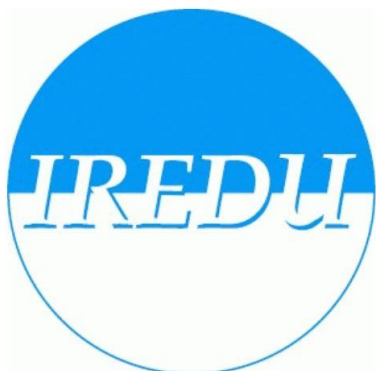


# Veille de l'IREDU



## Sommaire :

Acquisition de compétences .....	2
Aspects économiques de l'éducation .....	4
Aspects psychologiques de l'éducation .....	6
Aspects sociaux de l'éducation .....	11
Climat de l'école .....	17
Formation continue .....	17
Insertion professionnelle .....	19
Marché du travail .....	19
Métiers de l'éducation .....	20
Numérique et éducation .....	31
Orientation scolaire et professionnelle.....	43
Politique de l'éducation et système éducatif .....	44
Pratiques enseignantes .....	63
Relation formation-emploi .....	64
Valeurs .....	65



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

## Acquisition de compétences

Ailincai, R. (2014). **L'interculturel dans l'éducation de l'enfant : Dynamique interactive en classe et en famille.** *L'exemple de deux minorités de la Guyane française.* 313-331. <https://halshs.archives-ouvertes.fr/halshs-02540904>

Cette communication présente les résultats d'une étude comparative exploratoire réalisée auprès de deux populations minoritaires de Guyane française : des élèves amérindiens Emerillons, autochtones habitant le Haut Oyapock et des élèves Haïtiens, immigrés, habitant la capitale du département, Cayenne. Se situant dans une approche écologique (Ogbu 1985, 1990) et interactionniste (Bruner, 1983 ; Vygotski, 1932) et utilisant un modèle d'analyse didactique, «le carré médiatique» (Ailincai, 2010 ; Bernard, 2006), l'étude se propose : (1) de comparer les interactions éducatives dans les deux classes (2) de lier les caractéristiques du groupe-classe (les conduites observées à l'école) à des variables contextuelles et culturelles (les conduites observées en famille). Le corpus : - formé de six séances (trois par classe), filmées et transcrites, - les constantes : l'âge des enfants (5-6 ans) ; le moment de l'intervention (afin de restreindre les écarts dus aux rythmes chrono-biologiques) ; l'intervenant (afin de limiter les différences en terme de conduites tutorielles) ; le contenu des activités, - les variables : linguistiques et culturelles (élèves parlant le teko et le créole haïtien). Suite à l'analyse des données, nous proposons : (1) un schéma comparatif de la structure des interactions en classe (entre élève-élève et élèves-intervenant, pour les deux groupes), (2) une présentation des styles éducatifs familiaux pour les deux populations considérées, à partir de nos travaux et publications complémentaires (Ailincai & al., 2012). Ces résultats suggèrent l'importance de la connaissance et de la prise en compte par l'enseignant des spécificités éducatives familiales.

Dubois, F. (2020). **Le développement des compétences des dirigeants d'entreprise de tourisme sportif : Le rôle des objets techniques et du processus de genèse instrumentale.** *Savoirs*, N° 52(1), 51-68.

La présente étude consiste à apprécier la contribution des objets techniques dans le processus de développement des compétences des dirigeants d'entreprise de loisirs sportifs, leurs seules connaissances leur permettant difficilement de s'adapter aux évolutions rapides d'un environnement complexe (évolutions de la demande des usagers liées à de nouveaux modes de consommation, nouvelles formes de concurrence, etc.). À partir d'une étude de cas, la recherche montre que l'usage et l'appropriation d'outils numérique peuvent être à l'origine de la diversification des compétences des professionnels étudiés, en suscitant une activité réflexive et l'échange de savoirs et savoir-faire hétérogènes.

Groff, C., & Bellamy, K. (2020). Biliteracy development in Mexican primary education : Analysing written expression in P'urhepecha and Spanish. *The Language Learning Journal*, 1-15. <https://doi.org/10.1080/09571736.2020.1719432>

Groff, C., & Bellamy, K. (2020). **Biliteracy development in Mexican primary education : Analysing written expression in P'urhepecha and Spanish.** *The Language Learning Journal*, 1-15. <https://doi.org/10.1080/09571736.2020.1719432>

Hendrix, K., & Musyoka, M. (2020). **Motivation of Hearing Students Learning American Sign Language in Community Colleges**. *Community College Journal of Research and Practice*, 44(5), 317-328. <https://doi.org/10.1080/10668926.2019.1590251>

This is a qualitative case study on the motivation to learn American Sign Language (ASL) by hearing students at a community college in the United States. Nine ASL students, attending a community college in North Carolina, were interviewed about their primary motivations for learning ASL. Eight motivation categories emerged from the data. The results suggest the motivation varied among hearing students, hence there is a need for programs to understand the various students' motivation to increase student enrollment and retention in the ASL program.

Jaoul-Grammare, M., & Stenger, A. (2020). **Do we need to be educated to have Green concerns?** Bureau d'Economie Théorique et Appliquée, UDS, Strasbourg. <https://EconPapers.repec.org/RePEc:ulp:sbbeta:2020-13>

In the Unesco's report (2014), an essential role is given to education in the preservation of the environment, by improving understanding on environment deterioration or modifying individuals' behaviors. Indeed, many papers analyzed the importance of education on environmental sensitivity. However, they generally focus on only one environmental concern. The originality of our study is that it takes into account a large range of green concerns. We lead an exploratory analysis in order to try to answer to the following problematic: what are the effects of educational level and socio demographic characteristics on various green concerns? Preliminary results tend to confirm and highlight some relationships between education and environmental concerns. We especially underline that the more educated, the more open to global issues like biodiversity or climate change issues.

Sia, B. (2019). **Analyse du rapport au temps des apprenants dans un dispositif d'apprentissage collaboratif à distance** [Phdthesis, Université de Cergy Pontoise]. <https://tel.archives-ouvertes.fr/tel-02524662>

Le temps est au cœur des dispositifs de formation à distance et interagit avec toutes ses dimensions. En dépit de l'importance accordée à cette variable dans la conception et la mise en œuvre des dispositifs de formation à distance, elle est rarement abordée dans la littérature scientifique. En outre, la désynchronisation des temps de présence et d'action rendue possible par le recours aux outils numériques a modifié le statut du temps d'enseignement/apprentissage. Les apprenants des dispositifs de formation à distance assument plus de responsabilité dans la définition et la répartition de l'empan du temps académique affecté aux activités d'apprentissage. L'étude actuelle aborde la problématique de la gestion de ce temps par des apprenants impliqués dans des activités d'apprentissage collaboratif mises en œuvre dans un dispositif numérique de formation à distance. Elle interroge la nature de la relation qui existe entre le rapport au temps de l'apprenant dans le dispositif numérique de formation et la réussite de l'apprentissage collaboratif à distance. Prenant en compte à la fois les dimensions provisionnelle et culturelle du temps, la présente recherche repose sur une approche méthodologique mixte. Considérant la dimension provisionnelle du temps, les résultats de l'étude révèlent que le temps de séjours de l'apprenant dans l'espace virtuelle de mise en œuvre de la formation, apparait comme un temps qualitatif d'engagement dans les activités d'apprentissage. En outre, il ressort que les apprenants les plus âgés ayant une forte expérience en FOAD et au moins un niveau académique de deuxième cycle rationalisent davantage leur temps de présence dans la plateforme de formation. Selon

la dimension culturelle du temps, les apprenant à tendance de rapport au temps monochrome semblent se différencier de ceux ayant un mode de gestion du temps polychrone par un plus grand respect du calendrier de remise des travaux individuels d'une part et d'autre part par un sens d'anticipation des activités d'apprentissage plus élevé. Par contre, les caractéristiques socio-relationnelles spécifiques aux deux tendances n'influent pas sur le déroulement des activités de groupe. Pour la réussite de l'apprentissage collaboratif à distance, les variables âges, niveau d'étude statut matrimonial et expérience en FOAD sont à prendre en compte dans la constitution des équipes pour une bonne gestion du temps d'apprentissage collaboratif.

Valois, S. (2019). **Les caractéristiques favorisant l'efficacité des programmes qui visent le développement des compétences socioémotionnelles des enfants** [Phd, Université du Québec à Trois-Rivières]. <http://depot-e.uqtr.ca/id/eprint/9102/>

## Aspects économiques de l'éducation

Altonji, J., & Zhong, L. (2020). **The Labor Market Returns to Advanced Degrees** (Numéro 26959). National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:nberwo:26959>

We estimate the labor market return to an MBA, a JD, and master's in engineering, nursing, education, psychology and social work, and thirteen other graduate degrees. To control for heterogeneity in preferences and ability, we use fixed effects for combinations of field-specific undergraduate and graduate degrees obtained by the last time we observe an individual. Basically, we compare earnings before the graduate degree to earnings after the degree. We find large differences across graduate fields in earnings effects, and more moderate differences in internal rates of return that account for program length and tuition. The returns often depend on the undergraduate major. The contribution of occupational upgrading to the earnings gain varies across degrees. Finally, simple regression-based estimates of returns to graduate fields are often highly misleading.

Balsa, A., Cid, A., & Zardo, A. L. (2019). **Providing academic opportunities to vulnerable adolescents: A randomized evaluation of privately managed tuition-free middle schools in Uruguay**. In *Documentos de Trabajo/Working Papers* (N° 1904; Documentos de Trabajo/Working Papers). Facultad de Ciencias Empresariales y Economía. Universidad de Montevideo. <https://ideas.repec.org/p/mnt/wpaper/1904.html>

We conducted a randomized evaluation of three privately managed middle schools in Uruguay aimed at providing education opportunities to adolescents from low income socioeconomic status. At 3-year follow-up, treatment students fare better in terms of academic promotion and school retention. Students in treatment schools, present also better mental health, as represented by lower rates of internalizing behaviors and social problems than students in the control group. In addition to tutoring and other learning strategies reported in previous qualitative analyses of these schools, our findings suggest that a culture of high expectations, a caring and disciplined school climate, and parental involvement in the school could account for some of the observed differences in academic trajectories and mental health.

Belzil, C., Maurel, A., & Sidibé, M. (2020). **Estimating the Value of Higher Education Financial Aid : Evidence from a Field Experiment** (Numéro 13096). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp13096>

Using data from a Canadian field experiment on the financial barriers to higher education, we estimate the distribution of the value of financial aid for prospective students. Our results point out that a considerable share of prospective students are affected by credit constraints. We find that most of the individuals are willing to pay a sizable interest premium above the prevailing market rate for the option to take up a loan, with a median interest rate wedge equal to 6.8 percentage points for a \$1,000 loan. The willingness-to-pay for financial aid is highly heterogeneous across students, with preferences and in particular discount factors, playing a key role in accounting for this variation.

Bettinger, E., Fairlie, R., Kapuza, A., Kardanova, E., Loyalka, P., & Zakharov, A. (2020). **Does EdTech Substitute for Traditional Learning? Experimental Estimates of the Educational Production Function** (Numéro 26967). National Bureau of Economic Research, Inc. <https://EconPapers.repec.org/RePEc:nbr:nberwo:26967>

Experimental studies rarely consider the shape and nature of the education production function, which is useful for deriving optimal levels of input substitution in increasingly resource constrained environments. Because of the rapid expansion of EdTech as a substitute for traditional learning around the world and against the backdrop of full-scale temporary substitution due to the coronavirus pandemic, we explore the educational production function by using a large randomized controlled trial that varies dosage of computer-assisted learning (CAL) as a substitute for traditional learning. Results show production is concave in CAL. Moving from zero to a low level of CAL, the marginal rate of technical substitution (MRTS) of CAL for traditional learning is greater than one. Moving from a lower to a higher level of CAL, production remains on the same or a lower isoquant and the MRTS is equal to or less than one. The estimates are consistent with the general form of a Cobb-Douglas production function and imply that a blended approach of CAL and traditional learning is optimal. The findings have direct implications for the rapidly expanding use of educational technology worldwide and its continued substitution for traditional learning.

Cellini, S. R., Darolia, R., & Turner, L. J. (2020). **Where Do Students Go When For-Profit Colleges Lose Federal Aid?** *American Economic Journal: Economic Policy*, 12(2), 46-83. <https://doi.org/10.1257/pol.20180265>

Where Do Students Go When For-Profit Colleges Lose Federal Aid? by Stephanie R. Cellini, Rajeev Darolia and Lesley J. Turner. Published in volume 12, issue 2, pages 46-83 of American Economic Journal: Economic Policy, May 2020, Abstract: We examine the effects of federal sanctions imposed on for-pro...

Goodman, J., Gurantz, O., & Smith, J. (2020). **Take Two! SAT Retaking and College Enrollment Gaps.** *American Economic Journal: Economic Policy*, 12(2), 115-158. <https://doi.org/10.1257/pol.20170503>

Take Two! SAT Retaking and College Enrollment Gaps by Joshua Goodman, Oded Gurantz and Jonathan Smith. Published in volume 12, issue 2, pages 115-58 of American Economic Journal: Economic Policy, May 2020, Abstract: Only half of SAT-takers retake the exam, with even lower retake rates among low-inco...



Haraldsvik, M., & Strøm, B. (2020). **Adult skills and labor market conditions during teenage years : Cross-country evidence from ALL and PIAAC**. Department of Economics, Norwegian University of Science and Technology. <https://EconPapers.repec.org/RePEc:nst:samfok:18520>

Do individuals finishing compulsory school in economic downturns end up with higher skills in adulthood than comparable individuals that finish compulsory school in economic upturns? This paper answers this question by exploring data on country unemployment rates combined with individual data on educational attainment and adult skills in numeracy and literacy from the Program for the International Assessment of Adult Competencies (PIAAC) and the Adult Literacy and Life Skills Survey (ALL). We find that completed education is countercyclical, and the same pattern is found for adult skills in numeracy and literacy. The results are fairly robust across different model specifications including fixed country and cohort effects and country specific cohort trends. The results indicates that the labor market conditions at the time when young people make crucial educational decisions have long lasting effect on skills and potential earnings in adulthood.

Londoño-Vélez, J., Rodríguez, C., & Sánchez, F. (2020). **Upstream and Downstream Impacts of College Merit-Based Financial Aid for Low-Income Students: Ser Pilo Paga in Colombia**. *American Economic Journal: Economic Policy*, 12(2), 193-227. <https://doi.org/10.1257/pol.20180131>

Upstream and Downstream Impacts of College Merit-Based Financial Aid for Low-Income Students: Ser Pilo Paga in Colombia by Juliana Londoño-Vélez, Catherine Rodríguez and Fabio Sánchez. Published in volume 12, issue 2, pages 193-227 of *American Economic Journal: Economic Policy*, May 2020, Abstrac...

## Aspects psychologiques de l'éducation

Binfet, J.-T. (2019). **Kinder Than We Might Think : How Adolescents Are Kind**. *Canadian Journal of School Psychology*, 35(2), 87-99. <https://doi.org/10.1177/0829573519885802>

Educators and parents alike have high expectations that adolescents behave prosocially and, within the context of schools, this is evident in curriculum grounded in social and emotional learning and in kindness-themed school-wide initiatives. Despite this emphasis on kindness, relatively little is empirically known about how adolescents enact kindness. To understand just how adolescents demonstrate kindness, a study of 191 ninth graders was conducted in which students were asked to plan and complete five kind acts. In addition to planning and doing acts of kindness, participants were asked to rate their face-to-face and online kindness, report the number of kind acts they completed, identify the recipients of their acts, and assess the quality of their kind acts. At post-test, participants' self-ratings of both face-to-face and online kindness were significantly higher than their pre-test ratings. Only one third of participants completed all of their kind acts, most participants chose familiar others as the recipients of their kindness, and the bulk of participants rated their acts of kindness as medium quality on a low-medium-high scale. The kind acts done by participants reflected the themes of helping with chores, being respectful, complimenting/encouraging others, and giving objects or money. Implications for educators and parents are discussed.

