administration has to date produced no conceptual or explicit operational definition of learning. Lacking such a definition, the field has been vulnerable to outlooks about learning that default to assumptions notably shaped by scientific management. This is in contrast to our review of the learning sciences literature, which emphasizes that learning is dependent on the active and deliberate agency of the learner and a host of introspective outlooks and behaviors and that these individual learning characteristics are situated within complex and dynamic social contexts that serve to mediate and shape learning. Implications and Conclusions: We argue that the future of our field rests, in large measure, on our ability to address the incongruences between our field's foundations in scientific management and the science of learning.

Nauffal, D. I. (2019). **Measuring the economic impact of universities operating in unstable environments: The case of a private institution in Lebanon.** *Higher Education Quarterly*, 73(3), 343-358. <https://doi.org/10.1111/hequ.12200>

This paper evaluates the economic impact of a university in a country characterised by the scarcity of significant data and quantitative information. It uses an input-output model that permits the use of gross domestic product (GDP) deflators to portray the economy of years following a year for which a complete data set input is possible. Using commonly available administrative data, the model not only allows for the calculation of monetary multipliers but also employment multipliers that play a major role in the educational sector. The study highlights the role of Higher Education in promoting economic development, even under difficult political, economic and security conditions, where lack of stability is the norm and aims to demonstrate that not only well-known historically grounded universities have significant economic impact but also smaller emerging universities play an important role in the development of their national economies.

Neumerski, C. M., & Cohen, D. K. (2019). **The Heart of the Matter: How Reforms Unsettle Organizational Identity.** *Educational Policy*, 33(6), 882-915. <https://doi.org/10.1177/0895904819866918>

The identity of public school systems changed dramatically over the past 25 years, as standards-based reform held schools accountable for more equal and academically demanding education for poorer and more diverse students. We argue that identity

also changed in private and hybrid school systems. Drawing on semistructured interviews with 40 school system leaders, we examine the ways in which three different school systems – a Montessori, Center, an urban Catholic system, and the International Baccalaureate – responded to the new conditions that reforms, poverty, and migration brought to the United States. We find that leaders perceived the identity of their systems as changing, as they questioned how much the systems should adapt to the new education sector.

Oates, C. (2019). **Helen Lees – Home education or schooling? A paradigm shift.** *Management in Education*, 33(4), 188-190. <https://doi.org/10.1177/0892020619862185>

OCDE. (2019). **Financial Incentives to Promote Adult Learning in Australia.** Paris: OCDE. Australia requires a strong system of adult learning to position firms and workers to succeed as skill demand changes. The country has scope to improve the coverage and inclusiveness of its adult learning system as coverage has declined since 2012, and several vulnerable groups are under-represented. Financial incentives, if carefully designed, can raise participation in adult learning by addressing cost and time barriers. This report summarises the advantages and disadvantages with various financial incentives to promote adult learning based on international and Australian experience. Drawing from these insights, as well as analysis of individual and firm-level barriers, the report provides policy recommendations for how Australia could reform its financial incentives to boost participation.

Outhwaite, D. (2019). **Personal reflections on a changing system of education.** *Management in Education*, 33(4), 186-187. <https://doi.org/10.1177/0892020619862483>

Outhwaite, D., Close, P., & Kendrick, A. (2019). **Leadership, Preparation and Development (LPD) RIG Annual Report, May 2019.** *Management in Education*, 33(4), 181-181. <https://doi.org/10.1177/0892020619861846>

Pak, K., & Desimone, L. M. (2019). **How Do States Implement College- and Career-Readiness Standards? A Distributed Leadership Analysis of Standards-Based Reform.** *Educational Administration Quarterly*, 55(3), 447-476. <https://doi.org/10.1177/0013161X18799463>

Purpose: Our primary purpose is to examine the implementation of college- and career- readiness content standards in Kentucky, Ohio, and Texas through the lens of distributed leadership theory, and to determine the affordances and challenges of this distributed leadership through the lens of policy attribute theory. Research Methods/Approach: We analyze data from 66 hour-long interviews of state and district administrators across the three states collected from Spring 2016 to Spring 2017. Using a deductive coding approach, we developed themes around distributed leadership as they pertain to the five attributes of policy implementation: specificity, consistency, authority, power, and stability. Findings: Using the distributed leadership and policy attribute theories, we find similar trends in state leaders distributing instructional leadership to regional, district, and organizational leaders to add specificity to the college and career readiness standards at the expense of compromising the consistency and power of the reform. This distribution of leadership is thought to contribute to the authority of the reform, though this authority is made tenuous by the instability of educational policies at the national and state levels. Implications: We highlight the need to examine the implementation of education policy using leadership

frameworks and to understand leadership relationships between the state their regional and district partners. We extend the use of the distributed leadership theory beyond the K-16 level and the use of policy attribute theory to showcase where state actors can strengthen their reform initiatives.

Pather, S. (2019). **Confronting inclusive education in Africa since Salamanca.** *International Journal of Inclusive Education*, 23(7-8), 782-795. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0009>

The move towards Inclusive Education in Africa since Salamanca (1994) has been slow, despite the reduction in enrolment gaps for vulnerable children due to universal primary education in many countries. This article centres on conceptions of Inclusive Education, which have rested primarily on increasing numbers of children with disabilities and special needs in mainstream schools. The article shares some of the key challenges across countries that have limited progress towards Inclusive Education and some achievements, including local thinking towards a broader view of inclusion within a social model and attention to barriers within contexts. It looks specifically at notions of 'inclusion' within the African context and the focus on access for the most marginalised which remain problematic in the face of struggling economies and variants of authoritarianism replacing colonial power. Ironically, links to colonial powers are maintained with a continued reliance on international aid and support to move policy agendas forward and to support local communities. The article looks at this tension in the development of policies and practices moving forward and the tension in relation to the African struggle for freedom and 'ubuntu', a shared collective humanness and social ethics against oppression to maintain group cohesion.

Peurach, D. J., Yurkofsky, M. M., & Sutherland, D. H. (2019). **Organizing and Managing for Excellence and Equity: The Work and Dilemmas of Instructionally Focused Education Systems.** *Educational Policy*, 33(6), 812-845. <https://doi.org/10.1177/0895904819867267>

A sustained policy press to improve quality and reduce disparities in public education is driving U.S. public school districts to organize and manage instruction for excellence and equity. The purpose of this analysis is to elaborate and to animate patterns and dilemmas in this work. The analysis identifies five domains of work central to this transformation, four patterns in the distribution of this work among central offices and schools, and four dilemmas endemic to the work. It then uses the preceding to frame vignettes of that work and those dilemmas as playing out in four different public school districts.

Pfeifer, H., Schönfeld, G., & Wenzelmann, F. (2019). **Former des apprentis en entreprise : un enjeu de responsabilité sociale ?** *Formation emploi*, 146(2), 29-52. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-formation-emploi-2019-2-page-29.htm>

Le système allemand de formation en apprentissage est tributaire de la volonté des entreprises de former les jeunes. L'article examine les motivations qui incitent les entreprises à s'investir dans la formation des apprentis. L'analyse se centre sur les entreprises non concernées par l'argument économique classique mettant en avant la production ou l'investissement comme motivations. Ces entreprises acceptent le coût (net) de formation, bien qu'elles ne souhaitent pas employer leurs apprentis sur des postes d'ouvriers qualifiés une fois l'apprentissage terminé. Cet article émet l'hypothèse que la culture d'entreprise et la responsabilité sociale des entreprises ont un poids

relativement plus fort pour cette catégorie d'entreprises. En outre, le segment des entreprises formatrices ayant des motivations non classiques se réduit entre les deux enquêtes mobilisées.

Pletser, J. (2019). **Inclusion in the international school context: implications for school development.** *Journal of Research in International Education*, 18(2), 199-211. <https://doi.org/10.1177/1475240919866929>

This small-scale study was carried out in the elementary department of an international school considered successful in removing barriers to learning for a wide diversity of learners. A qualitative approach sought to gather data in order to understand the organisational context through a case study of how the school had removed barriers to learning for three students in different levels of learning support. The findings indicated that inclusion in this context was a process bound up in a proactive, dynamic, continuous cycle with a focus on learning, access and solution seeking.

Pogodzinski, B., Lenhoff, S. W., & Addonizio, M. (2019). **The Relationship Between Open Enrollment and School Bond Voting.** *Educational Administration Quarterly*, 55(3), 510-534. <https://doi.org/10.1177/0013161X18809343>

Purpose: The purpose of this study was to identify an association between student mobility through open enrollment and voter support for school bond proposals. Specifically, we hypothesized that higher percentages of nonresident enrollment in a school district and resident exit from a district would be associated with lower levels of voter support for bond proposals. Data Collection and Analysis: We utilized publicly available data on bond proposals placed on ballots between 2009 and 2015, publicly available data from the State of Michigan for information on percentages of nonresident enrollment and resident exit, and publicly available data from the U.S. Census Bureau for data on district resident characteristics. Regression analysis was used to identify associations between nonresident enrollment and resident exit with the percentage of "yes" votes on school bond proposals controlling for community and resident characteristics. Findings: We failed to reject the null hypotheses, finding no statistically significant association between nonresident enrollment and resident exit and average voter support for school bond proposals, ceteris paribus. Implications for Research/Practice: We laid some groundwork for reconceptualizing the relationship between open enrollment policies and communities' willingness to support local public schools. This has potential implications for both local- and state-level policies regarding enrollment issues and issues of school finance. As local boards continue to struggle with budget shortfalls and mounting capital needs, they may need to further weigh their own communities' interest in supporting local public schools in the wake of increased student mobility in and out of districts.

Romanowski, M. H., Abu-Shawish, R. K., & Merouani, N. (2019). **Principals' perspectives on faculty diversity in Qatar's government schools.** *Educational Management Administration & Leadership*, 47(5), 730-748. <https://doi.org/10.1177/1741143218759089>

Globalization requires the Gulf Cooperation Countries (GCC) to experience numerous economic, social, and educational changes. In particular, Qatar's unprecedented economic growth has created a flow of high- and low-skilled expatriate workers resulting in a significant imbalance between nationals and expatriates. The implications are evident in Qatar's government schools where approximately 72% of teachers are expatriates and 99% of the principals are Qatari nationals. Although diversity can enrich

schools, it could create conflicts that might hamper the school's success. Despite the large body of research on school leadership and student diversity, little is written about principals and faculty diversity especially within the GCC. Semi-structured interviews were used to explore 20 Qatari principals' perspectives regarding their understandings of diversity and experiences with faculty diversity. Findings demonstrate that principals perceive diversity in terms of nationality. They experienced positive and negative influences of diversity and are confronted with challenges that often center on ethnical and cultural issues. Principals addressed how they manage the issues of nationality, culture, and equality. The study suggests that school leadership in a multicultural society such as Qatar demands more competencies to manage faculty diversity. Several recommendations are offered for principals for working with a diverse faculty.

Rusitoru, M. V. (2019). *L'excellence éducative en Finlande*. Paris: L'harmattan.
http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343179926&utm_source=phplist&utm_campaign=message_27425&utm_medium=email&utm_content=lienTitre

À l'aube de notre millénaire, la Finlande fût une véritable révélation éducative pour toute la planète. Pourtant, en quoi les leçons finlandaises continuent à nous étonner ? Le présent ouvrage est le fruit d'un travail mené dans des dizaines d'écoles, universités et centres de formation du pays afin de découvrir cette merveille pédagogique centrée sur l'autonomie et la joie d'apprendre qui se reflète dans la création de la pédagogie de la floraison personnelle.

Sabando, D., Puigdellivol, I., & Torrado, M. (2019). **Measuring the Inclusive profile of public elementary schools in Catalonia**. *International Journal of Educational Research*, 96, 1-20. <https://doi.org/10.1016/j.ijer.2019.05.002>

This article presents the results of a descriptive survey study developed with the objective of identifying the level of inclusion (LI) of elementary schools in Catalonia (Spain) and classifying them according to the consolidation level of their inclusive practices in six dimensions: school organization, inclusive school climate, classroom organization, educational support, community involvement and lifelong learning. Findings constitute an approach to a little studied reality in the Catalan Educational System and confirm the advances of schools towards the consolidation of inclusive practices and the barriers that still limit their transformation according with the national and international guidelines. Conclusions form a starting point to generate changes in future educational policies of Catalonia based on evidences, that could influence international trends.