Chen, C.-H. (2020). **AR videos as scaffolding to foster students' learning achievements and motivation in EFL learning.** *British Journal of Educational Technology*, 51(3), 657-672. <https://doi.org/10.1111/bjet.12902>

Augmented reality (AR) is capable of providing students with proper situated scaffolding via overlaying rich media objects on the real-world learning context. This paper examines the potential of AR to address existing problems with insufficient scaffolding in video learning materials for English as a foreign language (EFL) learners. Thus, an AR video-enhanced learning (ARVEL) method was designed to assist students' EFL learning. Furthermore, an experiment was carried out to investigate the influences of the implemented method on students' EFL learning outcomes. The experimental results displayed that the ARVEL method significantly improved the students' learning achievements and intrinsic motivation, and enhanced their satisfaction with EFL learning, compared to the students learning EFL with conventional video-based learning. Practitioner Notes What is already known about this topic Learning experience of English as a foreign language (EFL) is highly related to the experience in actual learning contexts. The significance of providing students with proper assistance in a situated learning environment has been emphasized. Just observing videos might be inadequate for advancing students' reflection on learning tasks in video-based learning. What this paper adds An augmented reality (AR) video-enhanced learning method was proposed to assist students' EFL learning. An AR video-enhanced learning (ARVEL) system was designed based on the implemented method. It was evidenced that the implemented method effectively improved students' learning achievements and motivation. The students display a higher degree of satisfaction with EFL learning than with the video-enhanced learning method. Implications for practice and/or policy The ARVEL method could be a good reference for implementing an EFL learning environment. More kinds of assistance could be designed as scaffolding for assisting students' EFL learning. It is worth probing the influences of the ARVEL on students' learning of more abstract vocabulary and concepts.

Exner-Cortens, D., Spiric, V., Crooks, C., Syeda, M., & Wells, L. (2019). **Predictors of Healthy Youth Relationships Program Implementation in a Sample of Canadian Middle School Teachers.** *Canadian Journal of School Psychology*, 35(2), 100-122. <https://doi.org/10.1177/0829573519857422>

Implementation of evidence-based, Tier 1 social-emotional learning (SEL) programming that supports healthy relationships skills is recognized as a key mental health promotion and violence prevention strategy for youth. However, work specifically exploring how to support the high-quality implementation of such programming with Canadian teachers and schools is just beginning to emerge. Drawing on implementation frameworks that emphasize the importance of setting, provider, and implementation process characteristics for understanding program implementation outcomes, this prospective, longitudinal study explores implementation of the Fourth R, a SEL-based healthy relationships program, in a Western Canadian province using a sample of middle school teachers. The aim of this mixed-methods study was to illuminate relationships among teachers' attitudes toward evidence-based programming, perceptions of organizational climate, and training experience with program implementation outcomes (dosage, quality, fidelity). Findings of this exploratory study identified that these characteristics influenced implementation dosage, quality, and fidelity in differential ways. Qualitative data drawn from teacher interviews supported quantitative findings and highlighted the importance

of organizational support for high-quality implementation. We discuss areas for further study, given that there are significant gaps in knowledge about teachers' attitudes toward evidence-based programming, school climate, and other systemic factors in the Canadian context, as well as relevance of study findings to the field of school psychology.

Ferréol, G. (2020). **La persévérance scolaire : regards croisés.** L'harmattan.  
[https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&no=65489](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&no=65489)

Trois grandes parties structurent la réflexion autour de la persévérance scolaire : L'importance des savoirs expérientiels et des compétences relationnelles, du droit à l'erreur et des dynamiques transactionnelles ; Les observations de terrain en Franche-Comté et dans les Hauts-de-France, à Saint-Nazaire et à Nîmes, les projets innovants mis en place renforçant l'estime de soi ou le développement du pouvoir d'agir ; Les études de cas relatives aux dispositifs de retour à l'emploi, aux programmes de lutte contre les addictions, la précarité ou l'exclusion.

Griffin, E. K. (2020). **Psychosocial Techniques Used in the Classroom to Captivate Non-Traditional Community College Students.** *Community College Journal of Research and Practice*, 44(5), 329-346. <https://doi.org/10.1080/10668926.2019.1590252>

Hofmeyr, H. (2020). **Perseverance, Passion, and Poverty : Examining the association between grit and reading achievement in high-poverty schools** (Numéro 06/2020). Stellenbosch University, Department of Economics. <https://EconPapers.repec.org/RePEc:sza:wpaper:wpapers341>

This paper examines whether school characteristics moderate the association between grit and reading achievement in a sample of Grade 6 learners in high-poverty contexts. The analysis makes use of data from 2,383 learners distributed across 60 township and rural schools in three provinces of South Africa. Indicators of school functionality are used to split the sample of schools into three groups (low, medium, and high functionality) and separate models of reading achievement are estimated for each group. The econometric analysis points to evidence of variation in the association between grit and reading achievement by school functionality, with a stronger association estimated for learners in more functional schools. The major contributions of this paper are as follows: Firstly, this paper is one of only a handful of studies that estimate the relationship between grit and academic achievement in a middle-income country, and the first to estimate this relationship among primary school learners in an African context. Second, the results provide empirical evidence in support of the hypothesis that school characteristics interact with non-cognitive skills to produce learning outcomes, a relationship that has received scant attention in the literature to date.

Lodewyk, K. R., McNamara, L., & Sullivan, P. (2019). **Associations Between Elementary Students' Victimization, Peer Belonging, Affect, Physical Activity, and Enjoyment by Gender During Recess.** *Canadian Journal of School Psychology*, 35(2), 154-170.  
<https://doi.org/10.1177/0829573519856814>

School recess scholars have called for more research into collective relations between social, personal, and physical factors on students' engagement and enjoyment of recess. Overall and



by gender, this study serves to investigate a proposed model among 355 elementary school students from victimization to enjoyment through peer belonging, positive affect, and physical activity. Consenting students completed an online survey, and structural equation modeling (overall and in boys and girls) revealed an excellent fit of the data to the model (comparative fit index [CFI] and goodness of fit index [GFI] > .95, standardized root mean square residual [SRMR] < .08, root mean square error of approximation [RMSEA] < .10). Each of the path regression coefficients was significant ( $p < .001$ ) except for between victimization and positive affect. Results by gender revealed that all factor loadings were significant for both males and females, and all pathways between factors were significant for males, whereas for females, all pathways were significant except from victimization to affect and from physical activity to enjoyment. Boys were also significantly higher in victimization and physical activity during recess. For enhanced recess enjoyment among elementary school students, some schools may need to better consider how to support students' reciprocal needs for peer belonging, affect, physical activity, and reduced victimization.

Martinez, M. A., Lewis, K., & Marquez, J. (2019). **College Ready at a Cost: Underrepresented Students Overwhelmed, Scared, Increasingly Stressed, and Coping.** *Education and Urban Society*, 52(5), 734-758. <https://doi.org/10.1177/0013124519887713>

As the push and expectation to attend college continues to increase, making the process of getting into college more competitive than ever before, there is a need to interrogate whether and how efforts to create a college-going culture and increase college readiness among students, particularly those from historically marginalized backgrounds, might have an adverse impact on students. This study illuminates 59 students' voices who participated in a multisite descriptive case study examining the strong college-going culture and college readiness efforts at three racially and economically diverse urban public high schools in different regions of Texas. Although students revealed positive aspects of their schools' efforts, this study focuses on some of the negative, unintended consequences related to how students felt and coped with being overwhelmed, scared, and increasingly stressed as a result of the narrow focus on college readiness. Such findings must be considered by scholars, policymakers, and practitioners alike.

Morency, D. (2020). **« But like moi, I had bigger dreams » : Facteurs influençant la motivation à persévérer chez les adolescents de l'Île-du-Prince-Édouard évoluant en milieu minoritaire francophone** [Université de Saint-Boniface]. [https://mspace.lib.umanitoba.ca/xmlui/bitstream/handle/1993/34585/Morency\\_Dominique.pdf?sequence=1&isAllowed=y](https://mspace.lib.umanitoba.ca/xmlui/bitstream/handle/1993/34585/Morency_Dominique.pdf?sequence=1&isAllowed=y)

L'expérience associée au passage vers le secondaire, jumelée au fait d'évoluer en contexte minoritaire francophone pourraient influencer les perceptions qu'entretiennent les adolescents quant à leurs compétences académiques et linguistiques et ainsi affecter leur motivation à persévérer académiquement et à aspirer à la poursuite d'études postsecondaires. Cette recherche qualitative (Creswell, 2014), d'étude de cas ethnographique (Yin, 2014), et fondée dans la théorie bourdieusienne (Bourdieu, 1979), visait à explorer les perceptions des adolescents d'une communauté francophone minoritaire de l'Île-du-Prince-Édouard quant aux facteurs pouvant influencer leur persévérance scolaire et postsecondaire. Les résultats de l'analyse d'entrevues semi-dirigées et de questionnaires électroniques suggèrent que l'influence parentale, les buts poursuivis, de même que l'utilité perçue de l'école francophone

et le choc de l'après secondaire vécu par les anciens finissants sont des facteurs non-négligeables de la persévérance académique. À ces facteurs, s'ajoutent la complexité du construit identitaire qui est tributaire de l'individu. Pour sa part, le désir de poursuivre ou non vers le postsecondaire, tire son influence du milieu familial et d'une perception du devoir suivre une norme sociale préétablie. À la lumière des résultats, des recommandations pédagogiques et politiques quant à la persévérance en milieu minoritaire sont présentées. Des suggestions de futures recherches sont aussi suggérées.

Oram, R., Rogers, M., & DuPaul, G. (2019). **Explaining the Relationship Between ADHD Symptomatology and Amotivation in the Undergraduate Population: The Role of Basic Psychological Need Frustration.** *Canadian Journal of School Psychology, 35*(2), 139-153. <https://doi.org/10.1177/0829573519880063>

Recent research has shown that undergraduate students who experience both clinical and subclinical attention-deficit/hyperactivity disorder (ADHD) struggle academically. Furthermore, these students have cited academic amotivation as a factor in their academic difficulties. Self-determination theory (SDT) posits that a lack of motivation—known as amotivation—may be the result of the frustration of the basic psychological needs—autonomy, competence, and relatedness. For this reason, the current study examined whether basic psychological need frustration mediated the relationship between ADHD symptomatology and academic amotivation. A sample of undergraduate students completed an online questionnaire about their university experience. Data were analyzed using a mediational structural equation model. Results suggested significant relationships between all of the variables. Moreover, basic psychological need frustration fully mediated the relationship between ADHD symptomatology and academic amotivation. These results demonstrate the importance of fulfilling the basic psychological needs of undergraduate students experiencing ADHD symptomatology, as it may increase their academic motivation, and, subsequently, reduce their academic difficulties.

Santos, A., & Langill, C. (2019). **MindMasters 2: A 3-Month Pilot Study Evaluating Grade 3 Children's Social and Emotional Skills.** *Canadian Journal of School Psychology, 35*(2), 123-138. <https://doi.org/10.1177/0829573519827209>

The purpose of this pilot study was to evaluate the preliminary effects of a curriculum resource on elementary school children's social and emotional skills. In total, 98 Grade 3 children were randomly allocated to either a control or experimental group and evaluated before and after a 3-month implementation period. Experimental group showed improved prosocial behaviors ( $p < .01$ ), concern for others ( $p = .02$ ), and emotional skills ( $p < .01$ ) over time, as well as improved relaxation levels ( $p < .01$ ) after partaking in relaxation activities. Compared with the control group, experimental group's emotional skills were significantly higher at posttest ( $p < .01$ ). No significant differences were observed for children's self-perceptions ( $p > .05$ ). Results from this study indicate that the curriculum resource may facilitate the development of children's social and emotional skills. A future definitive randomized-controlled trial should strive for a longer implementation period in response to small effect sizes, taking into account target population, sample size, and persistence of effects over the life span and in different environmental contexts.

## Aspects sociaux de l'éducation

Cobb, C. D. (2020). **Geospatial Analysis : A New Window Into Educational Equity, Access, and Opportunity.** *Review of Research in Education*, 44(1), 97-129. <https://doi.org/10.3102/0091732X20907362>

A robust body of geographic education policy research has been amassing over the past 25 years, as researchers from a variety of disciplinary backgrounds have recognized the value of examining education phenomena from a spatial perspective. In this chapter, I synthesize 42 studies that examine education issues using a geographic information system, or GIS. The review is framed by the major thread that runs through this body of research: educational equity, access, and opportunity. I summarize the research within seven theme-based research topics and offer examples of geospatial analysis as applied to education. The chapter includes a discussion of the major barriers and limitation facing GIS researchers and offers thoughts about the future.

Danner, M., Guégnard, C., & Joseph, O. (2020). **Les jeunes NEET : Résistances et évolutions sur vingt ans.** *Formation emploi*, n° 149(1), 61-85.

En France, près de deux millions de jeunes ne sont ni en étude, ni en emploi, ni en formation. Cet article présente les traits dominants concernant ces NEET, les résistances ou les évolutions identifiables sur une durée de vingt ans, à travers quatre enquêtes menées par le Céreq. Si les situations des femmes et des hommes semblent se rapprocher sur le marché du travail, les jeunes femmes n'en sortent pas gagnantes pour autant au regard de leurs trajectoires dans des contextes marqués par des transformations tant structurelles que conjoncturelles. Au prisme d'une analyse genrée, l'article revient sur l'importance de dépasser l'utilité statistique du concept NEET, en raison de sa dimension statique.

Gross, Z. (2019). **The communitarian attitudes of religious Zionist female adolescents to democracy in Israel.** *Education, Citizenship and Social Justice*, 15(1), 75-90. <https://doi.org/10.1177/1746197919868885>

The aim of this qualitative research is to investigate how religious Zionist female adolescents (N = 40) construct and deconstruct their perceptions of democracy within the 'postsecular' Israeli society as a result of their intensive, religious Zionist education and socialization process promoted by Israeli schools which subscribe to this ideology within the Israeli state religious education system. This study found that female graduates from the national religious schools were influenced by political theology which was promoted through their schools' education and socialization processes. The findings highlighted the graduates' belief in the Jacobin communitarian approach to democracy; their focus on Liebman's concept of expansionism; and the challenges these approaches pose for maximal civic education in Israel.

Hofmeyr, H. (2020). **Perseverance, Passion, and Poverty : Examining the association between grit and reading achievement in high-poverty schools** (Numéro 06/2020). Stellenbosch University, Department of Economics. <https://EconPapers.repec.org/RePEc:sza:wpaper:wpapers341>

This paper examines whether school characteristics moderate the association between grit and reading achievement in a sample of Grade 6 learners in high-poverty contexts. The analysis makes use of data from 2,383 learners distributed across 60 township and rural schools in three provinces of South Africa. Indicators of school functionality are used to split the sample of

schools into three groups (low, medium, and high functionality) and separate models of reading achievement are estimated for each group. The econometric analysis points to evidence of variation in the association between grit and reading achievement by school functionality, with a stronger association estimated for learners in more functional schools. The major contributions of this paper are as follows: Firstly, this paper is one of only a handful of studies that estimate the relationship between grit and academic achievement in a middle-income country, and the first to estimate this relationship among primary school learners in an African context. Second, the results provide empirical evidence in support of the hypothesis that school characteristics interact with non-cognitive skills to produce learning outcomes, a relationship that has received scant attention in the literature to date.

Hong, K., Savelyev, P., & Tan, K. T. K. (2020). **Understanding the Mechanisms Linking College Education with Longevity** (Numéros 2020-022). Human Capital and Economic Opportunity Working Group. <https://EconPapers.repec.org/RePEc:hka:wpaper:2020-022>

We go beyond estimating the effect of college attainment on longevity by uncovering the mechanisms behind this effect while controlling for latent skills and unobserved heterogeneity. We decompose the effect with respect to a large set of potential mechanisms, including health behaviors, lifestyles, earnings, work conditions, and health at the start of the risk period (1993–2017). Our estimates are based on the Wisconsin Longitudinal Study and show that the effect of education on longevity is well explained by observed mechanisms. Furthermore, we find that for women, the positive effect of education on longevity has been historically masked by the negative effect of education on marriage. An adjustment for the relationship between education and marriage based on data for more recent cohorts increases the explained effect of education on longevity for women. We discuss the implications for policies aimed at improving health and longevity and reducing health inequality.

Institute for Public Policy and Social Research (IPPSR). (2020). **Research Relevant for State School Shutdowns and Moves to Distance Education**. Institute for Public Policy and Social Research. [https://ippsr.msu.edu/sites/default/files/covid/research\\_schoolmove.pdf](https://ippsr.msu.edu/sites/default/files/covid/research_schoolmove.pdf)

Extended time away from school will generate learning losses in both math and reading/literacy (e.g., Quinn & Polikoff, 2017). Research has shown that absences from school due to sickness, truancy, weather, summer, or other reasons have a substantial negative impact on student achievement. These losses are particularly acute for economically-disadvantaged students and schools (Gershenson, 2013; Augustine et al, 2016; Atteberry & McEachin, 2019). Moreover, the effects of long periods away from school – as in the case of summer vacation – accrue over time, further widening the resulting learning gaps (Atteberry & McEachin, 2019). Given the length of the gap from school expected due to the pandemic (two to three times the planned summer break), this is particularly concerning and points to the need for students to receive instruction in some form during this time. Concerns regarding the equity or quality of alternative education provided during the crisis should be weighed against the strongly negative and inequitable consequences of prolonged and unplanned school absence.

Levinson, B. A. (2019). **Radical pluralism and the challenges of educating for democratic-ecological civic identities : Reflections from the Mexican school context**. *Education, Citizenship and Social Justice*, 15(1), 10-21. <https://doi.org/10.1177/1746197919829075>

This article builds on the growing importance of concepts of identity and diversity in citizenship education studies and argues for an expanded conception of diversity that ultimately includes

the non-human and even inanimate realm. The dramatic pace of human-induced global climate change requires a commensurate urgency in developing forms of citizenship education that shape new ecological as well as political civic identities, and which expand democracy beyond the human community. Situating my empirical work on Mexican civic education reform in a global, comparative context, I consider the challenges that all schools and school systems will need to address to incorporate even deeper practices of respect for diversity and acknowledgment of the radical pluralism that life (and non-life) on earth presents.

Milner, H. R. (2020). **Fifteenth Annual AERA Brown Lecture in Education Research : Disrupting Punitive Practices and Policies: Rac(e)ing Back to Teaching**, *Teacher Preparation, and Brown. Educational Researcher*, 49(3), 147-160. <https://doi.org/10.3102/0013189X20907396>

Mr. Williams, a student during segregation and educator who began his career in the years following the 1954 *Brown v. Board of Education* decision, sheds light on why Black students succeeded in all-Black schools as well as challenges faced in advancing racial justice. In his context, according to Mr. Williams, Black students succeeded because of the influence of Black teachers and the discipline that was cultivated among teachers and students. However, discipline was conceptualized and practiced in a developmentally supportive manner for students during segregation while it is practiced as a form of exclusion in schools currently. Milner argues that we should change our language of disciplinary practices to punishment practices to more accurately capture current practices. In addition, Milner introduces curriculum punishment as a tool to describe how students are punished when they are not exposed to potentially transformative, racially just learning opportunities that can result in vicarious trauma. Implications for teacher education are discussed.

Monaghan, D. B., Hawkins, J., & Hernandez, A. (2019). **Dream Adjusters : High School Counselors in a Low-Income School District**. *Education and Urban Society*, 52(5), 704-733. <https://doi.org/10.1177/0013124519887712>

Prior research has discussed high school counselors' role in students' experience, but counselors' understandings of their work and of students has received little commentary. We interviewed counselors in a high-poverty, low-performing urban school district in which two structural elements shape how counselors make sense of their work. First, counselor "success" is contingent on convincing students to act in (what schools see as) students' own best interest, and many students do not do so. Second, resource constraints severely limit planned one-on-one counseling. We find that counselors see students as both victims of crushing circumstances and as agents actively undermining their own opportunities, as holding ambitions misaligned with performance and as vulnerable to despair. Counselors' strategies follow from these conceptions: building self-efficacy, emphasizing the importance of goals, and nudging plans toward realizability while maintaining hope. We discuss how counselors cope with the rarity with which they experience professional "success," given student outcomes.

Nicoletti, C., Salvanes, K. G., & Tominey, E. (2020). **Mothers working during preschool years and child skills. Does income compensate?** (Numéros 76 JEL Classification: I22, I24). Centre for Household, Income, Labour and Demographic Economics (CHILD) - CCA. <https://EconPapers.repec.org/RePEc:cca:wchild:76>

Increasing mothers' labour supply in a child's preschool years can cause a reduction in time investments that lead to a negative direct effect on mid-childhood and teenage outcomes. But as mothers' work hours increase, income will rise. We ask whether income can compensate



for the negative effect of hours by adopting a novel mediation analysis that exploits exogenous variation in both mothers' hours and family income in pre-school years. As expected we find a negative direct effect of an increase in mother's work hours on child test scores at age 11 and 15. However, income fully compensates for this negative direct effect. This is true for the full sample of children, for boys and girls and for children in households whose mother has a low and high level of education.

Olsson, G., & Modin, B. (2020). **School-level (dis)advantage and adolescents' substance-use behaviours: The role of collective efficacy and norms.** *Acta Sociologica*, 63(2), 156-172. <https://doi.org/10.1177/0001699318820924>

Drawing upon ideas stemming from social disorganisation theory, this study explores how structural and social aspects of the school context affect youth substance-use behaviours in terms of smoking, alcohol and/or drug use. A key focus is to investigate the joint effect of school collective efficacy and schools' substance-use norms on students' substance use. Analyses are based on combined information from two independent data collections conducted in 2014 among ninth grade students (n = 5122) and teachers (n = 1105) in 81 senior-level schools in Stockholm. Results from multilevel analyses confirm previous research by suggesting that the proneness to engage in substance use varies depending on the socioeconomic profile of the school. Youth in socioeconomically advantaged schools were more prone to engage in substance use than youth in disadvantaged school settings. Furthermore, collective incentives for exerting social control against substance use seem to be weaker in schools where conventional values towards substance use (anti-substance-use norms) are suppressed.

Oskorouchi, H. R., Sousa-Poza, A., & Bloom, D. E. (2020). **The Long-Term Cognitive and Schooling Effects of Childhood Vaccinations in China** (Numéro 13106). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp13106>

By exploiting rich retrospective data on childhood immunization, socioeconomics, and health status in China (the China Health and Retirement Longitudinal Study), we assess the long-term effects of childhood vaccination on cognitive and educational outcomes in that country. To do so, we apply various techniques (e.g., propensity score and coarsened exact matching and correlated random effects) to different sets of conditioning variables and subsamples to estimate the average treatment on the treated effect of childhood vaccination. Our results confirm that vaccinations before the age of 15 have long-term positive and economically meaningful effects on nonhealth outcomes such as education and cognitive skills. These effects are relatively strong, with vaccinated individuals enjoying about one more year of schooling and performing substantially better later in life on several cognitive tests.

Payne, K. A., Adair, J. K., Colegrove, K. S. S., Lee, S., Falkner, A., McManus, M., & Sachdeva, S. (2019). **Reconceptualizing civic education for young children: Recognizing embodied civic action.** *Education, Citizenship and Social Justice*, 15(1), 35-46. <https://doi.org/10.1177/1746197919858359>

Traditional conceptions of civic education for young children in the United States tend to focus on student acquisition of patriotic knowledge, that is, identifying flags and leaders, and practicing basic civic skills like voting as decision-making. The Civic Action and Young Children study sought to look beyond this narrow vision of civic education by observing, documenting, and contextualizing how young children acted on behalf of and with other people in their everyday early childhood settings. In the following paper, we offer examples from three Head

Start classrooms to demonstrate multiple ways that young children act civically in everyday ways. When classrooms and teachers afford young children more agency, children's civic capabilities expand, and they are able to act on behalf of and with their community. Rather than teaching children about democracy and citizenship, we argue for an embodied, lived experience for young children.

Pinson, H. (2019). **The new civics curriculum for high schools in Israel : The discursive construction of Palestinian identity and narratives.** *Education, Citizenship and Social Justice*, 15(1), 22-34. <https://doi.org/10.1177/1746197919840811>

The Israeli education system is divided and segregated along the lines of nationality and religiosity. While Israeli society and its education system, in particular, have generally been subjected to the influence of globalisation, including universal discourses of citizenship, in many ways it remains highly particularistic and nationalistic. To a large extent, what we see today in terms of school curricula in Israel stands in contradiction to the main trends in civic education in the developed world. It expresses a move towards neo-nationalistic religious (neo-Zionist) discourse which overtly gives preference to the Jewishness of the state over and above its commitment to democratic universal principles. This article will focus on these recent discursive changes. It will examine the space, or rather the lack of it, that is given to the Palestinian identity and narratives in the official civics textbook for high schools. The article explores several discursive practices adopted by the textbook in reinforcing the marginal position of Palestinian citizens, constructing them as the ultimate 'others' and undermining their civic status and rights.

Quaynor, L., & Borkorm, B. (2019). **Remapping citizenship : Relationships between education levels and ethnonational identities in Côte d'Ivoire, Ghana, and Liberia.** *Education, Citizenship and Social Justice*, 15(1), 47-63. <https://doi.org/10.1177/1746197919861075>

This article investigates the relationships between ethnonational identity and educational level in three West African contexts: Liberia, Ghana, and Côte d'Ivoire. Citizens in these neighboring countries identify with overlapping ethnic groups, but have varied historical experiences, with Americans settling in Liberia; the British colonizing Ghana, and the French colonizing Côte d'Ivoire. In the recent era, Côte d'Ivoire elected an opposition leader at the end of its civil war in 2010; Ghana is considered as the most stable democracy in West Africa; and Liberia experienced two protracted conflicts over the past 30 years and completed its first peaceful transition of power in 2017. We analyze 2014 Afrobarometer data from these three countries to consider if respondents are more likely to value local identities, national identities, or equally value both in each context, and how these valuations vary according to schooling experiences and national context. The findings do not show a linear relationship between education and civic identity, as more respondents who completed only primary school identified primarily with their national group than those who completed secondary school. Most respondents who completed graduate study in all three countries identified with both their national and ethnic group; none identified primarily with their ethnic groups. In addition, the trends in identity and schooling in Ghana and Côte d'Ivoire are more similar to each other than to Liberia.

Rapoport, A., & Yemini, M. (2019). **Citizenship, identity, and education : Re-imagining the Contested Terrain.** *Education, Citizenship and Social Justice*, 15(1), 3-9. <https://doi.org/10.1177/1746197919859211>

Every society faces a dilemma of instilling a shared vision of citizenship, on the one hand, and accommodating specific identities, on the other. This Special Issue addresses the problems of

citizenship and democratic education in pluralistic societies that face a challenge of accommodating diversity and maintaining social cohesion. This volume is the result of comprehensive joint efforts of scholars from different countries and regions, who are at various stages of their careers, all working in the field of citizenship studies in education. The papers featured in this collection were presented at the symposium Citizenship, Identity, and Education at the 2018 Comparative and International Education Society conference in Mexico City. We hope that the publication of this Special Issue will contribute to the dialogue about the interplay of citizenship and identity and the role of citizenship and democratic education in identity construction, negotiation, and development.

Raybaud, A. (2020, avril 1). **« Les prochaines semaines risquent d'être très compliquées » : Confinés et sans job, la vie sur le fil des étudiants précaires.** *Le Monde.fr*. [https://www.lemonde.fr/campus/article/2020/04/01/les-prochaines-semaines-risquent-d-etre-tres-compliquees-confines-et-sans-job-la-vie-sur-le-fil-des-etudiants-precaires\\_6035106\\_4401467.html](https://www.lemonde.fr/campus/article/2020/04/01/les-prochaines-semaines-risquent-d-etre-tres-compliquees-confines-et-sans-job-la-vie-sur-le-fil-des-etudiants-precaires_6035106_4401467.html)

Alors que près de la moitié des jeunes financent leurs études grâce à des petits boulots, nombreux sont ceux qui se retrouvent en difficultés financières depuis le début du confinement. Des aides se déploient.

Schattle, H., & Plate, T. (2019). **Fostering a global public sphere in real time : Transpacific Skype seminars as a teaching strategy with implications for citizenship and identity.** *Education, Citizenship and Social Justice*, 15(1), 64-74. <https://doi.org/10.1177/1746197919864934>

Citizenship and identity can be viewed as dynamic and transformative rather than as fixed or static, especially in an era in which the public sphere for contestation and deliberation has expanded beyond the limits of nation-states and into the global realm. It can be difficult, though, within the confines of conventional classrooms to create an atmosphere that gives students, even in culturally diverse university settings, a sense that they are taking part in a meaningful global conversation. New digital media platforms and videoconferencing technology are rendering this goal less elusive than before, and this article works across the theory and practice of global citizenship education to explain how faculty members in Los Angeles, California, and Seoul, South Korea, have team-taught their respective undergraduate courses via live Skype seminars. We review, in concrete and practical terms, the planning and logistics that went into this teaching strategy, including an extensive discussion on how we evaluated the initiative and how we modified the strategy to add team assignments that brought the students together for collaboration beyond the weekly class meetings. We then reflect upon how our shared endeavor of bringing students together for mutual learning across national borders carries implications for the ways in which our students think about their roles and identities as citizens.

Viano, S., & Baker, D. J. (2020). **How Administrative Data Collection and Analysis Can Better Reflect Racial and Ethnic Identities.** *Review of Research in Education*, 44(1), 301-331. <https://doi.org/10.3102/0091732X20903321>

Measuring race and ethnicity for administrative data sets and then analyzing these data to understand racial/ethnic disparities present many logistical and theoretical challenges. In this chapter, we conduct a synthetic review of studies on how to effectively measure race/ethnicity for administrative data purposes and then utilize these measures in analyses. Recommendations based on this synthesis include combining the measure of Hispanic ethnicity with the broader

racial/ethnic measure and allowing individuals to select more than one race/ethnicity. Data collection should rely on self-reports but could be supplemented using birth certificates or equivalent sources. Collecting data over time, especially for young people, will help identify multiracial and American Indian populations. For those with more complex racial/ethnic identities, including measures of country of origin, language, and recency of immigration can be helpful in addition to asking individuals which racial/ethnic identity they most identify with. Administrative data collection could also begin to incorporate phenotype measures to facilitate the calculation of disparities within race/ethnicity by skin tone. Those analyzing racial/ethnic disparities should understand how these measures are created and attempt to develop fieldwide terminology to describe racial/ethnic identities.