Shaw, M. A. (2019). **Strategic instrument or social institution: Rationalized myths of the university in stakeholder perceptions of higher education reform in Poland**. *International Journal of Educational Development*, 69, 9-21. <https://doi.org/10.1016/j.ijedudev.2019.05.006>

European universities have come under reform pressures to make them instruments of social and economic development, compromising their earlier status as socially buffered institutions. The aim of this paper was to investigate the hypothesis that tensions and inconsistencies in recent higher education reforms in Poland trace back to a fundamental conflict between institutional and instrumental visions of the university. Findings suggest an intersection of "rationalized myths" that locks the university sector in a "corset" experienced by stakeholders more like a return to the Soviet past than the

way of a better future. Seen through the lens of second-order systems theory, these findings problematize the assumption that the historically grounded institution of the university can be re-oriented as an instrument for achieving state priorities with a mere balance of carrots and state-of-the-art sticks.

Sheikh, A., & Aghaz, A. (2019). **The challenges of the faculty members' commitment: The role of university brand.** *Higher Education Quarterly*, 73(3), 312-327. <https://doi.org/10.1111/hequ.12207>

Commitment in the knowledge-intensive sectors has today become a key organisational dilemma as well as a serious managerial concern. In the university setting, faculty members' commitment to various stakeholder bases and the subsequent implications have hitherto been studied only to a limited extent. Through a quantitative survey, this paper studies university professors' various modes of commitment and investigates the role of university brand in the context of Iranian universities. The findings reveal that university professors with higher level of professional commitment tend to be more organisationally committed. Furthermore, it is shown that university brand can increase the impact of professional commitment on organisational commitment.

Shiffman, C. D. (2019). **Supporting Immigrant Families and Rural Schools: The Boundary-Spanning Possibilities of an Adult ESL Program.** *Educational Administration Quarterly*, 55(4), 537-570. <https://doi.org/10.1177/0013161X18809344>

Purpose: There has been a significant increase in the number of immigrant families moving to rural communities across the United States. Yet limited research exists that explores relationships between immigrant families and schools in these communities. Rural school districts are often challenged by insufficient resources, expertise, and infrastructure to respond. Adult English as a second language (ESL) programs can be valuable partners. This article explores how instructors in a regional adult ESL program supported relationships between immigrant families and schools in a rural Virginia school district. Research Methods: A case study was conducted between 2014 and 2015. Data collection included observations of adult ESL classes; semistructured interviews with adult ESL instructors, parents of school-age children, and school district leaders and teachers; open-ended questions on a parent survey; and documents. Findings: Four interrelated practices of the adult ESL instructors facilitated understanding and communication between immigrant families and K-12 educators. Adult ESL instructors disseminated information, explained cultural norms and expectations, coached family-school interactions, and created opportunities to connect families and educators. Supporting conditions included characteristics of the adult ESL classes, district leadership and sense of urgency, and multilayered relationships of professionals and actions of the adult ESL coordinator. Implications for Practice: Given the right conditions, adult ESL programs can be valuable partners for rural education leaders seeking to strengthen engagement with immigrant families. These programs can facilitate linkages between schools and adult ESL learners who are parents or caregivers and can be a professional development resource for building district capacity to engage with immigrant families.

Singal, N. (2019). **Challenges and opportunities in efforts towards inclusive education: reflections from India.** *International Journal of Inclusive Education*, 23(7-8), 827-840.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00012>

Across the globe, the Salamanca Statement has provided the strongest impetus for drawing attention to the education of some of the most marginalised groups. In India, it has had a significant and specific impact on the provision of schooling opportunities for children with disabilities. This paper provides a critical analysis of key developments in national policies and programmes and how these have shaped provision at the classroom level. Drawing on Nancy Fraser's conception of justice as an analytical tool, efforts towards inclusive education in India are explored through the interlinked ideas of redistribution, recognition and representation. Over the last two decades, there has been a significant increase in the numbers of children with disabilities being enrolled in schools, driven by factors including, positive legislation and the increased provision of aids and appliances, etc. However, little attention has been paid to the quality of teaching and learning, experienced by children with disabilities. Instead, efforts remain focused on assimilation into a mainstream system fraught with different challenges. Despite these issues, India is a powerful example of how the vision of inclusive education, as outlined in the Salamanca Statement, is feasible, especially if efforts build on contextual realities.

Sorensen, L. C. (2019). **"Big Data" in Educational Administration: An Application for Predicting School Dropout Risk.** *Educational Administration Quarterly*, 55(3), 404-446. <https://doi.org/10.1177/0013161X18799439>

Purpose: In an era of unprecedented student measurement and emphasis on data-driven educational decision making, the full potential for using data to target resources to students has yet to be realized. This study explores the utility of machine-learning techniques with large-scale administrative data to identify student dropout risk. Research Methods: Using longitudinal student records data from the North Carolina Department of Public Instruction, this article assesses modern prediction techniques, with a focus on tree-based classification methods and support vector machines. These methods incorporate 74 predictors measures from Grades 3 through 8, including academic achievement, behavioral indicators, and socioeconomic and demographic characteristics. Findings: Two of the assessed classification algorithms predict high school graduation and dropping out correctly for more than 90% of an out-of-sample student cohort. Findings reveal a shift toward lower dropout incidence in regions hit hardest by the economic recession of 2008, especially for male students. Implications for Research and Practice: Machine-learning procedures, as demonstrated in this study, offer promise for allowing administrators to reliably identify students at risk of dropping out of school so as to provide targeted, intensive programs at the lowest possible cost.

Spillane, J. P., Peurach, D. J., & Cohen, D. K. (2019). **Comparatively Studying Educational System (Re)Building Cross-Nationally: Another Agenda for Cross-National Educational Research?** *Educational Policy*, 33(6), 916-945. <https://doi.org/10.1177/0895904819867264>

Institutional theory, an important research tradition in analysis of schooling, has examined the development of mass schooling in the United States and worldwide. But research in this tradition has given little attention to the internal working of mass school systems, to problems of inequality and the quality of instruction, or to relating those problems to the organization and management of mass school systems. Building on the first three articles, which document how education system building has become a key

instrument in efforts to improve the quality and equality of educational opportunity for students, we argue for a program of comparative research on education system building cross-nationally. We outline a program of research that would extend our comparative approach to studying school systems' efforts to build, use and manage educational infrastructure as they attempt to transition to education systems in the United States by including such efforts in several other nations.

Spillane, J. P., Seelig, J. L., Blaushild, N. L., Cohen, D. K., & Peurach, D. J. (2019). **Educational System Building in a Changing Educational Sector: Environment, Organization, and the Technical Core.** *Educational Policy*, 33(6), 846-881. <https://doi.org/10.1177/0895904819866269>

The institutional environment of U.S. school systems has changed considerably over a quarter century as standards and test-based accountability became central ideas in policy texts and discourses about improving education. We explore how U.S. school systems are managing in this changed environment by focusing on system leaders' sense-making about their environments as they attempt to build educational systems to improve instruction, the core technology of schooling. We identify the policy texts and discourses system leaders notice and their framings, interpretations, and uses of these cues as they build educational infrastructures to support more coherent instructional visions. We argue that school systems' educational infrastructure building efforts were intended at coupling their systems' formal organization with particular environmental cues in an effort to influence classroom instruction. In turn, we argue that these educational infrastructure building efforts can simultaneously be motivated by, and in pursuit of, institutional ritual and technical rationality.

Steinberg, M. P., Ukert, B., & MacDonald, J. M. (2019). **Schools as places of crime? Evidence from closing chronically underperforming schools.** *Regional Science and Urban Economics*, 77, 125-140. <https://doi.org/10.1016/j.regsciurbeco.2019.04.001>

We leverage the closing of chronically underperforming public schools in Philadelphia to estimate their impact on neighborhood crime. Employing a difference-in-differences strategy comparing monthly crime in blocks where school buildings closed to blocks where schools remained open or were never located, we find significant and substantive declines in crime following school closure. The decline in crime is driven by reductions in violent crime, is concentrated in blocks where high schools closed, during weekday hours when schools would have been in session, and is greatest in the blocks where more students exited following closures. While crime increased in blocks that enrolled a larger share of students displaced due to closures, the displacement of crime was significantly smaller in magnitude than the total crime reduction. These results suggest that closing schools with high rates of student misconduct and low educational performance led to a net reduction in crime in Philadelphia.

Tahir, L., Musah, M. B., Panatik, S. A., Ali, M. F., & Said, M. N. H. M. (2019). **Primary school leadership in Malaysia: The experience of stress among deputy heads.** *Educational Management Administration & Leadership*, 47(5), 785-814. <https://doi.org/10.1177/1741143217751074>

Unquestionably, studies focusing on school leaders' stress while managing schools have received extensive attention. However, there is still a lack of research focusing on deputies' stress, even though deputies play an essential role in a school's improvement process. Despite deputies' dual roles, it is an accepted fact that deputies do

experience stress while simultaneously dealing with their 'superiors', fulfilling their administrative tasks and helping teachers to work at their fullest capacity. Based on these two noteworthy premises, this mixed-methods study was designed to explore and address whether dealing with educational superiors causes stress to primary deputies. Regarding the sample, 120 deputies from across 45 primary public schools in two urban districts were selected as respondents for the study. Regarding the quantitative data, the non-parametric and descriptive statistics were employed in determining deputies' views of their superiors. Further, eleven deputies were interviewed, and their anonymity was also protected to sustain the ethical considerations of the study. As expected, truculent attitudes and criticisms from school inspectors and parents were highlighted by deputies as contributing to their experiences of stress, with the levels of stress being classified as 'moderate' based on their demographic differences. Surprisingly, primary deputies revealed that they do not face much stress when working with their own head teachers; in fact, primary deputies informally revealed that their heads were quite open and understanding of their viewpoints and lenses.

Tight, M. (2019). **The neoliberal turn in Higher Education.** *Higher Education Quarterly*, 73(3), 273-284. <https://doi.org/10.1111/hequ.12197>

Recent writing on Higher Education has seen much policy and practice attributed to the advent or impact of neoliberalism. This paper examines the origins and meaning of the term, its application to Higher Education and Higher Education research, and the issues and critique that have been raised in this context. It is argued that neoliberalism is just one more in a whole series of 'fright terms' used in an attempt to galvanise opposition and resistance to the current directions of Higher Education policy and practice.

Truong, F. R. (2019). **The good principal: A case study of early-career charter principals' role conceptualizations.** *Management in Education*, 33(4), 157-165. <https://doi.org/10.1177/0892020618795202>

Up to 75 percent of charter principals in the United States leave the role within five years. Understanding how early-career principals conceptualize the role could help strengthen principal preparation and in-service training. This study analyzed early-career charter principals' descriptions of the principalship in order to understand their framework for what it means to be a good principal. A qualitative case study was used, focused on semi-structured interviews with 15 charter school principals. Charter school principals in this study primarily defined being a 'good' principal using examples and descriptions of soft skills and personality traits.

Uslu, B., Calikoglu, A., Seggie, F. N., & Seggie, S. H. (2019). **The entrepreneurial university and academic discourses: The meta-synthesis of Higher Education articles.** *Higher Education Quarterly*, 73(3), 285-311. <https://doi.org/10.1111/hequ.12198>

The innovative teaching, knowledge and technology production and societal service activities of academics are largely discussed within the entrepreneurial university discourse in Higher Education journals. Therefore, this research focuses on a meta-synthesis of Higher Education articles to better understand the concepts of the entrepreneurial university and entrepreneurial academic. After the systematic elimination based on keywords and titles, 25 articles have been selected from the top 10 Higher Education journals in the SCImago Journal Rankings. Content analysis was performed on these articles to highlight the common operational areas in

entrepreneurial universities and activities of entrepreneurial academics. The meta-synthesis shows that, both for universities and academics, entrepreneurship is overwhelmingly characterised by the commercialisation of scholarly activities that enrich institutional income revenue as well as academics' personal income. However, such an approach can distance universities from their mission of public good; so Higher Education administrators should create mechanisms that would allow both to take place in a balanced way.