## Climat de l'école

Grasso, G. (2020). "Le bon climat de classe. Un problème d'autorité ou de gestion des émotions?". *Revue Skholé*. <http://skhole.fr/varia-grazia-grasso-le-bon-climat-de-classe-un-probleme-d%E2%80%99autorite-ou-de-gestion-des-emotions>

Jarraud, F. (2020, avril 30). **Pascale Haag: Du bien-être dans le confinement?** Le café pédagogique.

<http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/04/30042020Article637238296804539264.aspx>

Autonomie, famille, apprentissage différent, prise de recul : le confinement n'apporte pas que du négatif, disent plus de 600 élèves interrogés par le laboratoire Bonheurs. Depuis le 16 mars, les écoles, collèges et lycées ont fermé leurs portes. Parmi les nombreuses publications consacrées à l'école et à l'éducation en cette période de confinement, rares sont celles qui donnent la parole aux élèves, qui sont pourtant les premiers concernés. Afin de mieux comprendre ce que vivent actuellement les élèves, qu'ils fréquentent l'école élémentaire, le collège ou le lycée, des chercheurs du Laboratoire BONHEURS (EA 7517) ont mis en ligne un questionnaire comprenant 42 questions. Il porte sur la façon dont se déroule l'enseignement à distance et dont la situation actuelle affecte le quotidien des élèves, par exemple, leurs habitudes de travail, leur perception de la quantité de devoirs, du soutien des enseignants, ce qui leur manque le plus, leur rythme de sommeil, ou encore, le temps passé devant les écrans. La présente note, fondée sur une partie des premiers résultats, s'intéresse en particulier à la manière dont les élèves parviennent à s'adapter à ce contexte sans précédent et à y trouver, malgré tout, des éléments positifs.

## Formation continue

Archieri, C., & Jaouen, P.-Y. (2020). **Configurations d'action de formation à l'épreuve de l'approche sociotechnique: Étude de cas dans un FabLab**. *Savoirs*, N° 52(1), 31-50. <http://www.cairn.info/revue-savoirs-2020-1-page-31.htm>

On assiste actuellement à la multiplication de nouveaux espaces de formation technologiques à l'université : les FabLabs. Leur vocation éducative est de rompre avec la transmission traditionnelle du savoir et d'offrir des espaces dédiés à l'apprentissage par le faire. L'étude présentée dans cet article est consacrée à l'analyse des configurations d'action de formation

repérables dans un FabLab universitaire. Elle a été conduite à partir de l'approche sociotechnique développée par Albero (2010a/b/c) afin de repérer les conditions de travail potentiellement génératrices d'apprentissages et de transformations chez des étudiants usagers de l'UBO Open Factory. Une recherche empirique a été menée pour accéder aux différents modes d'engagement qui préfigurent l'activité des usagers du FabLab (étudiants de formation initiale et continue, enseignants-chercheurs, personnels dédiés). Trois configurations d'action de formation ont été étudiées: a) les temps de remobilisation de contenus de formation, b) les points d'étape sur l'avancée des projets des étudiants, c) les actions de communication informelles. Les résultats illustrent que des environnements de type FabLab, de par leur potentiel capacitant, encourageant, à certaines conditions, la réalisation d'une action conjointe sans doute fondatrice et prometteuse à l'université : le co-développement.

Ciobanu-Gout, V. (2020). **La professionnalisation du créateur d'entreprise : Entre la découverte du monde de l'entreprise et la découverte de soi.** *Savoirs*, N° 52(1), 13-30. <http://www.cairn.info/revue-savoirs-2020-1-page-13.htm>

Cette étude approche la professionnalisation des dirigeants d'entreprise sous un angle inédit, celui des apprentissages expérientiels et existentiels que l'entrepreneur acquiert pendant les premières années d'expérience dans cette profession. Elle est fondée sur une enquête narrative menée auprès de dirigeants spécialisés dans la cosmétique biologique. Le cadre théorique de l'analyse des données récoltées est celui de la construction biographique des apprentissages. Les résultats de cette enquête montrent que la professionnalisation du dirigeant d'entreprise se déroule différemment selon son histoire personnelle. La professionnalisation a une dimension existentielle car elle requiert une découverte de soi-même et du rapport que l'entrepreneur entretient avec le monde.

Dejaegher, C., Noël, S., Rappe, J., André, M., Depluvrez, Y., & Schillings, P. (2020). **Étude du développement professionnel de futurs formateurs d'enseignants disposant d'une expérience d'enseignant en secondaire inférieur.** *Savoirs*, N° 52(1), 69-90. <http://www.cairn.info/revue-savoirs-2020-1-page-69.htm>

Dans le cadre du cours de « Didactique professionnelle et formation initiale des enseignants » dispensé lors du master en sciences de l'éducation à l'Université de Liège, les étudiants-enseignants sont amenés à animer un moment de micro-enseignement (situation quasi professionnelle) suivi d'un entretien avec une accompagnatrice. La présente recherche vise à décrire le développement identitaire (Pastré, 2005) de cinq futurs formateurs d'enseignants (FF) au cours de ce dispositif de formation. L'influence de trois facteurs différents sur ce développement identitaire sera ensuite étudiée : l'effet du développement opératif, l'influence d'une expérience d'enseignant dans le secondaire inférieur et l'influence des postures adoptées par l'accompagnatrice lors de l'entretien.

Dubois, F. (2020). **Le développement des compétences des dirigeants d'entreprise de tourisme sportif : Le rôle des objets techniques et du processus de genèse instrumentale.** *Savoirs*, N° 52(1), 51-68. <http://www.cairn.info/revue-savoirs-2020-1-page-51.htm>



La présente étude consiste à apprécier la contribution des objets techniques dans le processus de développement des compétences des dirigeants d'entreprise de loisirs sportifs, leurs seules connaissances leur permettant difficilement de s'adapter aux évolutions rapides d'un environnement complexe (évolutions de la demande des usagers liées à de nouveaux modes de consommation, nouvelles formes de concurrence, etc.). À partir d'une étude de cas, la recherche montre que l'usage et l'appropriation d'outils numérique peuvent être à l'origine de la diversification des compétences des professionnels étudiés, en suscitant une activité réflexive et l'échange de savoirs et savoir-faire hétérogènes.

Simonian, S. (2020). **Approche écologique des environnements instrumentés : Comprendre le phénomène d'affordance socioculturelle**. *Savoirs*, N° 52(1), 93-108. <http://www.cairn.info/revue-savoirs-2020-1-page-93.htm>

L'approche écologique de l'affordance permet de proposer un cadre d'analyse holistique de la relation sujet-artefact-environnement. Le concept d'affordance y est compris dans sa dimension sémiotique et socioculturelle pour étudier les conditions favorisant la perception immédiate d'un artefact en vue d'une action. Il s'agit d'éviter de réduire l'affordance d'un artefact à ce qui en est fait mais d'y inclure plutôt les conditions qui permettent de rendre compte de ce qui est possible d'en faire (ou non), en intégrant dans l'analyse ce qui est susceptible de favoriser ou nuire au développement humain. C'est ainsi que le concept d'affordance est compris comme un médiateur de la relation sujet/environnement visant la transformation de son environnement par le sujet, mettant en tension le but qu'il poursuit et ceux d'un environnement institué en tant que résultante d'un ensemble de finalités qui échappent aux intentions du sujet.

## Insertion professionnelle

Lefresne, F., Rose, J., Sgarzi, M., Dupray, A., Barret, C., Couppié, T., Epiphane, D., Toutin, M.-H., Cart, B., Léné, A., & Debowsky, H. (2020). **The School-to-Work Transition**. Céreq. <https://www.cereq.fr/sites/default/files/2020-03/PUBLI%20UK%20%281%29.pdf>

Raybaud, A. (2020, avril 14). « **Après cinq ans d'études, j'ai peur d'être au chômage en septembre** » : Les futurs diplômés s'inquiètent pour leur avenir. *Le Monde.fr*. [https://www.lemonde.fr/campus/article/2020/04/14/pour-les-etudiants-en-fin-d-etudes-la-grande-incertitude-de-l-insertion-professionnelle\\_6036497\\_4401467.html](https://www.lemonde.fr/campus/article/2020/04/14/pour-les-etudiants-en-fin-d-etudes-la-grande-incertitude-de-l-insertion-professionnelle_6036497_4401467.html)

Avec le confinement, l'arrêt de nombreux secteurs de l'économie rend particulièrement difficile l'entrée sur le marché du travail. Certains jeunes envisagent déjà de prolonger leurs études, afin de repousser leur insertion à des jours meilleurs.

## Marché du travail

Bonnet, O., & Vuillemin, T. (2020). **Salaires dans le secteur privé**. *Insee Première*, 1798. [https://www.insee.fr/fr/statistiques/4477497?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/4477497?pk_campaign=avis-parution)

Fin 2018, 5,6 millions de salariés travaillent dans la fonction publique en France. Après une quasi-stabilité en 2017, les effectifs baissent de 21 800 en 2018 (soit - 0,4 %) principalement en raison d'une nouvelle chute du nombre des contrats aidés. Bien que l'ampleur diffère selon les versants de la fonction publique, tous sont concernés. Hors emplois aidés, les effectifs augmentent de 38 200 (soit + 0,7 %). De fait, les contrats aidés sont en grande partie remplacés par des emplois de contractuels et les agents employés sous ce statut sont de plus en plus nombreux (+ 52 800 soit + 5,2 %). En particulier, 33 100 bénéficiaires d'un contrat aidé fin 2017 ont été recrutés comme contractuels en 2018. Les mouvements d'entrées-sorties sont principalement le fait des contractuels qui ont des contrats courts. Le solde, déjà négatif en 2017, entre les entrées et les sorties se creuse. Cette évolution est principalement imputable aux fonctionnaires et bénéficiaires de contrats aidés. À l'inverse, le solde positif des contractuels s'accroît entre 2017 et 2018. Les interruptions temporaires d'activité augmentent légèrement et les postes de courte durée sont stables depuis 2017.

INSEE. (2020). **Emploi et revenus des indépendants**. INSEE.  
[https://www.insee.fr/fr/statistiques/4470890?pk\\_campaign=avis-parution](https://www.insee.fr/fr/statistiques/4470890?pk_campaign=avis-parution)

Cet ouvrage offre un ensemble d'analyses sur les travailleurs indépendants. Cette population hétérogène recouvre les exploitants agricoles, les commerçants, les artisans ou encore les professionnels libéraux. Ils sont liés par l'absence de lien de subordination juridique à l'égard d'un donneur d'ordre et ne disposent pas de contrat de travail. La plupart n'ont pas le statut de salarié et sont donc « non-salariés ».

## Métiers de l'éducation

Bocking, P. (2020). **Public Education, Neoliberalism, and Teachers**. Consulté 4 mai 2020, à l'adresse <https://utorontopress.com/us/public-education-neoliberalism-and-teachers-professional-autonomy-3>

From pressure to « teach to the test » and the use of quantitative metrics to define education « quality, » to the rise of « school choice » and the shift of principals from colleagues to managers, teachers in New York, Mexico City, and Toronto have experienced strikingly similar challenges to their professional autonomy. By visiting schools and meeting teachers, government officials, and union leaders, Paul Bocking identifies commonalities that are shaping how teachers' work and public schools function. While arguing that neoliberal education policy is a dominant trend transcending the realities of school districts, states, or national governments, Bocking also demonstrates the importance of local context to explain variations in education governance, especially when understanding the role of resistance led by teachers' unions.

Bradet, J. (2019). **Solitudes enseignantes ou la volonté de changer la société par l'éducation** [Université de Montréal]. <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/22627>

Bien que toujours « maîtresses » de leurs classes, riches en activités et en possibilités, les enseignantes pourtant actrices principales du système d'éducation se trouvent privées dans leur école d'un pouvoir d'action. Isolées les unes des autres, privées des ressources et des moyens qu'une mise en commun de leur travail leur procurerait, elles doivent assumer seules la tâche de scolariser leurs élèves. À partir d'un terrain d'observation participante d'une durée de

sept mois portant sur la pratique de huit enseignantes, la présente thèse cherche à comprendre les dynamiques culturelles qui traversent et définissent cette expérience ordinaire propre au fait d'enseigner dans une école primaire au Québec. La thèse est divisée en deux parties. Les données et analyses présentées dans la première donnent à voir l'isolement des enseignantes en tant qu'effet de l'intégration de l'école au sein d'un système technocratique fonctionnant selon ses propres finalités autoréférentielles. Dans la seconde partie, c'est l'intérieur de la salle de classe qui est sous examen et qui se révèle être, au sein même de ce système, une enclave où l'on poursuit toujours un idéal pédagogique de transformation de la société par l'école. En documentant ce contraste entre la vie à l'intérieur des classes et celle à l'extérieur, dans le « système d'éducation », il s'agit de saisir sous quelles formes cette vocation pédagogique perdure d'une manière qui jette un éclairage à la fois sur l'école comme forme sociale moderne, les logiques sous-jacentes à son encadrement bureaucratique et leurs inscriptions dans une problématisation spécifique de la vie collective. Alors que la scolarisation est souvent appréhendée dans la littérature comme un instrument soit de l'économie ou de l'État, en analysant « l'école comme lieu désenchanté » (partie 1) à partir de « l'enchantement d'enseigner » (partie 2), la présente thèse se veut aussi une réflexion sur l'influence qu'exerce l'école, ses éthiques et ses enseignantes sur la culture.

Brunetti, A., Buechel, K., Jakob, M., Jann, B., Kuehnhanss, C., & Steffen, D. (2020). **Teacher Content Knowledge in Developing Countries : Evidence from a Math Assessment in El Salvador**. Universitaet Bern, Departement Volkswirtschaft.  
<https://EconPapers.repec.org/RePEc:ube:dpvwib:dp2005>

Education is one of the key resources in the fight against poverty. While substantial progress has been made in terms of school enrollment, evidence suggests that educational quality is still alarmingly low in many developing countries. Various explanations have been suggested, but one very obvious factor in the educational production function has received surprisingly little attention: the content knowledge of teachers. For this study, we administered an exam-type assessment to a representative sample of 224 primary school teachers in Morazan, El Salvador. The average teacher scored 47% correct answers on 50 questions covering the official math curriculum for second to sixth graders. Overall, our results point to an even more worrying situation than suggested by previous findings based on indirect measures of content-related teacher skills in several African countries.

Büchel, K., Jakob, M., Kühnhanss, C., Steffen, D., & Brunetti, A. (2020). **The Relative Effectiveness of Teachers and Learning Software : Evidence from a Field Experiment in El Salvador**. In *University of Bern Social Sciences Working Papers* (N° 36; University of Bern Social Sciences Working Papers). University of Bern, Department of Social Sciences.  
<https://ideas.repec.org/p/bss/wpaper/36.html>

This study provides novel evidence on the relative effectiveness of computer-assisted learning (CAL) software and traditional teaching. Based on a randomized controlled trial in Salvadoran primary schools, we evaluate three interventions that aim to improve learning outcomes in mathematics: (i) teacher-led classes, (ii) CAL classes monitored by a technical supervisor, and (iii) CAL classes instructed by a teacher. As all three interventions involve the same amount of additional mathematics lessons, we can directly compare the productivity of the three teaching methods. CAL lessons lead to larger improvements in students' mathematics skills than

traditional teacher-centered classes. In addition, teachers add little to the effectiveness of learning software. Overall, our results highlight the value of CAL approaches in an environment with poorly qualified teachers.

Cattonar, B., & Dupriez, V. (2020). **L'évolution de la profession enseignante vue par les acteurs syndicaux : Étude de cas en Fédération Wallonie-Bruxelles**. *Les Cahiers de recherche du Girsef*, 120, 29 p.

Quelle place le groupe professionnel enseignant occupe-t-il dans l'organisation du champ scolaire ? Quels sont les savoirs utiles à la profession et comment les acquiert-on ? Sous l'angle théorique de la sociologie des professions, ce texte rend compte du point de vue adopté par les acteurs syndicaux autour de telles questions. Ces points de vue sont appréhendés à partir de l'analyse documentaire des textes produits par les principaux syndicats enseignants en relation avec deux réformes qui débutent ou vont débuter en Fédération Wallonie-Bruxelles : le Pacte pour un enseignement d'excellence et la réforme de la formation initiale des enseignants. L'analyse des positions syndicales rend compte d'une demande manifeste d'un renforcement de la formation initiale des enseignants afin notamment de garantir une maîtrise solide à la fois des savoirs à enseigner et des savoirs issus des sciences humaines permettant de fonder et questionner le travail éducatif. Les syndicats plaident aussi pour davantage de pouvoir aux équipes éducatives au sein des établissements. A l'échelle du système éducatif, les syndicats cherchent surtout des alliances avec l'autorité publique garantissant une gestion concertée du système éducatif et l'autonomie des professionnels.

Chen, Y. (2020). **Data-Driven Decision Making Literacy among Rural Community College Leaders in Iowa: The Role of Leadership Competencies**. *Community College Journal of Research and Practice*, 44(5), 347-362. <https://doi.org/10.1080/10668926.2019.1592032>

This quantitative study explored the statistical relationship between American Association of Community Colleges (AACC) leadership competencies and data-driven decision making (DDDM) literacy among rural community college leaders in the Midwest. Specifically, the authors examined how AACC community college leadership competencies may predict the level of DDDM literacy. Based on analyzing survey data of more than 200 community college leaders, the author discovered and tested three DDDM literacy constructs and three AACC leadership competencies constructs. In the subsequent regression analysis, one AACC leadership competency area "Community College Advocacy" and one demographic variable "years in current role" were proved as positive and significant predictors for all three DDDM literacy constructs (i.e., "Culture and Process", "Governance and Infrastructure", and "Human Resources"). Another leadership competency area "Organization Strategies" was found to significantly predict two out of the three DDDM literacy constructs (i.e., "Culture and Process" and "Human Resources"). Findings contributed to the literature by filling the research gaps of DDDM in community college context, highlighting the significance of AACC leadership competencies in creating DDDM culture, and providing valid and reliable measures for future studies.

Cilesiz, S., & Greckhamer, T. (2020). **Qualitative Comparative Analysis in Education Research : Its Current Status and Future Potential.** *Review of Research in Education*, 44(1), 332-369. <https://doi.org/10.3102/0091732X20907347>

Qualitative comparative analysis (QCA) is a set-theoretic configurational approach that uses the logic of Boolean algebra to conceptualize and empirically examine potentially complex causal relations. The potential of this methodological innovation to draw innovative insights toward answering enduring questions and to foster novel research has increasingly been realized in several social science disciplines. However, to date, limited education research has taken advantage of this potential. The purpose of this review is to facilitate an education research agenda that capitalizes on the strengths of QCA and its set-theoretic approach. We introduce the foundations of QCA, outline the promise it holds for education research, systematically review and appraise empirical education research that has applied QCA, and complement this review with a review of research from outside the field that may serve as inspiration for education researchers. In doing so, we highlight areas of improved research designs in education research practice and point education researchers to promising research directions. We conclude with suggestions for researchers to weigh QCA's strengths and limitations in comparison with other methods.

Condie, C., & Pomerantz, F. (2020). **Elementary students' literacy opportunities in an age of accountability and standards: Implications for teacher educators.** *Teaching and Teacher Education*, 92, 103058. <https://doi.org/10.1016/j.tate.2020.103058>

Adopting a place-based stance to better prepare teacher candidates for local schools, researchers investigated elementary students' reading, writing, listening, and speaking opportunities. Observations included two literacy lessons of 14 preservice and inservice teachers and analysis identified instructional influences, including best practices (e.g., differentiated instruction), standards, and standardized assessments. Findings indicated students' opportunities varied from little to no reading during literacy lessons to rich, authentic opportunities to read meaningful texts. Little writing was evident, only some lessons substantively supported state standards, and many speaking and listening opportunities occurred at the lowest levels of Bloom's Taxonomy. Implications for teacher educators are discussed.

Cotman, A. M., Enyioha, J. C., Guerra, P. L., & Holmes, A. L. (2019). **A Counselor's Tale : The Need for Cultural Awareness.** *Journal of Cases in Educational Leadership*, 23(2), 3-18. <https://doi.org/10.1177/1555458919884714>

Culturally responsive (CR) leadership permeates all leadership practices and consists of several domains including: developing critical consciousness, supporting cultural knowledge development, and advocating for social justice within and outside of the school walls. This case focuses on the need to ground CR leadership in critical self-reflection and cultural consciousness by exploring the relationship between a White principal and his first leadership team member of Color who brings a different, bicultural perspective to his work. Assumptions that fill the void left by a lack of cultural knowledge lead to damaging effects including tokenism and stereotype threat.



---

Ellis, N. J., Alonzo, D., & Nguyen, H. T. M. (2020). **Elements of a quality pre-service teacher mentor: A literature review.** *Teaching and Teacher Education*, 92, 103072. <https://doi.org/10.1016/j.tate.2020.103072>

This study reports on a review of contemporary literature which focuses on elements of a quality pre-service teacher mentor. For this purpose, seventy peer-reviewed publications were reviewed and analysed. A typology consisting of 53 indicators and seven dimensions was developed based on the findings. Our study contributes to the knowledge on the quality mentoring of pre-service teachers. It also provides the authors with the groundwork for developing a set of standards that describe the key elements of a quality mentor of pre-service teachers.

Ferreira-Talbot, M.-C. (2020). **Contribution à l'analyse du développement identitaire des éducateurs de jeunes enfants et des éducateurs spécialisés en formation** [Phdthesis, HESAM Université]. <https://tel.archives-ouvertes.fr/tel-02537091>

Cette thèse porte sur le développement identitaire des éducateurs de jeunes enfants et des éducateurs spécialisés en formation. Elle étudie et analyse les éléments à l'origine du choix d'orientation, afin d'éclairer la construction du projet professionnel de chacune des populations au fil de l'expérience pratique. Elle met en évidence les liens entre expériences de socialisation (Dubar, 2015) et développement identitaire des jeunes (Erikson, 2014 ; Marcia, 1993 ; Arnett, 2000). Articulée au modèle des représentations sociales (Moscovici, 2004 ; Abric 2011 ; Moliner, 2001) et à celui de la reconnaissance (Honneth, 2000 ; Ricœur, 2004 ; Kaddouri, 2002), le cadre théorique éclaire leurs conduites entre engagement et exploration (Marcia, 1993 ; Luyckx & al, 2006 ; Meeus 2011). Le dispositif méthodologique mixte fondé sur une approche qualitative longitudinale et une approche quantitative permet d'interroger l'élaboration et l'évolution du projet professionnel en formation. Les résultats montrent le rôle des expériences socialisatrices dans le développement identitaire et l'intérêt croissant des éducateurs de jeunes enfants pour les publics de l'éducation spécialisée. Cette recherche ouvre une réflexion sur la conception des formations plus flexibles en travail social (Wittorski, 2008), qui permettrait de faire advenir le projet de soi professionnel.

Fives, H., & Barnes, N. (2020). **Navigating the complex cognitive task of classroom assessment.** *Teaching and Teacher Education*, 92, 103063. <https://doi.org/10.1016/j.tate.2020.103063>

We investigated how a fifth-grade literacy teacher with classroom assessment expertise integrated assessment into his teaching practice. We employed a qualitative case study methodology to examine and document the processes this teacher used to make instructional decisions informed by classroom assessment events. We identified a repertoire of assessment relevant management routines and interpretation strategies that supported his assessment practice and instructional decision-making. Findings can be used to inform policy and organize content for teacher education by identifying a repertoire of potential management routines and interpretation strategies for engaging in classroom assessment and documenting how to enact these practices.

Froehlich, D. E., Van Waes, S., & Schäfer, H. (2020). **Linking Quantitative and Qualitative Network Approaches: A Review of Mixed Methods Social Network Analysis in Education Research**. *Review of Research in Education*, 44(1), 244-268. <https://doi.org/10.3102/0091732X20903311>

Social network analysis (SNA) is becoming a prevalent method in education research and practice. But criticism has been voiced against the heavy reliance on quantification within SNA. Recent work suggests combining quantitative and qualitative approaches in SNA—mixed methods social network analysis (MMSNA)—as a remedy. MMSNA is helpful for addressing research questions related to the formal or structural side of relationships and networks, but it also attends to more qualitative questions such as the meaning of interactions or the variability of social relationships. In this chapter, we describe how researchers have applied and presented MMSNA in publications from the perspective of general mixed methods research. Based on a systematic review, we summarize the different applications within the field of education and learning research, point to potential shortcomings of the methods and its presentation, and develop an agenda to support researchers in conducting future MMSNA research.

Gopalan, M., Rosinger, K., & Ahn, J. B. (2020). **Use of Quasi-Experimental Research Designs in Education Research: Growth, Promise, and Challenges**. *Review of Research in Education*, 44(1), 218-243. <https://doi.org/10.3102/0091732X20903302>

In the past few decades, we have seen a rapid proliferation in the use of quasi-experimental research designs in education research. This trend, stemming in part from the “credibility revolution” in the social sciences, particularly economics, is notable along with the increasing use of randomized controlled trials in the strive toward rigorous causal inference. The overarching purpose of this chapter is to explore and document the growth, applicability, promise, and limitations of quasi-experimental research designs in education research. We first provide an overview of widely used quasi-experimental research methods in this growing literature, with particular emphasis on articles from the top ranked education research journals, including those published by the American Educational Research Association. Next, we demonstrate the applicability and promise of these methods in enhancing our understanding of the causal effects of education policies and interventions using key examples and case studies culled from the extant literature across the pre-K–16 education spectrum. Finally, we explore the limitations of these methods and conclude with thoughts on how education researchers can adapt these innovative, interdisciplinary techniques to further our understanding of some of the most enduring questions in educational policy and practice.

Goren, H., Yemini, M., Maxwell, C., & Blumenfeld-Lieberthal, E. (2020). **Terminological “Communities”: A Conceptual Mapping of Scholarship Identified With Education’s “Global Turn”**. *Review of Research in Education*, 44(1), 36-63. <https://doi.org/10.3102/0091732X20909161>

This chapter presents an innovative, cross-disciplinary methodological approach to systematically reviewing and comparing large bodies of literature using big data, Natural Language Processing, network analysis, and supplementary qualitative analysis. The approach is demonstrated through an analysis of the literature surrounding four common concepts within the scholarship related to the global turn in education: 21st-century skills, global citizenship, intercultural competencies, and cosmopolitan education. An analysis is made of each network

representing the focal concepts. We also undertake a comparative analysis of topics appearing across the scholarship found on the different concepts. Through this analysis we highlight some benefits of the outlined methodology in identifying overarching themes across bodies of literature, locating differences in how topics are approached within the context of each concept, revealing blind spots and caveats in specific areas of scholarship, and being able to outline distinctive characteristics of the literature related to each concept. Limitations and potential uses of the method are subsequently discussed. This review will be of use to researchers from any field who are interested in novel methodological ways of unpacking and analyzing large bodies of knowledge, as well as scholars embarking on research related to the global turn in education, and finally, policymakers looking to identify which concepts to utilize in their work in this area.

Green, J. L., Baker, W. D., Chian, M. M., Vanderhoof, C., Hooper, L., Kelly, G. J., Skukauskaite, A., & Kalainoff, M. Z. (2020). **Studying the Over-Time Construction of Knowledge in Educational Settings : A Microethnographic Discourse Analysis Approach**. *Review of Research in Education*, 44(1), 161-194. <https://doi.org/10.3102/0091732X20903121>

This review presents theoretical underpinnings supporting microethnographic-discourse analytic (ME/DA) approaches to studying educational phenomena. The review is presented in two parts. Part 1 provides an analytic review of two seminal reviews of literature that frame theoretical and methodological developments of microethnography and functions language in classrooms with diverse learners. Part 2 presents two telling case studies that illustrate the logic-of-inquiry of (ME/DA) approaches. These telling case studies make transparent how theoretical considerations of cultural perspectives on education inform decisions regarding research methodology. Telling Case Study 1 makes transparent the logic-of-inquiry undertaken to illustrate how microanalyses of discourse and action among participants in a physics class provided an empirical grounding for identifying how different groups undertook a common task. This case study shows how ethnographically informed discourse analyses formed a foundation to theoretically identify social processes of knowledge construction. Telling Case Study 2 makes transparent multiple levels of analysis undertaken to examine ways that creative processes of interpretation of art were communicated and taken up in an art studio class across multiple cycles of activity. Taken together, these telling case studies provide evidence of how ME/DA provides a theoretically grounded logic-of-inquiry for investigating complex learning processes in different educational contexts.

Grillo, L. M., & Barreau, P. P. (2019). **Leadership Challenges During a Period of Change : Unpacking a District's Efforts to Diversify Its Teacher Workforce**. *Journal of Cases in Educational Leadership*, 23(2), 19-32. <https://doi.org/10.1177/1555458919887214>

A superintendent initiates an equity focus in a small school district and experiences resistance from both school board members and principals. As the school district diversifies its teaching workforce, the superintendent and principals face myriad unexpected challenges, resulting in teachers of color resigning at three times the rate of White teachers. This case study (a) is designed for students in both school- and district-level preparation programs, (b) directly connects to National Educational Leadership Preparation (NELP) standards, and (c) encourages students to consider the multifaceted leadership challenges involved in talent management and large-scale change through several lenses.

Güler, M., Çekmez, E., & Çelik, D. (2020). **Breaking with tradition: An investigation of an alternative instructional sequence designed to improve prospective teachers' noticing skills.** *Teaching and Teacher Education*, 92, 103073. <https://doi.org/10.1016/j.tate.2020.103073>

This experimental study aims to investigate the effect of an alternative instructional sequence designed to improve prospective teachers' noticing skills. The participants consisted of two groups of prospective teachers (N = 28). To assess their noticing skills, the participants were asked to note critical events in the classroom and to provide detailed explanations about why they found these worth noting. The results indicate that the participants in experimental group showed higher levels of noticing skills compared to those in control group. The study presents a discussion of the success of the instructional approach in improving the noticing skills of future mathematics teachers.

Hammond, J. W., Moss, P. A., Huynh, M. Q., & Lagoze, C. (2020). **Research Synthesis Infrastructures: Shaping Knowledge in Education.** *Review of Research in Education*, 44(1), 1-35. <https://doi.org/10.3102/0091732X20907350>

Research syntheses provide one means of managing the proliferation of research knowledge by integrating learnings across primary research studies. What it means to appropriately synthesize research, however, remains a matter of debate: Syntheses can assume a variety of forms, each with important implications for the shape knowledge takes and the interests it serves. To help shed light on these differences and their stakes, this chapter provides a critical comparative review of six research synthesis infrastructures, entities that support research syntheses through investments they make in synthesis production and/or publication—enabling (and constraining) the ways knowledge takes shape. Identifying our critical cases through purposive selection, we examined research synthesis infrastructure variations with respect to four different kinds of investments they make: in the genres of synthesis they support, in their promotion of synthesis quality, in sponsoring stakeholder engagement, and in creating the conditions for collective work. We draw on this comparison to suggest some of the potential changes and challenges in store for education researchers in future years.