Véliz, D., & Gardner, S. K. (2019). **Generational perceptions of promotion and tenure expectations by faculty in a striving university: A quest for legitimacy?** *Higher Education Quarterly*, 73(3), 359-373. <https://doi.org/10.1111/hequ.12195>

Striving universities seek to gain prestige in the academic market. One characteristic of striving universities is a change in the faculty reward system. In this study, we examined historical promotion and tenure criteria in five disciplinary units at one striving university and then conducted interviews with senior faculty and recently tenured faculty in each unit to better understand the striving dynamics at play. Findings demonstrated that pressures to seek legitimacy were a result of the faculty themselves, the institution's desire to gain legitimacy through an increased research profile and the disciplinary ties outside the university.

Vergnaud, C. (2018). **Universités et universitaires en leurs territoires : quelles implications pour quelles missions? : étude comparée des cas de Syracuse University et de l'université Paris Nanterre** (Thèse en géographie, Université de Nanterre). Université de Nanterre, Paris. <https://tel.archives-ouvertes.fr/tel-02165928>

Cette thèse met en question la place du territoire dans les missions universitaires à partir de deux cas d'étude Syracuse University (État de New York, États-Unis) et Paris Nanterre (France). L'analyse propose le concept d'implication universitaire et interroge alors les positionnements et actions volontairement entrepris par des universités ou des universitaires envers et avec des acteurs non académiques pour apporter une contribution à la société dans le cadre de leurs missions et activités universitaires. L'approche comparée met en regard deux universités qui portent une posture d'université engagée comme levier de différenciation et d'attractivité institutionnelle en fonction de leurs modèles nationaux respectifs. L'analyse de la mise en œuvre de cette posture d'implication met en lumière les contrastes de moyens d'action des deux établissements, tout en distinguant des logiques de territorialisation communes : le territoire de l'université est à la fois cadre d'inscription, terrain d'investissement et enjeu de transformation et de délimitation. L'échelon des enseignants-chercheurs est enfin étudié dans ses rapports avec l'institution de rattachement, mettant en lumière à la fois les types d'incitations adressées par les universités à leurs membres pour les intégrer à leurs projets et politiques d'implication territoriale, et les stratégies des enseignants-chercheurs à l'égard de leur établissement.

Vergnies, J.-F. (2019). **Edito. Allemagne, France & formation duale : pas de recettes miracles.** *Formation emploi*, 146(2), 1-2. Consulté à l'adresse Cairn.info. <https://tel.archives-ouvertes.fr/tel-02165928>

Vicente A. Garcia Moreno Paul J. Gertler Harry Anthony Patrinos. (2019). **School-Based Management and Learning Outcomes: Experimental Evidence from Colima, Mexico.** <https://doi.org/10.1596/1813-9450-8874>

Wellings, P., Black, R., Craven, G., Freshwater, D., & Harding, S. (2019). **Performance-Based funding for the Commonwealth Grant Scheme. Report for the Minister of Education.** Canberra: Commonwealth of Australia. https://docs.education.gov.au/system/files/doc/other/ed19-0134_-_he-performance-based_funding_review_acc.pdf

The Minister for Education has appointed the expert panel for performance-based funding for the Commonwealth Grant Scheme (the Panel) to provide advice on the design and implementation of the scheme for implementation in 2020, in accordance with the Terms of Reference (Appendix 1). The Panel has considered extensive sector feedback through targeted consultations and public submissions, conceptual and statistical analyses, and review of relevant performance funding models, which provides an evidence base for developing the scheme. This final report presents the Panel's considerations and recommendations on the design and implementation of the scheme. Australian higher education is a strong world-class sector. The performance-based funding scheme contributes to the evolution of the whole higher education funding system by balancing certainty with greater responsiveness to public funding system priorities on teaching and learning, while respecting sector differences. Performance measures can be complex and challenging. An analysis of the performance funding models across a number of countries further indicates that there is no 'ideal' model, with each model showing strengths, weaknesses and policy trade-offs. Acknowledging the complexity of this task, the Panel sees the merit of implementing the scheme in 2020 with a simple and resilient model that is predictable with low administrative complexity. This will allow adjustment to shifting national priorities and the changing higher education landscape over time. While stakeholders' views on the design and implementation of the scheme are varied, importantly, we have a broad consensus on a contextually responsive scheme that recognises sector differentiation. The contextualisation of design elements would mitigate the potential perverse outcome of driving sector convergence.

Wilkins, S., & Neri, S. (2019). **Managing Faculty in Transnational Higher Education: Expatriate Academics at International Branch Campuses.** *Journal of Studies in International Education*, 23(4), 451-472. <https://doi.org/10.1177/1028315318814200>

The purpose of this research is to identify the challenges and issues associated with managing expatriate academics at international branch campuses, and to analyze the strategies that have been, or could be, implemented to overcome these challenges and issues. The data used in this study came from an online survey questionnaire that was completed by 14 individuals holding a senior or middle management position at an international branch campus. The survey participants unanimously reported that expatriate academics tend to be highly motivated and committed, and that they are largely satisfied with their jobs. However, many individuals do have issues with adjustment to the new country, to work differences, and to interacting with others. The participants offered a range of suggestions and recommendations that may help institutions to better support expatriate academics employed at international branch campuses. The suggested actions need to be implemented prior to the new recruit's arrival in the host country, during the induction period, and on an ongoing basis.

Woodland, R. H., & Mazur, R. (2019). **Examining capacity for “cross-pollination” in a rural school district: A social network analysis case study.** *Educational Management Administration & Leadership*, 47(5), 815-836. <https://doi.org/10.1177/1741143217751077>

Teacher collaboration is a vital factor in successful school reform, and the networks in which educators are embedded support (or constrain) access to essential social capital resources. In this study, authors used social network analysis to examine the changing structure of teacher collaboration networks over the course of a rural District's 3-year Professional Learning Community (PLC) initiative. Visual depictions (sociograms) of district- and school-level teacher collaboration networks were generated, and measures of network cohesion – including size, density, connectedness, components, and degree – were calculated at three points in time. Authors worked in partnership with district administrators to explore how location of teachers and principals, and network capacity for diffusion of innovation, changed over time. School leaders may not know how to purposefully influence communication ties between teachers, relying instead on the invisible web of personal affiliations through which professional opinions travel. This study contributes to the field's understanding of how administrator choices about organizational structure affect “cross-pollination” and the networks through which teachers are able to access and contribute the knowledge and ideas they need in order to deliver high-quality curriculum and instruction to all students.

Woods, P. A., & Roberts, A. (2019). **Collaborative school leadership in a global society: A critical perspective.** *Educational Management Administration & Leadership*, 47(5), 663-677. <https://doi.org/10.1177/1741143218759088>

In the context of evolving global challenges and opportunities, this article explores the kind of leadership that moves beyond the philosophy of dependence which pervades many of the everyday assumptions of educational leadership practice. The article argues for educational leadership that places relational freedom, self-determination, and critical reflexivity as the driving aim of distributed leadership by teachers, students and others in non-positional leadership roles. A project arising from the International Teacher Leadership initiative is examined in order to offer practical illustration.

Zagonari, F. (2019). **Scholarships versus training for happiness gained from an education in creativity: A dynamic analytical model.** *Higher Education Quarterly*, 73(3), 374-391. <https://doi.org/10.1111/hequ.12201>

This paper presents a mathematical model of the dynamic interrelationships between education, creativity and happiness based on both theoretical insights and evidence from recent empirical neurological studies. In this context, the results are conditional on an individual's learning effort and risk-aversion. Specifically, I focus on two main determinants of creativity (divergent and convergent thinking) and compare two main educational policies (scholarships versus unstructured training) with regard to their impacts on the happiness gained from creativity in the general and healthy population. A test is provided by matching the model's predictions with the results of recent neuroscience research. Numerical simulations suggested that improving convergent thinking is more important than improving divergent thinking for creativity to generate happiness throughout an individual's life, provided that both divergent and convergent thinking have been achieved to a sufficiently large degree, and that unstructured training (i.e., extra-curricular activities) in divergent thinking (e.g., in accounting schools) is necessary to reach wealthier students who have more difficulty learning. In contrast,

scholarships or unstructured training in convergent thinking (e.g., in art schools) are necessary to reach students who learn easily but who are less wealthy.

Pratiques enseignantes

Atlay, C., Tieben, N., Hillmert, S., & Fauth, B. (2019). **Instructional quality and achievement inequality: How effective is teaching in closing the social achievement gap?** *Learning and Instruction*, 63, 101211. <https://doi.org/10.1016/j.learninstruc.2019.05.008>

Previous empirical studies have shown that there is an association between parental socioeconomic status (SES) and educational achievement. Research has also shown that although teaching quality contributes to overall student achievement, it may have differential effects on the learning outcomes of students from lower and higher socioeconomic backgrounds. In this paper, we investigate if teaching quality is associated with the student achievement among students from low and high socioeconomic backgrounds. Using German panel data and multilevel modelling, we examined the interaction between three dimensions of teaching quality (cognitive activation, classroom management and supportive climate) and student background. Our results suggest that, overall, classroom management is positively associated with student performance. Students with high socioeconomic backgrounds seem to profit more from cognitive activation and supportive climate compared to their peers with middle and low socio-economic backgrounds: These two indicators of teaching positively moderated the association between socioeconomic background and achievement levels, thus leading to a larger achievement gap.

Bourgade, J.-P. (2019). **Dispositifs innovants et fonctions de l'étude : sur le refoulement du didactique.** In *La pédagogie universitaire : quelles perspectives? Recherche , Innovation, Institution.* <https://hal.archives-ouvertes.fr/hal-02190800>

Gooblar, D. (2019). **The missing course: everything they never taught you about college teaching.** Cambridge, Massachusetts: Harvard University Press. <https://www.hup.harvard.edu/catalog.php?isbn=9780674984417>

« Professors know a lot, but they are rarely taught how to teach. The author of the Chronicle of Higher Education's popular "Pedagogy Unbound" column explains everything you need to know to be a successful college instructor. College is changing, but the way we train academics is not. Most professors are still trained to be researchers first and teachers a distant second, even as scholars are increasingly expected to excel in the classroom. There has been a revolution in teaching and learning over the past generation, and we now have a whole new understanding of how the brain works and how students learn. But most academics have neither the time nor the resources to catch up to the latest research or train themselves to be excellent teachers. The Missing Course offers scholars at all levels a field guide to the state of the art in teaching and learning and is packed with invaluable insights to help students learn in any discipline. Wary of the folk wisdom of the faculty lounge, David Gooblar builds his lessons on the newest findings and years of experience. From active-learning strategies to course design to getting students talking, The Missing Course walks you through the fundamentals of the student-centered classroom, one in which the measure of success is not how well you lecture but how much students learn. Along the way, readers will find ideas and tips they can use in their classrooms right away »--

Harfitt, G., Fung, D., & Liang, T. (2019). **Promoting good practice in small classes: Lessons learnt from small class teaching professional development programmes in Hong Kong.** *International Journal of Educational Research*, 96, 173-182. <https://doi.org/10.1016/j.ijer.2018.10.005>

Professional development in fostering pedagogical change in the teaching of small classes is an under-researched area globally. This paper sets out to critically examine three separate Government-sponsored professional development courses for in-service primary teachers. We focus on the ways in which in-service teachers experience professional learning and how they perceive the learning from the professional development models as influencing their subsequent teaching. The authors suggest that particular models of professional development are significantly more successful than others in helping teachers to internalise and then implement innovation in small class teaching. Finally, practical steps that school leaders and education policy makers can take to broaden and enhance professional development learning opportunities in small classes are presented.

Harrison, J. R., Soares, D. A., Rudzinski, S., & Johnson, R. (2019). **Attention Deficit Hyperactivity Disorders and Classroom-Based Interventions: Evidence-Based Status, Effectiveness, and Moderators of Effects in Single-Case Design Research.** *Review of Educational Research*, 89(4), 569-611. <https://doi.org/10.3102/0034654319857038>

Students with attention deficit hyperactivity disorder (ADHD) experience symptoms of inattention, impulsivity, and hyperactivity that often manifest as academic impairment. As such, teachers must select interventions to increase the probability of success for students with ADHD in their classes. Prior meta-analyses have evaluated school-based intervention effects; however, no systematic review meta-analysis has evaluated the effectiveness of interventions implemented in classrooms with students with ADHD. Additionally, classroom-based studies are frequently conducted through single-case design methodology, and recent advances in meta-analytic techniques provide the opportunity to explore intervention effectiveness as evaluated through quality research. Therefore, to inform selection of evidence-based interventions to be implemented in classroom settings, the current systematic review with meta-analysis of single-case design studies was conducted to evaluate intervention effectiveness, evidence-based status, and moderators of effects for four intervention types (behavioral, instructional, self-management, and environmental) when implemented with students with ADHD in classroom settings. The analysis included 27 articles published from 1971 to 2018. Overall and specific to each intervention type, the results indicate that classroom-based interventions for students with ADHD were moderately effective. Instructional and self-management interventions were deemed evidence based by What Works Clearinghouse standards and potentially evidence based by Council for Exceptional Children standards. Behavioral interventions were found to be potentially evidence based by Council for Exceptional Children criteria and were most effective when selected through functional behavior analysis and implemented by researchers in secondary settings. Instructional interventions were more effective when implemented in special education settings targeting academic outcomes. Implications for research and practice are discussed.

Koenen, A.-K., Vervoort, E., Verschueren, K., & Spilt, J. L. (2019). **Teacher-Student Relationships in Special Education: The Value of the Teacher Relationship Interview.**

Journal of Psychoeducational Assessment, 37(7), 874-886.
<https://doi.org/10.1177/0734282918803033>

Research on teacher-student relationships is mainly based on questionnaires investigating teachers' explicit cognitions. However, it is also important to investigate implicit processes in social interactions, such as internalized feelings. The Teacher Relationship Interview (TRI) is a narrative method aimed at assessing teachers' (implicit) mental representations of dyadic teacher-student relationships. The TRI may provide—for researchers as well as practitioners—a deeper understanding of teachers' implicit cognitive and emotional processes elicited in teacher-student relationships, which can be useful for psychodiagnostic assessment and relationship-focused consultation with teachers. This study investigated the psychometric properties of the TRI in a special education sample of students with symptoms of attachment disorders (N = 80). Expected interrelations of the TRI scales were found with a widely used questionnaire of teacher-student relationships, independent observations of teacher-student interactions, and teacher perceptions of student behavior.

Langeloo, A., Mascareño Lara, M., Deunk, M. I., Klitzing, N. F., & Strijbos, J.-W. (2019). **A Systematic Review of Teacher-Child Interactions With Multilingual Young Children.** *Review of Educational Research*, 89(4), 536-568.
<https://doi.org/10.3102/0034654319855619>

Teacher-child interactions are the most important factor that determines the quality of early-childhood education. A systematic review was conducted to gain a better understanding of the nature of teacher-child interactions that multilingual children are exposed to, and of how they differ from teacher-child interactions of monolingual children. Thirty-one studies were included. The included studies (a) mainly focused on multilingual children with low language proficiency in the majority language and (b) hardly compared between monolingual and multilingual children. The review shows that teacher-child interactions of multilingual children are comparable to the interactions of monolingual children, although teachers do adopt different strategies to facilitate the development of multilingual children, such as the use of the home language and nonverbal communication to support understanding. Worryingly, several studies indicate that multilingual children are exposed to unequal learning opportunities compared with their monolingual peers.

Lovenheim, M. F., & Willén, A. (2019). **The Long-Run Effects of Teacher Collective Bargaining.** *American Economic Journal: Economic Policy*, 11(3), 292-324.
<https://doi.org/10.1257/pol.20170570>

The Long-Run Effects of Teacher Collective Bargaining by Michael F. Lovenheim and Alexander Willén. Published in volume 11, issue 3, pages 292-324 of *American Economic Journal: Economic Policy*, August 2019, Abstract: We analyze how exposure to teacher collective bargaining affects long-run outcomes...

OCDE. (2019). **Measuring Innovation in Education 2019: What Has Changed in the Classroom?** [Report]. Paris: Organisation for Economic Co-operation and Development (OECD).
<http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3037>

Measuring innovation in education and understanding how it works is essential to improve the quality of the education sector. Monitoring systematically how pedagogical practices evolve would considerably increase the international

education knowledge base. We need to examine whether, and how, practices are changing within classrooms and educational organisations and how students use learning resources. We should know much more about how teachers change their professional development practices, how schools change their ways to relate to parents, and, more generally, to what extent change and innovation are linked to better educational outcomes. This would help policy makers to better target interventions and resources, and get quick feedback on whether reforms do change educational practices as expected. This would enable us to better understand the role of innovation in education. This new edition of *Measuring Innovation in Education* examines what has (or has not) changed for students over the past decade in OECD education systems. It reviews no fewer than 150 educational practices. The report casts light on systemic innovation in primary and secondary education, with a focus on pedagogical innovation. Has the use of technology spread? Have assessments become more important in pedagogical practices? Are students given more agency in their learning? Are they still asked to memorise facts and procedures? Do teachers increasingly engage students in peer learning activities? These are some of the questions this book seeks to answer. This report also presents some preliminary findings about the links between innovation and educational performance. This book will offer precious insights to policy makers, the education community and all those who seek to understand how educational practices are evolving.

Payet, J.-P., Deshayes, F., Rufin, D., & Pelhate, J. (2018). **L'enseignant-e, les parents, les spécialistes : diffusion des savoirs experts et altération de la collaboration avec les parents dans l'enseignement prioritaire.** *Raisons éducatives*, 22(1), 49-73. <https://doi.org/10.3917/raised.022.0049>

La collaboration, qu'elle soit interinstitutionnelle ou avec les parents, est devenue un mode d'action largement mobilisé par l'institution scolaire. Agir collectivement est supposé gage d'efficacité, particulièrement lorsque les élèves sont de milieu défavorisé et rencontrent des difficultés. Pourtant, force est de constater que toutes les formes de collaboration ne se valent pas. Dans l'enseignement prioritaire genevois, la collaboration interinstitutionnelle de l'école et des institutions du champ médico-pédagogique et socio-judiciaire supplante celle que les enseignant-e-s mettent en place avec les parents, en particulier lorsqu'ils sont faiblement dotés culturellement et scolairement. Écartés de la recherche de solutions pour l'élève en difficulté, ces derniers sont avant tout considérés comme des sous-traitants dont il est attendu qu'ils mettent en œuvre les suivis thérapeutiques préconisés. Ce processus de délégation du traitement de la difficulté scolaire à des spécialistes modifie en profondeur la professionnalité enseignante, le repérage précoce conduisant à faire des enseignant-e-s des pourvoyeurs d'informations plutôt que des professionnel-le-s capables d'élaborer des réponses pédagogiques aux difficultés observées.

Prot, F. M. (2018). **Pour des « cliniques de l'éducation » : former les professeurs à la bienveillance : l'exemple des pratiques d'écriture à l'École Freinet : enquête sur un programme "LéA" de l'IFÉ** (Thèse en sciences de l'éducation, Université de Lorraine). Université de Lorraine. <https://hal.univ-lorraine.fr/tel-02167199>

L'enquête empirique menée dans le cadre de cette thèse s'inscrivait dans la perspective de la Loi de Refondation « Pour une école de la bienveillance ». Il s'agissait de contribuer à un programme de recherche de l'Institut Français de l'Éducation (IFÉ), nommé Lieux d'Éducation Associés (LéA). L'objet de cette étude (2014-2017) s'appelait

« Innover pour une école bienveillante ». Le terrain d'enquête est celui de l'École Freinet, école historique d'Élise et Célestin Freinet à Vence dans les Alpes-Maritimes (France). En séjournant régulièrement in situ, les pratiques effectives lors de situations d'écriture, propres à l'institution du texte libre, ont été objectivées. Un tel travail d'objectivation donne à voir l'action conjointe des professeurs et des formatrices. Ces pratiques coopératives de formation ont été analysées en s'appuyant notamment sur le cadre de la Théorie de l'Action Conjointe en Didactique (TACD). Cette thèse se propose d'examiner une série de questions : Quel modèle est-il possible de proposer du type de formation pratiqué à l'École Freinet ? En quoi ce modèle, que l'on peut qualifier de clinique, est-il pertinent lorsqu'il s'agit d'une filiation en pédagogie ? Quelles en sont les forces, les faiblesses et les limites ? Ces questions s'articulent à une autre série : En quoi peut-on parler d'une bienveillance professionnelle du professeur ? En quelles autres vertus professionnelles pourrait-elle s'exprimer ?

Redding, C. (2019). **A Teacher Like Me: A Review of the Effect of Student-Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes.** *Review of Educational Research*, 89(4), 499-535. <https://doi.org/10.3102/0034654319853545>

Considerable research has examined the positive educational experiences of students of color assigned to teachers of the same race or ethnicity. Underlying this research is the belief that the cultural fit between students and teachers has the potential to improve a child's academic and nonacademic performance in school. This comprehensive review examines the extent to which Black and Latino/a students (1) receive more favorable ratings of classroom behavior and academic performance, (2) score higher on standardized tests, and (3) have more positive behavioral outcomes when assigned to a teacher of the same race/ethnicity. Assignment to a same-race teacher is associated with more favorable teacher ratings, although the relationship differs by school level. There is fairly strong evidence that Black students score higher on achievement tests when assigned to a Black teacher. Less consistent evidence is found for Latino/a students.

Shelton, A., Wexler, J., Silverman, R. D., & Stapleton, L. M. (2019). **A Synthesis of Reading Comprehension Interventions for Persons With Mild Intellectual Disability.** *Review of Educational Research*, 89(4), 612-651. <https://doi.org/10.3102/0034654319857041>

The inclusion of individuals with intellectual disability (ID) in typical settings is increasing. To promote success in these settings, educators must support the reading comprehension of individuals with ID. Therefore, we conducted a synthesis of the extant research on reading comprehension interventions for individuals in the largest category of ID—mild ID—in Grades 4 through 12 and postsecondary programs. We review the methodological and intervention features of eight group-design studies and six single-case design studies published between January 2001 and December 2018. Findings from the 14 studies revealed inconsistent effects of single-component and multicomponent interventions on expository and narrative reading comprehension. However, medium to large positive effects were typically found from interventions using peer-mediated instruction and explicit strategy instruction. More rigorous research investigating the effects of reading comprehension interventions for individuals with mild ID using standardized measures is warranted. Practical implications and recommendations for future research are discussed.

Vincent-Lancrin, S., Urgel, J., Kar, S., & Jacotin, G. (s. d.). *Mesurer l'innovation dans l'éducation 2019 (Version abrégée)*. https://www.oecd-ilibrary.org/education/mesurer-l-innovation-dans-l-education-2019-version-abreege_6d211378-fr?jsessionid=j9cifbs8R9YhOP9tV7DTLBuj.ip-10-240-5-122

Pour améliorer l'éducation, il est capital de comprendre et de mesurer l'innovation. La base de connaissances internationales en matière d'éducation serait sensiblement élargie en assurant un suivi systématique de l'évolution des pratiques au sein des classes et dans les établissements d'éducation, du développement professionnel des enseignants, de l'utilisation des ressources pédagogiques, et des pratiques de communication des établissements d'enseignement avec leur communauté. On pourrait aussi comprendre comment sont associées les évolutions et l'innovation d'un côté et de meilleurs résultats en matière d'éducation de l'autre. Les décideurs politiques seraient ainsi à même de mieux cibler les interventions et les ressources, et d'obtenir rapidement un retour d'informations permettant de déterminer si les réformes ont modifié les pratiques éducatives conformément aux attentes. Par ailleurs, cela permettrait de mieux comprendre les conditions propices à l'innovation dans l'éducation ainsi que ses répercussions. Cette nouvelle édition de Mesurer l'innovation dans l'éducation examine ce qui a changé (ou pas) pour les étudiants pendant la dernière décennie dans les systèmes éducatifs de l'OCDE et couvre environ 150 pratiques éducatives dans sa version originale (et un peu moins dans cette version française abrégée). Elle met en lumière l'innovation systémique dans l'enseignement primaire et secondaire, en mettant l'accent sur l'innovation pédagogique. L'utilisation de la technologie s'est-elle propagée? Les évaluations sont-elles devenues plus fréquentes? Les élèves ont-ils plus d'autonomie dans leur apprentissage? Est-ce qu'on leur demande de plus en plus de mémoriser des faits et des procédures? Est-ce que plus d'élèves ont des enseignants qui participent eux-même à des activités d'apprentissage? Voici quelques-unes des questions auxquelles répond ce livre. Des premiers pas vers l'établissement d'un lien entre l'innovation et les performances éducatives sont également réalisés. Ce livre intéressera toutes les parties prenantes désireuses de comprendre l'évolution des pratiques éducatives. Cette version abrégée ne contient, outre le résumé, que les chapitres où la majorité des indicateurs comprennent les systèmes éducatifs francophones. La version intégrale du rapport est disponible en anglais sur le site de l'OCDE.