IES (Institute of Education Sciences). (2020). **Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2017–18 National Teacher and Principal Survey First Look** (p. 71). IES. <https://nces.ed.gov/pubs2020/2020142.pdf>

Find information about and locate all publications and data products on education information from the National Center for Education Statistics--NCES--. In most cases you may also browse the content of publications or download data files.

Jarraud, F. (2020, avril 21). **Singularité et contradictions du métier enseignant vus par les enseignants eux-mêmes....** Le café pédagogique. [http://www.cafepedagogique.net/lexpresso/Pages/2020/04/21042020Article637230526076989887.aspx?actId=ebwp0YMB8s1\\_OGEGsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN\\_MAIL&actSource=502296](http://www.cafepedagogique.net/lexpresso/Pages/2020/04/21042020Article637230526076989887.aspx?actId=ebwp0YMB8s1_OGEGsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=502296)

Les enseignants peuvent-ils rester maîtres de leur métier sans en définir les bases scientifiques ? C'est la question posée par un nouveau cahier du Girsef (n°121, université de Louvain) publié

par Vincent Dupriez et Branka Cattonar. « Quelle place le groupe professionnel enseignant occupe-t-il dans l'organisation du champ scolaire ? Quels sont les savoirs utiles à la profession et comment les acquiert-on ? » Basée sur l'analyse des discours syndicaux, leur étude montre comment, faute d'assumer des choix pédagogiques, les syndicats enseignants perdent de l'autorité sur le métier et acceptent une régulation managériale qui se met en place inexorablement.

Lenkaitis, C. A. (2020). **Teacher candidate reflection : Benefits of using a synchronous computer-mediated communication-based virtual exchange**. *Teaching and Teacher Education*, 92, 103041. <https://doi.org/10.1016/j.tate.2020.103041>

Fifteen participants, registered for a teaching program at a university in the United States, met with beginner and intermediate learners in their content area during a 4-week virtual exchange, via videoconferencing. These Teaching of English to Speakers of Other Languages (TESOL) teacher candidates: 1) explored language produced by learners while interacting with course content and 2) developed their reflective practices by watching their video recorded sessions. Analysis of written reflections and analysis of exchanges revealed that reflecting on a virtual exchange allowed TESOL teacher candidates to bridge theory into practice.

Nachman, B. R., Miller, R. A., & Vallejo Peña, E. (2020). "**Whose Liability Is It Anyway?**" **Cultivating an Inclusive College Climate for Autistic LGBTQ Students**. *Journal of Cases in Educational Leadership*, 23(2), 98-111. <https://doi.org/10.1177/1555458919897942>

With one in 59 children diagnosed with autism, higher education institutions are experiencing increasing enrollments of autistic students. Furthermore, autistic students are disproportionately more likely to identify as gay and lesbian in their sexual orientation and as transgender or genderqueer in their gender identity compared with nondisabled peers. This case study challenges readers to consider the role that educational leaders can play in addressing the complexities of supporting a student named Erik, a gay, autistic student who is considering "coming out." Readers are also challenged to consider implications about addressing campus climate issues for students with multiple, intersecting identities.

Osman, D. J., & Warner, J. R. (2020). **Measuring teacher motivation : The missing link between professional development and practice**. *Teaching and Teacher Education*, 92, 103064. <https://doi.org/10.1016/j.tate.2020.103064>

This study explores an important but less explored outcome of professional development, teachers' motivation to integrate professional development into practice. We developed a scale that measures teachers' motivation to implement professional development in their classrooms. Three samples of teachers (N = 1388) were used in an iterative process of scale development and validation. Results suggest this scale is a reliable tool to measure teachers' expectations for successful implementation, value for implementing, and the perceived costs of implementing.



Pivovarova, M., Powers, J. M., & Fischman, G. E. (2020). **Moving Beyond the Paradigm Wars : Emergent Approaches for Education Research**. *Review of Research in Education*, 44(1), vii-xvi. <https://doi.org/10.3102/0091732X20909400>

Ruan, X., Zheng, X., & Toom, A. (2020). **From perceived discrepancies to intentional efforts : Understanding English department teachers' agency in classroom instruction in a changing curricular landscape**. *Teaching and Teacher Education*, 92, 103074. <https://doi.org/10.1016/j.tate.2020.103074>

This study explores how English department teachers in a university in China exercise their agency in a climate of reforms when self-discrepancies emerge in their classroom instruction. A thematic analysis of data collected from semi-structured interviews, classroom observations, and journal entries results in a scenario of dynamic interplay between self-discrepancies and teacher agency in the classroom setting. It is revealed that teachers tend to perceive different degrees of gaps among their ideal selves, their ought selves, and their actual selves, all of which are affected by their prior experiences, professional knowledge, and institutional support. Teachers tend to exercise their agency in various meaning-making efforts, such as analyzing, planning, acting, and reflecting, to enhance their teaching effectiveness in the classroom. By situating English department teachers in a changing curricular landscape, this study, which is interpretive in nature, conceptualizes the interaction between teachers' perceived self-discrepancy and agency in classroom instruction and hence potentially expands our understanding of the theories and practices of teacher agency in the current educational zeitgeist.

Shah, C., Richardson, P., & Watt, H. (2020). **Teaching 'out of field' in STEM subjects in Australia : Evidence from PISA 2015** (Numéro 511). Global Labor Organization (GLO). <https://EconPapers.repec.org/RePEc:zbw:glodps:511>

Science, technology, engineering and mathematics (STEM) education is a critical part of a modern education system. Motivating students to learn STEM subjects is however a challenge. Teachers have a critical role in motivating students but to do this effectively they need to have appropriate subject matter knowledge. Data from PISA 2015 show a substantial proportion of teachers in Australian schools are teaching STEM subjects 'out-of-field', which is that they do not have the qualifications to teach these subjects. This paper examines the effects of individual teacher characteristics and school context on of out-of-field teaching in STEM subjects. In particular, it examines the role of school autonomy and staff shortage in this. The results show these two variables have a strong association with out-of-field teaching, however, other factors either mediate or confound their effects. A full understanding of the results requires knowing the role of school funding and school budgets in out-of-field teaching. While we do not have direct measures of these in the data, we can infer their likely roles through the effects of other factors, such as school sector and education level of parents of students in the school, in the model.

Shirley, D., Hargreaves, A., & Washington-Wangia, S. (2020). **The sustainability and unsustainability of teachers' and leaders' well-being**. *Teaching and Teacher Education*, 92, 102987. <https://doi.org/10.1016/j.tate.2019.102987>

Szucs, L. E., Rasberry, C. N., Jayne, P. E., Rose, I. D., Boyce, L., Murray, C. C., Lesesne, C. A., Parker, J. T., & Roberts, G. (2020). **School district-provided supports to enhance sexual health education among middle and high school health education teachers.** *Teaching and Teacher Education*, 92, 103045. <https://doi.org/10.1016/j.tate.2020.103045>

Schools support teachers in their professional learning, just as teachers support students in their learning. To accomplish this, schools can provide support systems that enhance teachers' knowledge, comfort, and instructional skills. This study examined the impact of two district-provided supports (curriculum and professional development) on sexual health instruction among middle and high school health education teachers. Data were abstracted and analyzed using inductive coding from 24 teacher interviews (2015–2016). Findings illustrate outcomes from both curriculum and PD on teachers' self-reported knowledge, comfort, and skills. The district-provided supports appeared to contribute to improved teachers' self-efficacy in delivering sexual health education.

Tran, H., Buckman, D. G., & Johnson, A. (2020). **Using the Hiring Process to Improve the Cultural Responsiveness of Schools.** *Journal of Cases in Educational Leadership*, 23(2), 70-84. <https://doi.org/10.1177/1555458920904767>

This case highlights a high school that struggles with inequities perpetuated by a noninclusive environment. To help confront these issues, the school will hire an assistant principal of diversity. Readers are presented with a dilemma concerning the legality of hiring based on race and research that supports the benefits of racial congruency between administrators, students, and faculty. Readers are then challenged to use the hiring process to first reflect on the school's state of affairs, have the courageous conversations to chart a different path, and ultimately hire someone with the mind-set that can help the school do so.

Veltri, B. T., & Brewer, T. J. (2019). **Comply, Embrace, Cope, Countercrusade, Subvert : Teach For America Corps Members Respond to (Internal) and External Mandates.** *Education and Urban Society*, 52(5), 675-703. <https://doi.org/10.1177/0013124519883628>

In this empirical, qualitative study, Teach For America (TFA) corps member teachers' lives are examined through the lens of George Posner's seven "frame factors," namely, (a) temporal, (b) physical, (c) cultural, (d) economic, (e) organizational, (f) political-legal, and (g) personal, which offer insight into the contextualized TFA experience from induction at Corps Training Institute (CTI) through the 2-year TFA teaching commitment. Hundreds of corps member responses to these frame factors and external mandates were coded and analyzed, using unpublished categories developed by Barone, with particular attention to the developmental time line of one's educational platform on TFAers' professional practice.

Vilella, S. B., Zarceño, E. L., & Serrano Rosa, M. Á. (2019). **Mood, Physical, and Mental Load in Spanish Teachers of Urban School : The Role of Intensive or Split Shift.** *Education and Urban Society*, 52(5), 759-773. <https://doi.org/10.1177/0013124519884065>

Psychosocial risk factors threaten the health of teachers, who are considered to be a group at high risk of suffering burnout syndrome. The objective of this study is to measure the levels of work satisfaction, burnout, engagement, emotional stability, fatigue, and mood of teachers,

depending on their workday: intensive or split shift. A nonexperimental, descriptive-comparative research design is proposed for this study. A follow-up questionnaire has been developed to assess a teacher's levels of physical fatigue, mental fatigue, and mood at the beginning and end of the 9 days of work analyzed. The study sample consisted of 125 teachers (102 women and 23 men) with a mean age of 38.67 years (SD = 9.51) and 10.02 years of experience in teaching. The results show that the group of teachers working the traditional morning and afternoon shift present greater levels of physical and mental fatigue, worse mood, and less job satisfaction with supervision. However, there were no significant differences in levels of emotional stability, burnout, and engagement between the two groups of teachers. In short, it can be considered that the single morning shift generates higher levels of health among teachers.

Zhang, L., Yu, S., & Jiang, L. (2020). **Chinese preschool teachers' emotional labor and regulation strategies.** *Teaching and Teacher Education*, 92, 103024. <https://doi.org/10.1016/j.tate.2020.103024>

Situated within a cohort of Chinese preschool teachers' emotional experiences, this study shows that preschool teachers' emotional labor is characterized by its long duration, high intensity, and diversity in emotional interactions. The findings also reveal three rules governing preschool teachers' emotional labor, including being adept in emotional control, active use of emotions, and keeping smiling service. In response to these rules, preschool teachers regulate their emotions with four major strategies of disguising, restraining, self-persuading, and releasing. The paper concludes with implications on how preschool teachers' emotion regulation can be better supported.

## Numérique et éducation

Altmeyer, K., Kapp, S., Thees, M., Malone, S., Kuhn, J., & Brünken, R. (2020). **The use of augmented reality to foster conceptual knowledge acquisition in STEM laboratory courses—Theoretical background and empirical results.** *British Journal of Educational Technology*, 51(3), 611-628. <https://doi.org/10.1111/bjet.12900>

Learning with hands-on experiments can be supported by providing essential information virtually during lab work. Augmented reality (AR) appears especially suitable for presenting information during experimentation, as it can be used to integrate both physical and virtual lab work. Virtual information can be displayed in close spatial proximity to the correspondent components in the experimentation environment, thereby ensuring a basic design principle for multimedia instruction: the spatial contiguity principle. The latter is assumed to reduce learners' extraneous cognitive load and foster generative processing, which supports conceptual knowledge acquisition. For the present study, a tablet-based AR application has been developed to support learning from hands-on experiments in physics education. Real-time measurement data were displayed directly above the components of electric circuits, which were constructed by the learners during lab work. In a two group pretest-posttest design, we compared university students' (N = 50) perceived cognitive load and conceptual knowledge gain for both the AR-supported and a matching non-AR learning environment. Whereas

participants in both conditions gave comparable ratings for cognitive load, learning gains in conceptual knowledge were only detectable for the AR-supported lab work.

Amorim, A. N., Jeon, L., Abel, Y., Felisberto, E. F., Barbosa, L. N. F., & Dias, N. M. (2020). **Using Escribo Play Video Games to Improve Phonological Awareness, Early Reading, and Writing in Preschool.** *Educational Researcher*, 49(3), 188-197. <https://doi.org/10.3102/0013189X20909824>

The increased use of smartphones and tablets sets the stage for new mobile-based educational programs that seek to increase student learning and engagement in school and at home. This study examines the effectiveness of Escribo Play, a game-enhanced educational program, on preschool students' phonological awareness, word reading, and writing skills. The randomized controlled trial was conducted with 749 students from 62 classrooms from 17 schools located in five cities. Quantitative pretesting and posttesting procedures using standardized instruments were employed. The results indicate that the experimental classrooms that used the 20 games for 3 months gained 68% in their reading scores compared to control classrooms ( $d = .40$ ). They also gained 48% more in writing scores ( $d = .20$ ). Multilevel analysis indicated that these findings were statistically significant.

Becker, J. D., & Levin, D. A. (2020). **Like Moths to a Flame : Unsecured Networks, Tech-Savvy Students, and District Policy.** *Journal of Cases in Educational Leadership*, 23(2), 47-59. <https://doi.org/10.1177/1555458919899458>

School systems collect and maintain increasingly significant amounts of data and information on students, faculty, and staff and have a duty of care to ensure that sensitive information remains secure. Therefore, sitting and/or aspiring school leaders need to develop at least a basic understanding of data privacy and information security considerations. In this case, students discover a way to log in to internal district information systems and gain access to sensitive school and district data and information. School and district leaders are faced with the challenge of how to respond to such an information security breach and how to discipline the students. This case should cause sitting and/or aspiring school leaders to think deeply about and examine technology policies, information security protocols, as well as related school discipline policies.

Ben-Ali, L., Bret, A., Lambert, K., & Paillet, V. (2020). **820 000 élèves évalués en début de sixième sur support numérique en 2019 : Des niveaux de maîtrise contrastés selon les caractéristiques des élèves et les académies.** *Note d'Information*, 20.13. <https://www.education.gouv.fr/820-000-eleves-evalues-en-debut-de-sixieme-sur-support-numerique-en-2019-303282>

En 2019, l'ensemble des élèves de sixième ont été évalués en français et en mathématiques sur support numérique (820 000 élèves dans plus de 7 000 établissements) pour la troisième année consécutive. En français, plus de huit élèves sur dix ont une maîtrise satisfaisante ou très bonne des connaissances et des compétences évaluées en début de sixième. En mathématiques, ils sont presque sept sur dix. Ces résultats sont très proches de ceux observés en 2018. Les écarts entre académies restent importants. Si la tonalité sociale des académies est susceptible d'expliquer une partie de ces écarts, certaines se distinguent toujours par de meilleurs résultats que ceux attendus compte tenu des profils sociaux de leurs élèves. Ainsi, l'analyse des écarts de maîtrise entre élèves selon leur origine sociale montre que certaines académies parviennent à combiner efficacement performance et équité à l'entrée au collège.

Chen, M.-R. A., & Hwang, G.-J. (2020). **Effects of a concept mapping-based flipped learning approach on EFL students' English speaking performance, critical thinking awareness and speaking anxiety.** *British Journal of Educational Technology*, 51(3), 817-834. <https://doi.org/10.1111/bjet.12887>

The present study explored the impact of concept mapping-based flipped learning as a listening-speaking strategy on learning achievement, English as a foreign language (EFL) learners' critical thinking awareness and EFL speaking anxiety. The study utilized a pretest/posttest control and a quasi-experimental design. Seventy-two EFL learners were assigned to experimental (n = 37) and control (n = 35) groups. The results of the pretest indicated that the participants of the two groups were homogeneous concerning their proficiency level, critical thinking awareness and EFL speaking anxiety. The experimental group was instructed to construct concept maps after each listening task, and formulated their answers to the required speaking tasks from their concept maps. The results of the posttest indicated that concept mapping has a positive and significant influence on EFL learners' English speaking performance and critical thinking awareness, and can decrease their speaking anxiety. Moreover, the relationships between concept mapping, learning performance, and critical thinking are statistically correlated. The results also revealed a significant negative relationship between speaking anxiety and the other variables.

Practitioner Notes

What is already known about this topic Students learn at their own pace and learn with repeated exposure to the same material to strengthen and deepen their understanding until they acquire the knowledge in flipped learning. The strategy of concept mapping is not only to support learners to organize concepts, but also to develop their ideas. Concept mapping can foster learners' confidence and build up their background knowledge, so it will facilitate their speaking ability. What this paper adds A concept mapping-based flipped learning as a listening-speaking strategy is proposed to help improve students' listening and speaking skills, EFL learners' critical thinking awareness, and decrease speaking anxiety. In addition to supporting students' foreign language learning, the results showed that the proposed approach provides positive results on the concept mapping-based flipped learning for speaking training course. Implications for practice and/or policy The concept maps served as an approach to help students draw complex conceptual relationships and as an outcome measurement. The learners' language performance and critical thinking are positively correlated. The learners' concept mapping scores revealed not only in their performances, but also in speaking, conceptualization, and formulation.

Chen, X., Zou, D., & Xie, H. (2020). **Fifty years of British Journal of Educational Technology : A topic modeling based bibliometric perspective.** *British Journal of Educational Technology*, 51(3), 692-708. <https://doi.org/10.1111/bjet.12907>

The British Journal of Educational Technology (BJET) has been active in the field of educational technology since 1970. To celebrate its 50th anniversary and to demonstrate a comprehensive overview of the field, we conducted a bibliometric analysis of the 3710 publications in this journal from 1971 to 2018 as indexed in the Web of Science with full bibliographic information. This study aimed to (1) identify the publication and citation trends, (2) explore the distribution of paper types, (3) recognize the most relevant countries/regions, affiliations and authors, and (4) reveal relevant thematic features by analyzing publication abstracts and titles with the use of word cloud analysis and topic modeling analysis. The results highlighted several research hotspots and emerging topics such as Technology-enhanced classroom pedagogy, Blended



learning, Online social communities, Mobile assisted language learning, Game-based learning and Socialized e-learning.

Doo, M. Y., Zhu, M., Bonk, C. J., & Tang, Y. (2020). **The effects of openness, altruism and instructional self-efficacy on work engagement of MOOC instructors.** *British Journal of Educational Technology*, 51(3), 743-760. <https://doi.org/10.1111/bjet.12882>

Many of the characteristics and nature of teaching massive open online courses (MOOCs) are different from face-to-face teaching, which can directly affect instructors' work engagement and ultimately the success of MOOCs. As such, this study investigated the effects of openness, altruism and instructional self-efficacy on MOOC instructors' work engagement. A total of 209 MOOC instructors participated in an online survey, and their responses were analyzed. The research findings indicated that openness to experience influenced MOOC instructors' instructional self-efficacy and work engagement. Altruism did not directly influence work engagement of MOOC instructors; however, it indirectly affected work engagement through instructional self-efficacy. Instructional self-efficacy also affected MOOC instructors' work engagement and fully mediated the relationship between altruism and work engagement. The variables examined in this study, openness, altruism and instructional self-efficacy, were found to significantly influence work engagement of MOOC instructors. As the number of MOOCs and MOOC students increase, the importance of MOOC instructors and their work engagement will be crucial for the success of these courses. Thus, additional research is needed on the ways to enhance MOOC instructors' work engagement.

**Practitioner Notes** What is already known about this topic The number of MOOCs and institutions offering MOOCs has grown rapidly since 2008 to more than 11 400 MOOCs at over 900 universities in 2018. MOOC instructors play a major role in the success of MOOCs. Work engagement has a significant impact on performance and attitudes, including job satisfaction, organizational commitment and turnover intention. What this paper adds Openness to experience, altruism and instructional self-efficacy significantly influenced work engagement of MOOC instructors. Openness to experience influenced MOOC instructors' instructional self-efficacy and work engagement. Altruism did not directly influence work engagement of MOOC instructors; however, it indirectly affected work engagement through instructional self-efficacy. Instructional self-efficacy also affected MOOC instructors' work engagement and fully mediated the relationship between altruism and work engagement. Implications for practice and/or policy It is important to arouse MOOC instructors' intellectual curiosity and creativity. To enhance MOOC instructors' work engagement, it is necessary to enhance their instructional self-efficacy as a prerequisite for successful MOOC teaching. There is a need to provide MOOC instructors with the necessary information and opportunities to sharpen the skills required for teaching MOOCs effectively through MOOC instructor seminars or workshops. Providing opportunities to teach a small online class first can improve MOOC instructors' instructional self-efficacy for MOOC teaching.

Falloon, G. (2020). **From simulations to real : Investigating young students' learning and transfer from simulations to real tasks.** *British Journal of Educational Technology*, 51(3), 778-797. <https://doi.org/10.1111/bjet.12885>

Research has explored the use of simulations for education and training, and attention is turning to how they might support learning in school subjects such as mathematics and science. However, existing studies have mostly concentrated on older students, and if simulations help build knowledge useful for solving problems within the simulation, rather than possible transfer beyond the simulation. This paper reports on a study investigating 5 year olds' learning transfer

from simulations introducing simple circuit procedures and concepts, to equipment-based tasks. The study explored for evidence of learning transfer, using an analytical framework that aligned transfer strategy indicators with cognitive process dimensions, to identify transfer events and understand the thinking skills students applied during them. Findings supported the learning value of simulations, indicating young students transferred procedural knowledge to the equipment tasks, with some also demonstrating basic conceptual transfer. They also suggested transfer tasks can provide opportunities to exercise higher order thinking, through activating processes including reflection, evaluation, analysis and abstraction. Such capabilities are highly valued, and central to school achievement and development of learner independence and self-direction. Practitioner Notes What is already known about this topic Simulations can develop knowledge useful for solving problems within the simulation. Simulations can be effective for learning mathematics and science procedures. Between-simulation transfer engages higher order processing. What this paper adds Evidence of young students' procedural learning transfer, from simulations to real tasks. Some evidence of young students' naïve conceptual transfer, from simulations to real tasks. Evidence of the value of transfer tasks for higher order thinking development. Implications for practice and/or policy Transfer tasks provide opportunities for young students to exercise higher order thinking and problem solving. Teachers should consider transfer tasks for extending procedural learning to real tasks. Teachers are important for scaffolding young students' concept formation during transfer tasks, to ensure accurate knowledge development. Simulations can be effective for developing transferrable procedural knowledge, but conceptual transfer should not be assumed.

Fischer, C., Pardos, Z. A., Baker, R. S., Williams, J. J., Smyth, P., Yu, R., Slater, S., Baker, R., & Warschauer, M. (2020). **Mining Big Data in Education: Affordances and Challenges**. *Review of Research in Education*, 44(1), 130-160. <https://doi.org/10.3102/0091732X20903304>

The emergence of big data in educational contexts has led to new data-driven approaches to support informed decision making and efforts to improve educational effectiveness. Digital traces of student behavior promise more scalable and finer-grained understanding and support of learning processes, which were previously too costly to obtain with traditional data sources and methodologies. This synthetic review describes the affordances and applications of microlevel (e.g., clickstream data), mesolevel (e.g., text data), and macrolevel (e.g., institutional data) big data. For instance, clickstream data are often used to operationalize and understand knowledge, cognitive strategies, and behavioral processes in order to personalize and enhance instruction and learning. Corpora of student writing are often analyzed with natural language processing techniques to relate linguistic features to cognitive, social, behavioral, and affective processes. Institutional data are often used to improve student and administrative decision making through course guidance systems and early-warning systems. Furthermore, this chapter outlines current challenges of accessing, analyzing, and using big data. Such challenges include balancing data privacy and protection with data sharing and research, training researchers in educational data science methodologies, and navigating the tensions between explanation and prediction. We argue that addressing these challenges is worthwhile given the potential benefits of mining big data in education.

Habig, S. (2020). **Who can benefit from augmented reality in chemistry? Sex differences in solving stereochemistry problems using augmented reality**. *British Journal of Educational Technology*, 51(3), 629-644. <https://doi.org/10.1111/bjet.12891>

This paper is about augmented reality (AR) and its potentials to support students in handling scientific representations. For this purpose, first representations are examined from a science educational and instructional psychology perspective. After giving a short overview of AR in general and how it can be delineated from virtual reality (VR), potential advantages of an educational use of AR are outlined considering typical difficulties of students when learning with scientific representations. Since literature frequently reports sex differences in spatial abilities, this study focuses on potential differential effects in the use of AR depending on sex. Against this background, AR might be a tool which can help to compensate for disadvantages in spatial abilities. In order to investigate this question, chemistry students had to answer 20 items related to stereochemistry, a concept that places high demands on mental spatial rotation skills. While one half of the items had to be solved using two-dimensional (2D) ball-and-stick figures of molecules, the other half had to be answered with the help of AR representations. Due to the aforementioned sex differences regarding visuo-spatial abilities between males and females found in the literature, it is hypothesized that AR representations will support all students but females in particular by reducing cognitive load. If this assumption is correct, the AR items would have to be correctly solved by the students more often than the 2D items. The results of analyses of variance indeed reveal a significant effect of the sex variable dependent on the type of representation. In addition, a questionnaire was administered to survey the students' attitudes towards learning with the AR app used.

Hammond, M. (2020). **What is an ecological approach and how can it assist in understanding ICT take-up?** *British Journal of Educational Technology*, 51(3), 853-866.  
<https://doi.org/10.1111/bjet.12889>

This paper argues that ecological frameworks offer a powerful way of explaining the take-up of information and communication technology (ICT) in schools. Past research has focused on teachers and their willingness and readiness to use ICT but this has not satisfactorily explained the use (or non-use) of ICT. Gaps in this research can be addressed by an ecological approach which shifts attention from the teacher to the context in which ICT is expected to be used. Such an approach, following Bronfenbrenner and others, looks at the relationship of individuals to the system in which they act, a relationship which is seen as interdependent. An ecological perspective explains how take-up of ICT is influenced by the degree to which different levels of a system, eg, micro, meso, exo and macro levels, are aligned. It is recommended that researchers and policy makers should pay greater attention to context when advocating the use of ICT.

Hokanson, B., Clinton, G., Tawfik, A., Grincewicz, A., & Schmidt, M. (Éds.). (2020). **Educational Technology Beyond Content: A New Focus for Learning**. Springer International Publishing.  
<https://doi.org/10.1007/978-3-030-37254-5>

This book is the outcome of a research symposium sponsored by the Association for Educational Communications and Technology [AECT]. Consisting of twenty-four chapters, including an introduction and conclusion, it argues that informational content should not be the main element of education, and that to provide more for learners, it is necessary to go beyond content and address other skills and capabilities. It also discusses the false premise that learning is complete when the information is known, not when learners seek more: their own directions, answers, and ideas. The authors assert that the ability to synthesize, solve problems and generate ideas is not based on specific content, although education often focuses solely on teaching content. Further, they state that content can be separated from the learning process

and that instructional design and educational technology must be about the skills, habits, and beliefs to be learned.

Lai, C.-L. (2020). **Trends of mobile learning : A review of the top 100 highly cited papers**. *British Journal of Educational Technology*, 51(3), 721-742. <https://doi.org/10.1111/bjet.12884>

Highly cited papers can be representative of the latest changes in specific research issues, as they reflect the important issues or research trends that researchers have paid attention to recently. Through reading highly cited papers, researchers can identify some important issues for consideration in their own research, which can then catch other researchers' eyes easily and efficiently. In order to explore the feature of the latest changes in mobile learning, in this study, a review of the top 100 highly cited mobile learning papers was conducted. According to the review, four advantages were identified from the highly cited mobile learning studies: proposing new learning strategies, applying mobile learning to seldom-considered subjects, applying mobile learning to seldom-investigated domains and investigating seldom-discussed issues. It was found that the studies focused more on comparing different mobile learning modes for finding more effective mobile learning approaches rather than comparing the impacts of mobile learning with traditional instruction. Moreover, the studies focused more on learners' higher order thinking performance and learning behaviors. Some suggestions, differing from those presented by previous mobile learning reviews, are provided as reference for researchers to conduct related research. Practitioner Notes What is already known about this topic Mobile learning has been regarded as a tool for improving learners' learning and bridging students' learning in class and in the field. Research trends can be highlighted and provide a more accurate view of the publication patterns. Highly cited papers can be used to identify the advance of the research foci. What this paper adds Most highly cited studies mainly focused on comparing the different mobile learning modes to find more effective approaches for conducting mobile learning activities. The mobile learning places have changed from classrooms to real-world contexts; in addition, the number of across-context studies is increasing. The highly cited papers started to focus more on learners' higher-order thinking performance and learning behaviors. Implications for practice and/or policy Researchers can consider proposing new learning strategies, applying mobile learning to seldom-considered subjects, applying mobile learning to seldom-investigated domains, and investigating seldom-discussed issues. Adopting mixed methods is becoming the mainstream of mobile learning studies. Several seldom-discussed issues, such as higher order thinking, collaboration/communication skills, and learning behaviors are potential mobile learning research topics.

Le Bouil, A., & Lebaud, M.-P. (2019, juin). **Autonomie, Différenciation, Réduction des Inégalités et Numérique Éducatif: Un module de formation initiale**. *VIP 2019 Valorisation des Initiatives Pédagogiques en Bretagne et Pays de la Loire*. <https://hal.archives-ouvertes.fr/hal-02541198>

León-Jariego, J. C., Rodríguez-Miranda, F. P., & Pozuelos-Estrada, F. J. (2020). **Building the role of ICT coordinators in primary schools: A typology based on task prioritisation**. *British Journal of Educational Technology*, 51(3), 835-852. <https://doi.org/10.1111/bjet.12888>

Although the school ICT coordinator's role has been institutionally defined by the Andalusian Education Administration (Spain), individual factors may be key in the emerging role-building process. Multidimensional scaling (MDS) of the priority given by coordinators to their different functions and a subsequent cluster analysis of the MDS solution were used to identify role

orientations among ICT coordinators in primary schools of Andalucía (Spain). Three orientation clusters were identified: "support of ICT use in the classroom" (67.1%), "promote ICT use in the classroom" (17.8%) and "planning and maintenance of ICT equipment in the school" (15.1%). The interest in separating technical and pedagogical duties into two profiles and the perceived organisational support from the Teachers Centres (TCs) differed in the three role orientation types. Finally, strategies are suggested to reduce role ambiguity and role conflict in ICT coordinators. A clearer definition of the role would improve their leadership in ICT implementation in schools.