Wanlin, P., & Schaubert, H. (2019). *The development of primary and secondary pre-service teachers' beliefs about constructivist and transmission-oriented teaching*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02269686>

Introduction Recent literature contrasts constructivist and transmissive teaching approaches. Current teacher education programs consider constructivist teaching as the best way to enhance students learning. Objective This paper examines whether pre-service teachers do the same: contrast constructivist and transmissive teaching approaches and rate constructivism as superior for learning gains. Method We drew on several assessment tools from the English-and German language educational literature. From these, we extracted items which we translated into French and submitted to 228 pre-service teachers. They had to provide their degree of agreement on a 6 point Likert scale. Results Factor analysis show a good model fit. Results reveal that pre-service teachers' beliefs are less split than what the educational literature suggests and that support for constructivism depends on the teacher education program. Conclusion As

constructivist and transmissive orientations coexist in pre-service teachers' minds, implications for research and teacher education are discussed.

Réussite scolaire

Calmar Andersen, S., Sejr Guul, T., & Humlum, M. (2019). *Instruction Time, Information, and Student Achievement: Evidence from a Field Experiment* (Working Paper N° 2019-049). Human Capital and Economic Opportunity Working Group. http://humcap.uchicago.edu/RePEc/hka/wpaper/Anderson_Guul_Humlum_2019_instruction-time-information-achievement.pdf

Prior research has shown that time spent in school does not close the achievement gap between students with low and high socioeconomic status (SES). We examine the effect of combining increased instruction time with information to teachers about their students' reading achievements by using a randomized controlled trial. We find that the teachers' baseline beliefs are more important for low-SES students' academic performance, that the intervention makes the teachers update these beliefs, and not least that the intervention improves the reading skills of low-SES students and thereby reduces the achievement gap between high- and low-SES students. The results are consistent with a model in which the teachers' beliefs about the students' reading skills are more important to low- than high-SES students, while at the same time, the teachers' beliefs are subject to information friction and Bayesian learning.

Camacho Vega, D. O., & Bouchet, F. (2019). *Self-Regulated Learning: Comparing Online and Classroom Courses in Cognition, Metacognition, Motivation, Emotions, Contexts, and Behavior*. *The 2019 Annual Meeting of the American Educational Research Association*. Présenté à Toronto, Canada. Toronto, Canada. <https://hal.archives-ouvertes.fr/hal-02271051>

This research aims at evaluating the use of cognition, metacognition, motivational, emotional, contextual and behavioral processes in self-regulated learning in online and traditional classroom environments for two separate experiments with two groups each. We used a questionnaire developed based on the adaptation of six existing scales, with the addition of a general section about the course itself. By contrasting the two experiments, results were consistent for online courses suggesting a higher mastery of motivation and positive emotions after taking the course, although it was in many ways similar to a traditional course. Finally, online course might have been associated with higher scores in context control than traditional course but it could depend of the course content.

Caraballo, L. (2019). *Being "Loud": Identities-in-Practice in a Figured World of Achievement*. *American Educational Research Journal*, 56(4), 1281-1317. <https://doi.org/10.3102/0002831218816059>

Discourses of achievement often overlook the interdependence of classroom contexts, students' identities, and academic performance. This narrative analysis explores how high-achieving students of color construct identities-in-practice in a diverse urban middle school. By documenting explicit moments in which students construct identities-in-practice such as being "loud," which are positioned as incompatible with "being smart," I argue that high-achieving lower income students of color are disproportionately regulated by achievement discourses that position White middle-class norms as neutral. This article documents tensions between what it takes to achieve

academically and students' raced, classed, and gendered identities in order to reframe educational equity based on a theoretical framing of identities and academic achievement as interrelated and highly contextual.

Chiang, T.-H. (2019). **How do underachieving working class students survive in the classroom? Critiques on the perspective of resistance.** *International Journal of Educational Research*, 96, 32-40. <https://doi.org/10.1016/j.ijer.2019.03.007>

The scholars of cultural reproduction have argued that the gap between the knowledge structure of the school curriculum and the reasoning ability of working class students functions as a crucial element in impeding their academic achievement. For researchers of the CCCS, such a failure tends to lead to the development of a counter-school culture. Working class students attempt to maintain their collective identity through the strategy of resistance, enabling them to reverse their dominated status in the power structure of capitalist society. Although the above theories highlight the interactions between this student group and structural constraints, the structure-led approach leads these academics to focus on the scope of defense mechanisms triggered by coercive structural constraints, while the influence of individualized agency on such interactions remains unknown. Agency may unleash such students from the rigid linkage between structural imposition and passive obedience. Accordingly, this qualitative study was designed to explore how underachieving working class students survived in a classroom, in which social relations, inscribed within curriculum and pedagogy, prescribed the scope of resistant behaviors and transformative actions.

Cordes, S. A., Schwartz, A. E., & Stiefel, L. (2019). **The Effect of Residential Mobility on Student Performance: Evidence From New York City.** *American Educational Research Journal*, 56(4), 1380-1411. <https://doi.org/10.3102/0002831218822828>

Residential mobility is likely to have consequences for student performance, but prior empirical work is largely correlational and offers little insight into its impacts. Using rich, longitudinal data, we estimate the effects of residential mobility on the performance of New York City public school students. Using both student fixed effects and instrumental variables approaches, we find that long-distance moves have negative effects, while short-distance moves improve student performance. These differential effects are partially, but not fully, explained by school mobility. Rather, the positive effects of short-distance moves may be explained by improvements in housing, while the negative impacts of long-distance moves may be explained by lower performance relative to school peers and loss of social capital.

Dizon-Ross, R. (2019). **Parents' Beliefs about Their Children's Academic Ability: Implications for Educational Investments.** *American Economic Review*, 109(8), 2728-2765. <https://doi.org/10.1257/aer.20171172>

Schools worldwide distribute information to parents about their children's academic performance. Do frictions prevent parents, particularly low-income parents, from accessing this information to make decisions? A field experiment in Malawi shows that, at baseline, parents' beliefs about their children's academic performance are often inaccurate. Providing parents with clear, digestible performance information causes them to update their beliefs and adjust their investments: they increase the school enrollment of their higher-performing children, decrease the enrollment of lower-performing children, and choose educational inputs that are more closely matched to

their children's academic level. Heterogeneity analysis suggests information frictions are worse among the poor.

Doersam, M., & Lauber, V. (2019). ***The Effect of a Compressed High School Curriculum on University Performance*** (Working Paper Series of the Department of Economics, University of Konstanz N° 2019-03). Department of Economics, University of Konstanz. http://www.uni-konstanz.de/FuF/wiwi/workingpaperseries/WP_03_Doersam_Lauber_2019.pdf

A recent education reform in Germany reduced the duration of academic high school education by one year but left the curriculum, and total class time unchanged. We use a unique data set of university students to investigate the effects of this reduction in years of schooling on academic achievements at the tertiary level. By exploiting variation in the implementation of the reform across school types over time, we isolate the reform effect from cohort, state, and school type effects. Our results suggest that the reform lowers the opportunity costs of schooling and facilitates an earlier labor market entry as we find no detrimental effects while students are one year younger on average.

Dolean, D., Melby-Lervåg, M., Tincas, I., Damsa, C., & Lervåg, A. (2019). **Achievement gap: Socioeconomic status affects reading development beyond language and cognition in children facing poverty.** *Learning and Instruction*, 63, 101218. <https://doi.org/10.1016/j.learninstruc.2019.101218>

Learning to read efficiently is one of the main skills that children has to learn in school and is important in order to functioning well in modern society. Even if children's reading skills seem to be related to their socioeconomic status, only a few studies have examined how SES is related to the development of reading skills in children facing severe poverty. This study traced 322 Roma children facing severe poverty from 7 through 9 years and compared them with an unselected sample of 178 Romanian non-Roma children. The Roma children had both poorer initial reading and a slower growth of their reading skills. In contrast to previous studies, SES did explain growth in reading skills after controlling for other well-known cognitive and linguistic predictors of reading. Among the Roma children, the effects of SES on reading growth were partly mediated by school absence. Thus, interventions directed at Roma children facing severe poverty need to target both the quality of reading instruction and broader aspects of these children's lives.

Duru-Bellat, M. (2019). **La bonne idée 11: changer de notes à l'école.** <https://www.alternatives-economiques.fr/bonne-idee-11-changer-de-notes-a-lecole/00090022>

Aujourd'hui, onzième proposition de notre série « 12 idées pour changer le monde »: diversifier les définitions du mérite scolaire pour mieux valoriser les aptitudes des élèves.

Fletcher, J., Ross, S., & Zhang, Y. (2019). ***The Consequences of Friendships: Evidence on the Effect of Social Relationships in School on Academic Achievement*** (Working Paper N° 2019-043). Human Capital and Economic Opportunity Working Group. <https://econpapers.repec.org/paper/hkawpaper/2019-043.htm>

This paper examines the impact of youth friendship links on student's own academic performance (grade point average) using the Add Health. We estimate a reduced form, high dimensional fixed effects model of within cohort or grade friendship links, and

use this model to predict each student's number of friends whose mothers have a four year college degree. The effects of friendship links are identified using across-cohort, within school variation in demographic composition of the student's cohort or grade. We find that increases in number of friendship links with students whose mothers are college educated raises grade point average among girls, but not among boys. Additional analyses suggest a positive view of the school environment and a perception of one's self as functioning well in that environment as possible mechanisms. The effects are relatively broad based across students over maternal education, racial and ethnic composition and across schools that vary in demographic composition over the same variables.

Garnier, B. (2019, août 8). **Comment écrire une thèse de sciences de l'éducation?** Consulté à l'adresse <https://hal-univ-corse.archives-ouvertes.fr/cel-02265190v2/document>

Bruno Garnier, professeur de sciences de l'éducation, propose un guide de rédaction d'une thèse en sciences de l'éducation

Golsteyn, B. H. H., Jansen, M. W. J., Van Kann, D. H. H., & Verhagen, A. (2019). **Does Stimulating Physical Activity Affect School Performance?** (IZA Discussion Paper N° 12454). Institute of Labor Economics (IZA). <http://ftp.iza.org/dp12454.pdf>

This paper investigates whether encouraging children to become more physically active in their everyday life affects their primary school performance. We use data from a field quasi-experiment called the Active Living Program, which aimed to increase active modes of transportation to school and active play among 8- to 12-year-olds living in low socioeconomic status (SES) areas in the Netherlands. Difference-in-differences estimations reveal that while the interventions increase time spent on physical activity during school hours, they negatively affect school performance, especially among the worst-performing students. Further analyses reveal that increased restlessness during instruction time is a potential mechanism for this negative effect. Our results suggest that the commonly found positive effects of exercising or participating in sports on educational outcomes may not be generalizable to physical activity in everyday life. Policymakers and educators who seek to increase physical activity in everyday life need to weigh the health and well-being benefits against the probability of increasing inequality in school performance.

Jarraud, F. (2019, juillet 11). **Les jeunes et le travail.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/11072019Article636984298100807741.aspx>

Les nouvelles générations sont-elles aussi travailleuses que les anciennes? Une étude de l'Injep montre une réalité plus complexes avec de fortes différences entre les jeunes, même si la réalisation de soi par le travail semble l'emporter sur l'utilité sociale du travail. « Le rapport au travail des jeunes est une réalité complexe à saisir, faite de nuances, et d'ambivalence. L'apparente valorisation de l'équilibre entre vies professionnelle et personnelle n'implique pas un détachement total de celui-ci. Le crédit accordé à la réalisation de soi ou à la dimension socialisatrice du travail ne doit pas laisser penser que les jeunes délaissent complètement les aspects matériels du travail : la sécurité de l'emploi est importante pour eux. De plus, l'expression « rapport au travail des jeunes » masque une réalité diverse. Alors que les jeunes les plus favorisés mettent en avant l'équilibre entre travail et hors travail, les relations entre collègues,

l'intérêt du poste ou l'autonomie, ceux qui ont des situations professionnelles plus complexes, notamment les jeunes intérimaires, mettent davantage l'accent sur le niveau de rémunération ou la sécurité de l'emploi. De même, la question de l'équilibre entre vies professionnelle et personnelle prend une importance toute particulière chez les femmes, qui ont davantage à charge les arrangements entre ces deux sphères ».

Jarraud, F. (2019, juillet 12). **Bac 2019: Légère chute du taux de réussite.** <http://www.cafepedagogique.net/lexpresso/Pages/2019/07/12072019Article636985169762751577.aspx>

Le taux de réussite au bac 219 a légèrement chuté, annonce la Depp (division des études du ministère). On compte 88.1% d'admis contre 88.3 % en 2018. Près de 80% d'une génération obtient le bac. L'écart entre la voie professionnelle et les deux autres voies reste important.

Le, V.-N., Schaack, D., Neishi, K., Hernandez, M. W., & Blank, R. (2019). **Advanced Content Coverage at Kindergarten: Are There Trade-Offs Between Academic Achievement and Social-Emotional Skills?** *American Educational Research Journal*, 56(4), 1254-1280. <https://doi.org/10.3102/0002831218813913>

Policymakers have advocated academic skills building at kindergarten as a way of improving student achievement. However, early childhood educators have concerns with this policy as gains in achievement may come at the expense of children's social-emotional skills. Using a nationally representative data set of kindergartners, we find that advanced academic content, defined as academic skills typically taught at a higher grade, was associated not only with improved math and English/language arts achievement but also with improved social-emotional outcomes. Greater exposure to advanced content was associated with better interpersonal skills, better approaches to learning, better attentional focus, and lower externalizing behaviors. The results suggest that advanced academic content can be taught without compromising children's social-emotional skills.

Logue, A. W., Douglas, D., & Watanabe-Rose, M. (2019). **Corequisite Mathematics Remediation: Results Over Time and in Different Contexts.** *Educational Evaluation and Policy Analysis*, 41(3), 294-315. <https://doi.org/10.3102/0162373719848777>

Traditional mathematics remediation is based on the theory that traditional mathematics remedial courses increase students' subsequent academic performance. However, most students assigned to these courses do not pass them and thus cannot graduate. An alternative approach, corequisite remediation, assigns students instead to college-level quantitative courses with additional academic support, often aligned to a student's major. Here, we report the longer-term results of a randomized controlled trial comparing corequisite remediation (with statistics) and traditional algebra remediation (297 students per group). The corequisite group not only demonstrated significantly higher quantitative course pass rates but also success in many other disciplines, as well as significantly higher graduation rates. We also report the results of two quasi-experimental analyses (propensity score matching) demonstrating higher pass rates for corequisite mathematics remediation with 347 additional students in different settings. Policies requiring corequisite mathematics remediation can result in greater student success than is obtained with traditional remediation.

Loscalzo, Y., Rice, S. P. M., Giannini, M., & Rice, K. G. (2019). **Perfectionism and Academic Performance in Italian College Students**. *Journal of Psychoeducational Assessment*, 37(7), 911-919. <https://doi.org/10.1177/0734282918800748>

This study analyzed the psychometric properties of the Italian translation of both the Short Almost Perfect Scale (SAPS) and the Short Multidimensional Perfectionism Scale (SMPS), and the academic implications of perfectionism on 414 Italian college students aged between 18 and 58 years. Results revealed some limitations with the SAPS factor structure that, once addressed, yielded scores with good internal consistency and convergent validity. The SMPS had adequate psychometric properties. Higher perfectionistic strivings scores were associated with better academic performance and with higher rates of studying. This study provides support for the usefulness of both the SAPS and the SMPS in understanding relationships between different perfectionism dimensions and academic outcomes for Italian students.

Michaudon, H. (2019). **La réussite au CAP et au BEP, session 2018**. *Note d'information*, (19.29). Consulté à l'adresse <https://www.education.gouv.fr/cid133826/la-reussite-au-cap-et-au-bep-session-2018.html>

À la session 2018, 184 500 candidats au CAP y compris agricole et 146 600 candidats au BEP y compris agricole ont obtenu leur diplôme. Les taux de réussite aux deux examens, qui atteignent 84,7 % pour le CAP et 83,9 % pour le BEP, sont en hausse par rapport à la session 2017 (respectivement + 1,3 et + 1 point).

Preckel, F., Schmidt, I., Stumpf, E., Motschenbacher, M., Vogl, K., Scherrer, V., & Schneider, W. (2019). **High-Ability Grouping: Benefits for Gifted Students' Achievement Development Without Costs in Academic Self-Concept**. *Child Development*, 90(4), 1185-1201. <https://doi.org/10.1111/cdev.12996>

Effects of full-time ability grouping on students' academic self-concept (ASC) and mathematics achievement were investigated in the first 3 years of secondary school (four waves of measurement; students' average age at first wave: 10.5 years). Students were primarily from middle and upper class families living in southern Germany. The study sample comprised 148 (60% male) students from 14 gifted classes and 148 (57% male) students from 25 regular classes (matched by propensity score matching). Data analyses involved multilevel and latent growth curve analyses. Findings revealed no evidence for contrast effects of class-average achievement or assimilation effects of class type on students' ASC. ASC remained stable over time. Students in gifted classes showed higher achievement gains than students in regular classes.

Redding, C. (2019). **A Teacher Like Me: A Review of the Effect of Student-Teacher Racial/Ethnic Matching on Teacher Perceptions of Students and Student Academic and Behavioral Outcomes**. *Review of Educational Research*, 89(4), 499-535. <https://doi.org/10.3102/0034654319853545>

Considerable research has examined the positive educational experiences of students of color assigned to teachers of the same race or ethnicity. Underlying this research is the belief that the cultural fit between students and teachers has the potential to improve a child's academic and nonacademic performance in school. This comprehensive review examines the extent to which Black and Latino/a students (1) receive more favorable ratings of classroom behavior and academic performance, (2) score higher on standardized tests, and (3) have more positive behavioral outcomes when assigned to a teacher of the same race/ethnicity. Assignment to a same-race

teacher is associated with more favorable teacher ratings, although the relationship differs by school level. There is fairly strong evidence that Black students score higher on achievement tests when assigned to a Black teacher. Less consistent evidence is found for Latino/a students.

Rusitoru, M. V. (2019). *L'excellence éducative en Finlande*. Paris: L'harmattan.
http://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&isbn=9782343179926&utm_source=phplist&utm_campaign=message_27425&utm_medium=email&utm_content=lienTitre

À l'aube de notre millénaire, la Finlande fût une véritable révélation éducative pour toute la planète. Pourtant, en quoi les leçons finlandaises continuent à nous étonner ? Le présent ouvrage est le fruit d'un travail mené dans des dizaines d'écoles, universités et centres de formation du pays afin de découvrir cette merveille pédagogique centrée sur l'autonomie et la joie d'apprendre qui se reflète dans la création de la pédagogie de la floraison personnelle.

Salinas, D. (2019). *Can academic performance help disadvantaged students to achieve upward educational mobility?* (PISA in Focus N° 99). OECD Publishing.
<https://doi.org/10.1787/fd5356d0-en>

During the past century, access to education increased in countries all over the world. Up until the early decades of the 20th century, people attended school for only a few years. Towards the end of the century, adults in high-income countries completed 12 years of schooling, on average. Today in OECD countries, a larger share of the population than ever before completes tertiary education. For many, especially socio-economically disadvantaged students whose parents had attained only low levels of education, this expanded access to education has led to upward educational mobility – attaining a higher level of education than their parents did. But just as economic growth does not necessarily reduce income inequality, so the expansion of access to education does not automatically result in greater equity in educational attainment. For that to happen, disadvantaged students need to benefit as much as or more than advantaged students. A recent PISA report, *Equity in Education*, explores how upward educational mobility has changed over recent decades. It finds that, despite the expansion of access, socioeconomic disparities in the completion of tertiary education remain large. However, the report also shows that when students with low-educated parents perform at high levels by age 15, as measured by PISA, their chances of completing tertiary education improve considerably.

Salinas-Perez, J. A., Rodero-Cosano, M. L., Rigabert, A., & Motrico, E. (2019). **Actions and techniques in supervision, mentorships and tutorial activities to foster doctoral study success: A scoping literature review.** *International Journal of Educational Research*, 96, 21-31. <https://doi.org/10.1016/j.ijer.2019.05.004>

The aim of this study was to carry out a scoping review of the available research literature examining how supervision, mentorships and tutorial activities can foster the doctoral study success. This scoping review was conducted in light of the PRISMA and the Joanna Briggs Institute guidelines. The search strategy produced 458 potentially relevant studies. We identified 14 studies that precisely met the inclusion criteria, isolating 10 factors, 19 actions and 38 techniques related to doctoral study success. They were classified according to four broad contexts: institutional, program, support

and personal. These findings provide supervisors and institutions with the best available research evidence for improving the completion process in PhD studies.

Sedova, K., Sedlacek, M., Svaricek, R., Majcik, M., Navratilova, J., Drexlerova, A., ... Salamounova, Z. (2019). **Do those who talk more learn more? The relationship between student classroom talk and student achievement.** *Learning and Instruction, 63*, 101217. <https://doi.org/10.1016/j.learninstruc.2019.101217>

There have been efforts to investigate the link between classroom talk and student achievement for some time. However, studies considering individual student participation in classroom talk have thus far been rare. The research reported in this study was carried out on 639 ninth grade students at Czech middle schools. Observations took place in language arts lessons; talk time and the number of utterances with reasoning were recorded for each student. Achievement was measured using a standardized reading literacy test. The results confirmed a strong link between a given student's talk time and number of utterances featuring reasoning and that student's achievement. As for student talk time, a connection at the classroom level was also identified – students in talkative classrooms had better results. However, there was not a connection between utterances with reasoning and better results at the classroom level. A positive link between individual participation and achievement was observed in all students regardless of socio-economic background or gender.

Torrecilla Sánchez, E. M., Olmos Miguélañez, S., & Martínez Abad, F. (2019). **Explanatory factors as predictors of academic achievement in PISA tests. An analysis of the moderating effect of gender.** *International Journal of Educational Research, 96*, 111-119. <https://doi.org/10.1016/j.ijer.2019.06.002>

The aim of this study is to define the moderating effect of gender on the relationship between academic achievement and some explanatory factors, according to the PISA 2015 results in the United Kingdom, Finland and Spain. Based on an exploratory correlational study, multivariate statistical techniques were applied with moderate regression analysis in these countries, which were considered relevant examples for understanding the current situation. The results obtained suggest that gender is a variable that, at a general level, moderates the relationship between the explanatory factors studied, with the exception of anxiety, and academic achievement, mainly in the Finnish student population. Ultimately, the relevance of gender as a moderating variable for the improvement of student achievement and educational quality is verified.

Zhang, S., Liu, J., Wang, J., Xia, X., Zhang, L., Liu, L., & Jiang, T. (2019). **Developing and validating the Learning Disabilities Screening Scale in Chinese elementary schools.** *International Journal of Educational Research, 96*, 91-99. <https://doi.org/10.1016/j.ijer.2019.06.006>

This study aimed to develop and validate the Learning Disabilities Screening Scale (LDSS) for Chinese elementary students. There were 126 teachers from 63 classes in elementary schools participated in this study to assess 2473 students. Besides, 379 students who were suspected of learning disabilities also participated in this study. Results indicated that the six-factor LDSS had adequate construct validity and criterion-related validity. In addition, the results of the receiver operating characteristic analysis further confirmed its validity in diagnosing students with learning disabilities. This

research herein may contribute to an accurate screening of Chinese students with learning disabilities and guiding the formulation of target intervention as well.

Valeurs

Andersson, E. (2019). **The school as a public space for democratic experiences: Formal student participation and its political characteristics.** *Education, Citizenship and Social Justice*, 14(2), 149-164. <https://doi.org/10.1177/1746197918776657>

School democracy in terms of formal student participation is often expressed through different types of councils. This requires that these forms of political participation function democratically. The article contributes knowledge about the school as a public space and the democratic experiences gained through formal student participation in class and school councils. The article is designed in four steps: (I) the presentation of previous research, (II) the presentation of the pedagogical political participation model used for analysis and discussion, (III) the findings of an empirical case in Sweden, and (IV) theoretical synthetizes using John Dewey's educational theory. It is argued that the political characteristics of formal student participation are uniform and bound to different types of political participation, such as being informed and heard and a lack of political influence that positions students as political objects for democratic fostering. This raises questions about the consequences of students' growth of democratic experiences.

Becchetti-Bizot, C. (2019). **Rapport 2018 de la médiatrice de l'éducation nationale et de l'enseignement supérieur** [Report]. Paris: Ministère de l'Éducation nationale. https://cache.media.education.gouv.fr/file/06_-_juin/63/2/2019_Rapport_Mediateur_2018_web_1147632.pdf

Catherine Becchetti-Bizot, médiatrice de l'éducation nationale et de l'enseignement supérieur, a présenté son rapport 2018 intitulé « Vers une administration inclusive » en mettant l'accent sur trois sujets importants dans l'optique d'une administration inclusive : la dématérialisation des démarches administratives, la carrière des personnels en situation de handicap et le traitement des risques psychosociaux. Pour son rapport 2018, la médiatrice a choisi de développer trois sujets qui lui ont paru importants autour de la notion d'administration inclusive. Ils concernent à la fois les usagers et les personnels : Le premier, la dématérialisation des démarches administratives se trouve au cœur du mouvement de modernisation de l'administration : l'ambition affichée par le gouvernement est bien d'améliorer l'accessibilité et la qualité des services aux usagers, pour favoriser l'inclusion de tous les citoyens. Toutefois, la médiation a relevé un certain nombre de difficultés pour atteindre cet objectif. Elle met en évidence dans son rapport les conditions nécessaires pour que cette transformation, qui touche très fortement l'administration du système éducatif, soit bien accompagnée et n'agisse pas comme un facteur d'exclusion et d'inégalités supplémentaire. Elle s'interroge également sur la manière de conserver à chaque citoyen sa capacité d'agir et de choisir, dès lors qu'une décision le concernant est prise à l'aide d'un algorithme. Le second thème, la carrière des personnels en situation de handicap, est le prolongement des réflexions initiées dans les deux rapports précédents du médiateur (2016 et 2017) sur le parcours des élèves et des étudiants en situation de handicap. La médiatrice formule des recommandations afin que chacun de ces personnels puisse entrer et progresser dans sa carrière, en bénéficiant de conditions de travail adaptées et d'un accompagnement personnalisé, prenant en compte la globalité de la

personne et de la situation qui la caractérise. Dans un troisième temps, la médiatrice pose les jalons d'une réflexion qu'elle a commencé à mener sur le traitement des risques psychosociaux, notamment celui du harcèlement au travail, thème qui pourra faire l'objet d'un examen plus approfondi et de recommandations dans son prochain rapport (2019).

Charlier, J.-É., & Croché, S. (2018). **L'efficacité du dispositif de production d'Homo sustainabilis**. *Éducation et sociétés*, 42(2), 13-29. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-13.htm>

En adoptant les objectifs de développement durable (ODD) en 2015, tous les pays se sont accordés sur la nécessité de former les jeunes à devenir des citoyens du monde écologiquement responsables. Cet article revient d'abord sur l'histoire longue des ODD et présente en quoi leur adoption a suscité l'activation d'un "dispositif de durabilité" qui fait de la production d'Homo sustainabilis une condition de survie de l'espèce humaine. Il aborde ensuite la place qui est attribuée à l'éducation dans la production de cet Homo sustainabilis censé éviter le gaspillage et participer à un projet de société dans lequel chacun trouvera sa place en servant des projets collectifs. Il se termine par la mise en perspective des ODD avec la décision d'intégrer à PISA, à partir de 2018, l'évaluation d'une "compétence globale", qui vise à tester la sensibilité des élèves au développement durable.

Cherrington, A. M., Scheckle, E., Khau, M., De Lange, N., & Du Plessis, A. (2019). **What does it mean to be an 'engaged university'? Reflections from a university and school-community engagement project**. *Education, Citizenship and Social Justice*, 14(2), 165-178. <https://doi.org/10.1177/1746197918779945>

This article seeks to address what it means to be an 'engaged' university and, in so doing, to contribute to current discourses – in a fast growing field – about how to collaborate with communities for meaningful social transformation. As a group of researchers from the faculty of education in a South African university, we share our thinking and the theoretical notions that underpinned our planning and executing of a 3-year engagement with a rural secondary school. In asking 'How might dialogic engagement of the university community and the community the university serves, enable agency towards active citizenship in the context of education?', a collaborative engagement project between and within a school-community and the university was initiated. In this conceptual article, we unpack and discuss a critical university and school-community engagement with, and interpretation of, three key concepts that underpinned it: dialogic engagement, community and active citizenship. We conclude with a discussion on how we put these three key elements into practice. It is therefore argued that to be truly engaged requires constant dialogue, reflection, and the intentionality and commitment of all parties towards collaboration that is aimed at promoting mutual learning through socially just processes. Such university and school-community engagement is key in addressing complex social issues requiring collaborative intervention to enable social transformation.

Demers, S., Clermont, A., Lefrançois, D., Éthier, M.-A., & Potvin, M. (2018). **Quel rapport au droit les codes de conduite d'écoles secondaires impliquent-ils pour les jeunes ?** *Éducation et sociétés*, 42(2), 101-118. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-101.htm>

Les expériences scolaires des élèves contribuent à former leur conception du monde social, des institutions publiques, des rapports à y entretenir et du rôle qu'ils peuvent y jouer. Au-delà du curriculum formel, ces expériences sont également balisées par des normes et conventions dont certaines sont explicitées dans des codes de conduite visant à réguler et à prévoir les comportements et rapports intersubjectifs des élèves avec les divers acteurs de l'école. Cet article vise à présenter l'analyse d'un échantillon de ces codes de conduite, en vigueur dans les écoles secondaires québécoises, au regard du développement du rapport au droit qu'ils impliquent pour les élèves. La typologie de la conscience du droit de Ewick et Silbey (1998), ainsi que la perspective de Günther (1998) sur le discours juridique, ont servi de grille d'analyse de ces codes de conduite et mené à un constat de la prépondérance, dans ces textes, d'un rapport de soumission au droit.

Erlich, R. R., & Gindi, S. (2019). **Are civics teachers different from teachers of other disciplines in their handling of controversial issues?** *Education, Citizenship and Social Justice*, 14(2), 118-130. <https://doi.org/10.1177/1746197918767082>

Conducting discussions on controversial political issues is an important vehicle to promote students' democratic values and critical thinking in schools. This schoolwide task cuts across all disciplines and different subject matter. Israeli civics and social studies teachers are often required to touch upon such issues and manage the situations that follow. This study examined whether civics and social studies teachers are different from teachers of other disciplines in their attitudes toward controversial political issues and in their reported behaviors. Civics and social studies teachers scored higher in all the variables related to discussions of controversial political issue and reported more relevant behaviors. In examining the variables that predict teachers' self-efficacy to conduct controversial political issue discussions, variables that related to professional identity were the strongest predictors alongside pluralistic attitudes. We concluded that teacher training should emphasize the importance of discussions of controversial political issue and develop teachers' ability to conduct such discussions as part of their professional role.

Estelles, M., & Romero, J. (2019). **Tacit assumptions of citizenship education: A case study in Spanish initial teacher education.** *Education, Citizenship and Social Justice*, 14(2), 131-148. <https://doi.org/10.1177/1746197918771336>

Current curricula, which organize initial teacher education programs, include, among their stated purposes, preparing teachers to help their future students to grow as global, participatory, and ethically engaged citizens. However, we know little about how teacher educators prepare their students to be citizens. This article analyses how a group of teacher educators from a public university in Spain understand citizenship education, exploring the net of metaphors and idealized visions they seem to share, regardless of their formal conceptualizations. The discussion of the findings considers the implicit hierarchies of these shared assumptions that define what is deemed as real, desirable, and possible in citizenship education. Implications for teacher education are also contemplated.

Esteve-Faubel, J.-M., Martin, T. J., & Esteve-Faubel, R.-P. (2019). **Protest songs about the Iraq War: An effective trigger for critical reflection?** *Education, Citizenship and Social Justice*, 14(2), 179-195. <https://doi.org/10.1177/1746197918793003>

The question of developing educational policies that involve training people to be capable of critical reflection and skilled in approaching the discussion-debate binomial, with the overall goal of achieving learning which is of a transformative kind, is currently embraced by the transdisciplinary paradigm known as Global Citizenship Education. This qualitative study investigates the impact of protest or topical songs released in response to the Iraq War on a cohort of university students and explores whether these songs could be useful in Global Citizenship Education. The results of the study emphasize the value of these types of songs as triggers for transformative learning, because, independently of respective national educational policies or the possible influence of the mass and digital media, these songs were shown to tap into an underlying set of universal values, rights and attitudes among citizens that drive the need for Global Citizenship Education design and evaluation.

Heggart, K., Arvanitakis, J., & Matthews, I. (2019). **Civics and citizenship education: What have we learned and what does it mean for the future of Australian democracy?** *Education, Citizenship and Social Justice*, 14(2), 101-117.
<https://doi.org/10.1177/1746197918763459>

The ambitious project to nationalise the Australian Curriculum has prompted great interest among policymakers, academics and civics teachers in Australian schools. The government-led citizenship education initiative Discovering Democracy (1997–2007) comprehensively failed to meet its objectives, most prominently the stated goal of developing active citizens. This article has twin objectives: to explore the ways in which government-directed civics education programmes have fallen short; and to argue for a shift in our approaches to civics education, in terms of both content and delivery, drawing on the surplus model, which credits students with unique ideas, knowledge and experiences. We draw upon Justice Citizens, an alternative approach to Civics Education that foregrounds students' own interests and abilities as central to their development into active citizens as an example of the educational practices that can promote and strengthen active citizenship among school students. From this programme and other research, we discuss four student-centred themes that should inform further civics education curriculum development.

Kim, Y., & Dutercq, Y. (2018). **Le retour de l'éducation morale en Corée du Sud : un exemple d'éducationnalisation ?** *Education et sociétés*, n° 42(2), 119-134.
<http://www.cairn.info/revue-education-et-societes-2018-2-page-119.htm?contenu=resume>

Cette étude analyse le processus de retour de l'éducation morale en Corée du Sud à travers la grammaire des discours pédagogiques (Bernstein). En Corée, il existe deux points de vue sur la question de l'éducation à la citoyenneté, si l'un se positionne en faveur de l'éducation morale, l'autre souligne la participation citoyenne. Cependant, en 2014, à la suite du naufrage d'un paquebot, le Sewol, et du fait que les politiciens rejettent la responsabilité de la faute morale sur l'équipage, une loi sur l'éducation du caractère a été promulguée, qui encourage l'éducation morale. En l'absence de définition précise de l'éducation du caractère dans cette loi, chaque école organise les curricula en fonction du sens empirique donné à cette notion. Certaines activités fondées sur cette éducation interviennent donc dans le domaine privé, usent d'une pédagogie reposant sur l'autorité et s'attachent aux valeurs traditionnelles.

Le Capitaine, C., & Gagnon, M. (2019). **Le ressenti du corps professoral des universités québécoises à l'égard de leur qualité de vie au travail. Quelles différences entre les hommes et les femmes?** *Education et formations*, (99), 87-110. https://cache.media.education.gouv.fr/file/2019/61/0/depp-2019-EF99-web-04_1154610.pdf

Cet article porte sur le ressenti des professeurs d'université au Québec à l'égard de leur qualité de vie au travail (QVT) dans une perspective de genre. Cette réflexion visant à comparer le vécu des hommes et des femmes en termes de conditions d'emploi et de satisfaction au travail et à saisir les biais discriminatoires ressentis par le corps professoral féminin arrive à point nommé compte tenu des transformations actuelles du monde universitaire. Les résultats reposent sur la réalisation d'une enquête électronique menée au Québec en 2015 auprès de 756 professeurs provenant de 14 universités. Bien que les hommes et les femmes partagent certaines similitudes quant aux valeurs liées à la profession universitaire, notamment sur l'importance accordée à la liberté universitaire, il ressort de l'analyse un fort constat d'inégalités de genre. Les femmes sont plus nombreuses que les hommes à ressentir de la pression pour publier et pour effectuer des demandes de subventions, à se sentir dépassées par la charge de travail, à déplorer l'iniquité de la répartition des tâches administratives et plus globalement celle de la charge de travail entre les collègues. Davantage victimes de violence ou de harcèlement dans leur milieu de travail, plus de femmes que d'hommes se sentent stressées, épuisées par leur travail et manquent de temps pour leur vie personnelle. Autant de données qui témoignent d'une détérioration de la QVT des professeurs d'université et de la persistance des inégalités professionnelles de genre dans le monde universitaire québécois.

LeVasseur, L. (2018a). **L'école québécoise et la gestion de la diversité des élèves : mesures d'intégration et tensions au sein de la division du travail éducatif.** *Raisons éducatives*, 22(1), 173-191. <https://doi.org/10.3917/raised.022.0173>

La gestion de la diversité des élèves représente un des principaux défis auxquels l'école québécoise fait face. De nombreux élèves provenant de milieux sociaux défavorisés sont menacés d'échec scolaire. L'intégration de ces élèves en classe ordinaire complexifie la tâche des enseignants. Afin de soutenir ces élèves et d'appuyer les enseignants, l'école publique a recours, surtout depuis le début des années 1990, à de plus en plus d'agents de soutien technique. L'article porte sur le travail qu'effectuent les agents scolaires qui travaillent dans des établissements se caractérisant par une très grande diversité d'élèves. Il montre surtout que malgré des valeurs éducatives souvent communes, la coordination de l'action entre les agents de soutien technique, les agents de soutien professionnel et les enseignants ne va pas de soi. Il en résulte un climat tendu qui nuit au travail collectif, et par conséquent, à la scolarisation des élèves en difficulté.

LeVasseur, L. (2018b). **L'école québécoise et la gestion de la diversité des élèves : mesures d'intégration et tensions au sein de la division du travail éducatif.** *Raisons éducatives*, 22(1), 173-191. <https://doi.org/10.3917/raised.022.0173>

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Marchesi, Á. (2019). **Salamanca 1994-2019: there is still a long way to Latin America.** *International Journal of Inclusive Education*, 23(7-8), 841-848. <https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00013>

This article analyses the progresses and challenges in education in Latin America since the Salamanca World Conference on Special Needs Education. The main advances have been in the access to education of a greater number of students derived from a higher public expenditure. The challenges that still exist can be summed up through insufficient educational quality, especially with regard to the situation of teachers and the infrastructure of schools. It's difficult to collect appropriate, rigorous and accurate data for special needs education. The article concludes by pointing out the importance of rebuilding three bridges to move faster in the inclusive process: first, a political bridge to agree on the improvement of the educational budget during the next decade; a social and cultural bridge that supports attitudes of citizens in favour of diversity and inclusion; and finally, an educational bridge with two fundamental pillars: education of infant and young children and training and professional development for teachers.

Maulini, O. (2018). **Entre curriculum formel et curriculum caché. Quelle morale l'école enseigne-t-elle en réalité ?** *Éducation et sociétés*, 42(2), 51-68. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-51.htm>

L'enseignement de la morale, du civisme ou de la citoyenneté à l'école est en partie gouverné par le curriculum formel et les débats d'idées qui cherchent à l'orienter. Mais quelle morale l'école enseigne-t-elle en réalité, dans l'ordinaire de ses pratiques et les plis du curriculum caché ? Une synthèse des recherches menées sur vingt ans dans l'enseignement obligatoire de Suisse romande montre que l'ethos localement dominant est d'abord celui de la responsabilité des élèves et de la cohésion des classes dans un cadre de travail adapté. Ailleurs, dans chaque établissement, la confiance et la complémentarité sont les composantes valorisées d'un dialogue apaisé. Savoir vivre ensemble est un objectif du plan d'études, mais aussi la vertu immédiate du convivialisme ainsi pratiqué. Cette configuration est-elle propre à la Suisse ou illustre-t-elle une tension démocratique entre deux perspectives : décréter le bien commun en surplomb ou le chercher collectivement par la contradiction ?

McAnelly, K., & Gaffney, M. (2019). **Rights, inclusion and citizenship: a good news story about learning in the early years.** *International Journal of Inclusive Education*, 23(10), 1081-1094.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/00000010/art00006>

Including all children is something many education settings aspire to, yet the outcome of children realising their right to an inclusive education remains elusive for far too

many. In this article we present the narrative of an inclusive early childhood education setting. The first author undertook an ethnographic study of the experiences of an disabled child in a kindergarten¹ in Aotearoa New Zealand as part of her Master of Education degree. This was done with the express intention of relaying a narrative of active participation, inclusion and citizenship experienced by that child and their family within that community. The collective narrative that emerged highlights what is possible for the meaningful inclusion of disabled children, not just in New Zealand but internationally, when communities act with inclusive intent. In this article we identify the themes of learner identity, adopting a pedagogy for participation, establishing a culture of belonging and contribution, and lastly, using the environment as the third teacher, which emerged after analysing interviews with some of the participants. Together these themes combine to provide an evaluative framework to review inclusive curriculum and performance in early childhood settings.

Nteropoulou-Nterou, E., & Slee, R. (2019). **A critical consideration of the changing conditions of schooling for students with disabilities in Greece and the fragility of international in local contexts.** *International Journal of Inclusive Education*, 23(7-8), 891-907.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art00017>

The Salamanca Statement is held as a high-water mark in the history of the global development of inclusive education. It represented agreements bringing together representatives from 92 governments and 25 international organisations to advocate for a more inclusive education for students with disabilities. Since 1994 the Salamanca Statement has been referred to by international education organisations, national education jurisdictions, and disability advocacy organisations as a foundation for progressing inclusive education. In this respect the Salamanca Statement has been important for the inclusive education and Education for All [UNESCO 1998. From Special Needs Education to Education for All: Discussion Paper for the International Consultative Forum on Education for All. Paris: UNESCO] movements. However, international agreements and conventions are fragile in the face of local contingencies and become difficult to apply. We examine the case of inclusive education in Greece to reflect on this complex relationship between international aspirations and the real politic of individual nation states. Greece, like other nations, has embraced the discourse of inclusive education and its successive governments can demonstrate policy activity and public expenditure on the education of disabled students. This is remarkable in a climate of 'crisis' and 'austerity' where the only investment in the teaching workforce is in the area of inclusive education. However, is Greek education more inclusive in practice as well as rhetoric?

Présentation. Le retour de l'éducation morale. Nouvelles perspectives de bien commun, réarmement de la critique. (2018). *Éducation et sociétés*, 42(2), 5-12. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-5.htm>

Ce dossier se situe dans le prolongement de la réflexion menée dans les numéros 40 et 41 concernant l'évolution des références qui inspirent les politiques d'éducation : l'intégration dans le respect des différences, les objectifs de développement durable. Ces nouvelles approches du bien commun portent de nouvelles définitions du citoyen et de l'éducation morale. En outre, la globalisation économique s'accompagne d'une

mise en ordre cognitive du monde appuyée sur les grandes enquêtes et les indicateurs internationaux. Cette conjoncture appelle un renouvellement de l'esprit critique qui doit être capable d'interroger la représentation des sociétés qui est ainsi construite, de revenir sur ses fondements et d'ouvrir sur d'autres possibles. Une série d'études internationales insiste également sur le renouvellement des méthodes. Les apprentissages doivent être ancrés dans l'expérience : les manières de faire dans la vie des classes et des établissements importent plus que les prescriptions, ce qui confère une nouvelle dimension à la sociologie du curriculum.

Proeschel, C., Szukala, A., & Hedtke, R. (2018). **L'éducation aux valeurs civiques, comment comparer ? Une réflexion méthodologique à partir du cas franco-allemand.** *Éducation et sociétés*, 42(2), 31-50. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-31.htm>

À partir du terrain de recherches que constitue la comparaison franco-allemande, cet article mène une réflexion méthodologique sur les conditions de possibilité d'une comparaison dans le domaine de l'éducation civique et morale. Une grande partie des travaux de comparaison se réfère aux modèles nationaux de citoyenneté, d'éducation ou encore de pédagogie. Face aux évolutions concrètes de l'éducation civique, ils révèlent des limites heuristiques dans leur capacité à appréhender et à comparer les phénomènes concrets. L'analyse des possibilités ouvertes par les approches en termes de convention d'éducation civique et morale, dont le point de départ n'est plus l'exposé de différences, mais l'élément commun des situations et pratiques dans les écoles allemandes et françaises, permet alors de proposer des stratégies de recherche comparatiste fondées sur l'approche conventionnaliste.

Sanchez Gonzalez, M. L., Castillo, L. G., Montague, M. L., & Lynch, P. S. (2019). **Predictors of College Enrollment Among Latinx High School Students.** *Journal of Hispanic Higher Education*, 18(4), 410-421. <https://doi.org/10.1177/1538192718765074>

This study investigated the relationship between psychocultural, sociocultural, college knowledge, and citizenship status factors on Latinx high school students' college enrollment. Participants included 307 Latinx ninth-grade students enrolled across four high schools in central Texas that were followed post-high school graduation. Results indicated that only receiving-culture acquisition and college knowledge were statistically significant predictors of college enrollment. Researchers provide implications for counselors and psychologists.

Snoddon, K., & Murray, J. J. (2019). **The Salamanca Statement and sign language education for deaf learners 25 years on.** *International Journal of Inclusive Education*, 23(7-8), 740-753.

<https://www.ingentaconnect.com/content/routledg/tied/2019/00000023/f0020007/art0006>

The Salamanca Statement and Framework for Action on Special Needs Education proposed a policy shift from special education to inclusive education models that require schools to serve all children. However, alongside this shift was a recognition that sign language access for deaf learners is essential for meeting the right to education and that this access cannot always be provided in mainstream settings. The Statement was written during an apex in bilingual education for deaf students in certain countries, and the World Federation of the Deaf (WFD), joined by Swedish and Danish government and deaf advocacy organisation delegates, successfully lobbied for

inclusion of Section 21. This section makes three claims regarding the importance of policy-level recognition of differences among learners, the right of deaf learners to education in a national sign language, and the suggested greater suitability of deaf schools or congregated programmes for many deaf learners. The Salamanca Statement, like Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) and related General Comments, makes universalising claims within a rights-based framework; however, the competing claims of deaf advocacy organisations have posed a challenge and corrective to such statements since deaf learners are often excluded in inclusive classrooms.

Verhoeven, M., & Jadot, É. (2018). **Enquête sur l'éducation à la citoyenneté en Belgique francophone : nouvel imaginaire politique et traductions locales fragmentées.** *Éducation et sociétés*, 42(2), 85-100. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-85.htm>

S'appuyant sur les résultats d'une recherche-action réalisée en 2016-2017 en Belgique francophone, cet article examine la manière dont différents établissements scolaires traduisent (c'est-à-dire interprètent et concrétisent) l'injonction politique contemporaine de faire de l'école un lieu d'éducation à la citoyenneté. La recherche conduit à formuler l'hypothèse du recul de la conception moderne de l'éducation à la citoyenneté, au profit d'un modèle à la fois plus pragmatique, plus ancré dans l'expérience, et concevant le bien commun comme un horizon à construire à partir des diversités. Ensuite, l'article fait état de trois traductions de la mission, faisant écho aux spécificités locales et aux identités organisationnelles des établissements. Dans une indétermination normative et une fragmentation scolaire, l'établissement opère bel et bien aujourd'hui comme un médiateur entre l'injonction politique générale et les défis locaux. La fragmentation constatée des projets de socialisation est aux antipodes du projet visé de reconstruction d'une communauté politique commune.

Villette, M. (2018). **Socialisation des élèves ingénieurs et rapport à l'éthique.** *Éducation et sociétés*, 42(2), 169-184. Consulté à l'adresse Cairn.info. <https://www.cairn.info/revue-education-et-societes-2018-2-page-169.htm>

Les grandes écoles d'ingénieurs affichent l'intention de former des citoyens et mettent l'accent sur leurs responsabilités sociales et environnementales. L'étude ethnographique d'un programme d'enseignement, bâti autour des premières expériences de travail en entreprise, montre pourtant que les interrogations éthiques sont censurées ou tenues pour non professionnelles lorsqu'elles sont formulées à propos de situations vécues par les élèves en stage. L'attitude stratégique qu'impose l'entrée dans la carrière l'emporte alors sur la prise au sérieux des questions morales que pose le travail effectué. Ainsi, à côté d'enseignements explicitement moralisateurs, un travail de socialisation des élèves s'effectue à l'insu de tous. Il est le produit d'une division du travail entre différents enseignants, en divers lieux, à différents moments. Ce processus pédagogique diffus, invisible, routinier contribue à former des ingénieurs entraînés à mettre, autant que nécessaire, la morale en suspens dans l'exercice de leurs fonctions.