Lester, S., & Hofmann, J. (2020). **Some pedagogical observations on using augmented reality in a vocational practicum.** *British Journal of Educational Technology*, 51(3), 645-656. <https://doi.org/10.1111/bjet.12901>

The use of augmented reality (AR) in vocational education and training can still be considered as being in its infancy, although interest in it is growing in response both to its potential for teaching and its adoption as a practical tool in various industry sectors. One example of early-stage AR use is illustrated from a practicum for training apprentices in the chemical industry; this involves the use of various AR objects for learning a simple production operation. Although this application had been conceived of purely in terms of substitution for existing instructional methods, it also gave learners greater control of the learning process and created opportunities for collaborative learning. Pedagogically, AR can be considered as a mildly disruptive technology that favours learner managed learning, a factor that is aligned with its ability to support localised decision-making in industry. Practitioner Notes What is already known about this topic Augmented reality (AR) tends to favour exploratory, learner managed and increasingly, collaborative learning. Evaluations of AR for vocational learning are on balance positive, with improved understanding, fewer errors and faster task completion or improved learning performance all reported. AR is still in the early stages of adoption in vocational education and training (VET), with trials and small-scale applications dominating. What this paper adds Introducing AR even for simple learning tasks affects the pedagogical approaches that are used. Effects include greater learner control of the learning process and encouragement of reflection-in-action. Implications for practice and/or policy AR is a mildly disruptive technology that needs to be considered in terms of its pedagogical implications as well as its effectiveness as a learning tool. The directions favoured by AR in education and training appear consistent with changing skill and learning demands in industry.

Lim, K. Y. T., & Habig, S. (2020). **Beyond observation and interaction : Augmented Reality through the lens of constructivism and constructionism.** *British Journal of Educational Technology*, 51(3), 609-610. <https://doi.org/10.1111/bjet.12908>

Lim, K. Y. T., & Lim, R. (2020). **Semiotics, memory and augmented reality : History education with learner-generated augmentation.** *British Journal of Educational Technology*, 51(3), 673-691. <https://doi.org/10.1111/bjet.12904>

This study describes an approach to history education which leverages augmented reality (AR). Currently, most learning interventions with AR are designed from the paradigm of an expert-led model of teaching, where the AR artefact is created by a domain expert; under such a paradigm, the learner has limited ownership of the process of artefact production. The project reported in this paper aimed to broaden the application of AR in education, specifically to history education, by exploring the affordances of such technology in mediating student-led



learning activities, using an approach known as learner-generated augmentation. The current Singapore Secondary History syllabus adopts an inquiry-based approach. The need to memorize key facts is still an important part in formulating historical arguments. The study involved the design of a learning activity to help students memorize historical information more effectively by building upon the established memory technique of Memory Palace/method of loci. In this activity, students used a free AR mobile application—Just a Line—to sketch out memory palaces of key information from a prose passage. This activity was trialled on student-teachers who are majoring in History at the National Institute of Education, Singapore. After they had sketched their memory palaces in three dimensions, they were interviewed on their experience. Samples of their learning artefacts (their sketches) and analyses of their comments, are reported. No claim is made with respect to the absolute efficacy of the approach, given the limited number of participants in the study. The intent of this paper is instead to invite exploration and debate around the wider affordances of AR for learning.

**Practitioner Notes**

**What is already known about this topic** So far, initiatives which use augmented reality (AR) in learning have been designed from the paradigm of an expert-led, rather than student-centred, model of teaching. The learner-generated augmentation approach offers a possible way of designing student-centred learning interventions with AR technology. One of the known challenges of learning history is the accurate recall of historical facts. Memory palace/method of loci is one strategy that can be used to aid memorization, but it suffers from certain limitations. What this paper adds The study described in this paper aims to address the challenges of accurately recalling historical facts, through the use of freely-available cross-platform AR software for smartphones. The study takes advantage of the affordances of AR to improve the memory palace/method of loci strategy by providing ways for learners to represent their tacit imaginations of the memory palace more explicitly. Learners can be encouraged to understand that their everyday environments are actually potential contexts for more authentic learning. Implications for practice and/or policy This study demonstrates the possibility of using AR technologies as part of student-centred learning. This study demonstrates the feasibility of applying the Learner-Generated Augmentation approach to subject disciplines such as the Social Sciences, which emphasize the socially-constructed interpretation of events. The study demonstrates the feasibility of using AR technology to build upon the memory palace/method of loci strategy, so that the effectiveness of the latter is less dependent on the abilities of the learner for abstract imagination, thereby making the subject discipline more accessible to a wider cohort of learners. The study suggests that the memory palaces which result from the approach may be used by learners and their peers/teachers as part of Assessment for Learning. As this is the second application of the approach of Learner-Generated Augmentation to a subject discipline (the original application being in Chemistry) the study suggests that the approach may be translated beyond its original application in the Natural Sciences to the Social Sciences as well.

McGann, J., Issartel, J., Hederman, L., & Conlan, O. (2020). **Hop.Skip.Jump.Games : The effect of “principled” exergameplay on children’s locomotor skill acquisition.** *British Journal of Educational Technology*, 51(3), 798-816. <https://doi.org/10.1111/bjet.12886>

Sedentary past-times such as video gameplay are cited as having a negative effect on children’s Fundamental Motor Skills (FMS) acquisition. Conversely, “exergames” utilise 3D sensor control systems (eg, Kinect®) to offer full body interactive user experiences in which FMS outputs are often part of the game “play” experience. This study evaluated the impact that participation in (1) commercial exergames and, (2) purpose-built exergames had on user

locomotor skill outcomes (run, hop, skip, jump and slide) when both sets of games were deployed with a "principled" human-in-the-loop personalisation process. Typically developing children aged between 5 and 6 years were divided into two groups; a control group (n = 20; 45% girls) exposed to commercial exergames and, an experimental group (n = 20; 50% girls) exposed to purpose-built exergames. Gameplay was delivered daily, in the classroom, over a period of 8 weeks. The Test of Gross Motor Development-2 was utilised to assess children's locomotor skills at three time points (pre, interim and posttest). A mixed analysis of variance with repeated measures on time was conducted to evaluate results of the experimental group in comparison to the control group. A significant interaction effect was observed relating to Time × Group. Pairwise comparisons with a Bonferroni adjustment demonstrated that the experimental group made significant improvements for each locomotor skill (run, hop, skip, jump and slide) from pretest to posttest while the control group made significant improvements in only one locomotor skill (the slide) over the same timeframe. Results indicate that principled design and deployment of purpose-built exergames support high quality locomotor outputs and, improved outcomes over time.

**Practitioner Notes** What is already known about this topic A majority of modern children do not possess proficient locomotor skills and cannot hop, skip or even run properly Teachers typically target motor skills in the Physical Education setting but these skills require regular personalised practice to improve performance 3D sensor controlled exergames provide a potential platform to target locomotor skill acquisition in the classroom, but currently lack the necessary design principles to improve user locomotor skill outcomes What this paper adds A suite of "principled" exergames with adaptable features to target locomotor skills in the classroom A human-in-the-loop deployment process that empowers the teacher to be a crucial component of the learning experience Empirical evidence to support the effectiveness of purpose-built exergames for locomotor skill acquisition purposes in the classroom Implications for practice and/or policy Educators can work with a gaming system to effectively deploy "short bouts" of 3D sensor exergameplay in the classroom and facilitate significantly improved locomotor skills in children. Design and development of educational technology could consider the teacher as a valuable "human intelligent system" capable of making decisions about the user and user experience that the system cannot. This could potentially transform effectiveness of educational technologies from both the teacher and learner perspective.

Mei, M. (2018). **Les ressources numériques comme support aux fonctions d'étayage de l'élève tuteur: Cas d'un dispositif en sciences à l'école élémentaire** [Phdthesis, Université Sorbonne Paris Cité]. <https://tel.archives-ouvertes.fr/tel-02524951>

La thèse s'intéresse aux bénéfices que l'usage des ressources numériques disponibles à l'école primaire est susceptible d'apporter aux situations de tutorat, pratiqué entre élèves de CP et de CE1. Elle questionne la pertinence de confier à de jeunes enfants le rôle de tuteurs, dans la mesure où les fonctionnalités des environnements numériques permettraient d'alléger les fonctions d'étayage de ces derniers pour qu'ils deviennent plus performants dans leur mission. A la lumière des recherches déjà menées sur le tutorat entre pairs et l'utilisation du numérique à l'école élémentaire, notre recherche propose ainsi d'observer si les spécificités des environnements numériques peuvent favoriser chez les jeunes tuteurs l'émergence de deux composantes d'une situation de tutorat bénéfique aux deux partenaires : la « congruence cognitive » et « l'effet-tuteur ». Notre protocole s'inscrit dans le cadre du programme scolaire du Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche : utiliser les outils numériques, encourager les conduites d'entraide. Les connaissances à travailler relèvent

de la compréhension de phénomènes scientifiques simples (la matière/les états de l'eau). Il s'articule autour d'un pré-test, d'une phase expérimentale (séance de correction puis séance d'entraînement) et deux post-tests. Le post-test 1 propose de réinvestir les connaissances entraînées au cours de la phase expérimentale. Le post-test 2 est identique au pré-test. Ces tests sont proposés à des élèves de CP et CE1 travaillant soit en situation de tutorat, soit binôme mais sans rôle attribué, soit en individuel. Au sein de chaque groupe, une distinction est faite selon que les élèves de CP utilisent un livret papier ou sur un ordinateur portable. Notre objectif est davantage de mettre l'environnement numérique au service de la relation tutorale que de l'apprentissage lui-même. Une première analyse, quantitative, compare les résultats des tests de chaque groupe en distinguant d'une part le niveau des élèves et d'autre part le support utilisé. Elle souhaite vérifier si le recours à un nouvel environnement permet aux deux partenaires de la dyade tutorale numérique de progresser de façon significative non seulement par rapport aux élèves des autres groupes, mais aussi - et surtout - par rapport à leurs homologues ayant travaillé sur un livret papier. Sans distinction des formes de travail, nos résultats indiquent une progression des scores de tous les groupes aux deux post-tests mais la seule utilisation d'un support différent (papier ou ordinateur) n'influence pas la réussite des élèves. Sur la mise en correspondance entre formes et supports de travail, nous constatons que, même dans un dispositif pédagogique pensé pour son utilisation, le support numérique ne permet pas aux tutorés et aux tuteurs de mieux réussir leurs tests que leurs pairs utilisant le support papier. La progression du tutoré et l'« effet-tuteur » attendus dans ce contexte ne sont donc pas observés. Une seconde analyse, qualitative, s'intéresse à la teneur des échanges entre les tuteurs et leurs tutorés, selon qu'ils interagissent en travaillant sur un livret papier ou sur un ordinateur. L'observation porte sur les aspects verbaux et non verbaux et souhaite faire ressortir la congruence cognitive du tuteur. Le logiciel Elan permet l'annotation des échanges filmés. Une analyse globale montre que la congruence, si elle est observable chez le tuteur, n'est, en revanche, pas un indicateur pertinent pour gager de la réussite du tutoré. Par contre, une analyse plus fine met en évidence un lien entre la perception du tuteur de sa fonction et la réussite de son tutoré.

Shadiev, R., Liu, T., & Hwang, W.-Y. (2020). **Review of research on mobile-assisted language learning in familiar, authentic environments.** *British Journal of Educational Technology*, 51(3), 709-720. <https://doi.org/10.1111/bjet.12839>

Familiarity with learning contexts is important in the field of mobile-assisted language learning (MALL). Several review studies on MALL have been published to date. However, scholars have not covered certain aspects of familiar contexts in their reviews, such as which learning/instructional methodologies support learning in familiar contexts or what the affordances of familiar contexts are for language learning. To address this gap, the authors in this study reviewed research articles related to MALL in familiar, authentic environments published in the past 10 years. The reviewed articles were from journals published in the Social Science Citation Index between 2009 and 2018. The main aim of this study was to review the published articles to understand (1) pedagogical approaches, (2) data collection, (3) locations, (4) affordances of authentic environments and (5) issues in MALL research. The results revealed that the most frequent items in reviewed articles were task-based learning and communicative language teaching (pedagogical approaches); questionnaires, pretest and posttests and interviews (data collection); the local community and campus (locations); daily encounters, language learning and cognitive load (affordances of authentic environments); and small sample sizes and short-term interventions (issues in MALL research). Based on the

results, the authors in this study made several suggestions and provided implications for educators and researchers in the field about MALL in familiar, authentic environments.

Vincent-Lancrin, S., & Vlies, R. van der. (2020). **Trustworthy artificial intelligence (AI) in education : Promises and challenges**. <https://doi.org/10.1787/a6c90fa9-en>

This paper was written to support the G20 artificial intelligence (AI) dialogue. With the rise of artificial intelligence (AI), education faces two challenges: reaping the benefits of AI to improve education processes, both in the classroom and at the system level; and preparing students for new skillsets for increasingly automated economies and societies. AI applications are often still nascent, but there are many examples of promising uses that foreshadow how AI might transform education. With regard to the classroom, this paper highlights how AI can accelerate personalised learning, the support of students with special needs. At the system level, promising uses include predictive analysis to reduce dropout, and assessing new skillsets. A new demand for complex skills that are less easy to automate (e.g. higher cognitive skills like creativity and critical thinking) is also the consequence of AI and digitalisation. Reaching the full potential of AI requires that stakeholders trust not only the technology, but also its use by humans. This raises new policy challenges around "trustworthy AI", encompassing the privacy and security of data, but also possible wrongful uses of data leading to biases against individuals or groups.

Wilkinson, K., Dafoulas, G., Garelick, H., & Huyck, C. (2020). **Are quiz-games an effective revision tool in Anatomical Sciences for Higher Education and what do students think of them?** *British Journal of Educational Technology*, 51(3), 761-777. <https://doi.org/10.1111/bjet.12883>

Recently, there has been an increased volume of pedagogical research and practice of mobile learning (m-learning) and gameplay in education. This paper presents the findings of a study that examined the effect on achievement and explored student perception towards quiz-game play prior to an anatomy assessment in first year Higher Education students. Achievement data was collected over two academic years at all module assessment (A1–A4) points. A1 was used as a baseline, showing no difference between groups or years, A2 and A3 were comparable online assessments done on the lower and upper limbs that followed the same format; A4 was a viva-voce to assess the whole module learning. The optional 15-minute quiz-gameplay intervention (G) using a mobile application was initiated prior to A3, those students who chose not to participate performed their traditional study routine; no other changes to assessments were made resulting in a Gameplay and non-gameplay (G, NG) group for each year. Students were invited to participate in an online focus group (N = 84) and a sample undertook in-depth interviews (N = 9) to gain qualitative data on their perceptions of the intervention. Students who participated in the gameplay (G) group (N = 87) demonstrated a significant improvement in A3 compared to A2, and the non-game play (NG) group (N = 164) a significant decrease. A thematic analysis was undertaken on the focus group and interview data revealing key aspects of quiz-gameplay as a learning tool. This paper offers insight into the potential benefit of encouraging m-learning gameplay as part of revision or learning for anatomy students. This information could help educators and study support facilitate efficient revision methods as well as initiate further research into the use of anatomy gameplay to enhance the student learning experience. Practitioner Notes What is already known about this topic Repeated and formative quizzing can help memory or knowledge retention. Gameplay can help student engagement, learning and flow depending on the game in question. What this paper adds Using mobile app-based quiz-games prior to an anatomy assessment can improve student achievement. Students tend to play mobile app-based quiz-games whilst

commuting on public transport, in their free time at home and at university. Elements of mobile app-based quiz-games students identified as important are that they are interactive, allow competition, are visually appealing, provide instant feedback, are user friendly and are facilitated by the teacher. Implications for practice Educators should encourage mobile app-based quiz-games to increase short-term learning or revision. Educators should facilitate mobile learning quiz-game opportunities to encourage learning outside of the classroom. Educators wanting to integrate mobile app-based quiz-games in their classes should use the game attributes identified in this study.

## Orientation scolaire et professionnelle

Danner, M., Erard, C., Guégnard, C., & Berthaud, J. (2020). **Quand le sport (dés)orienté les parcours des jeunes** (p. 98) [Report]. INJEP. <https://halshs.archives-ouvertes.fr/halshs-02555078>

Axé sur la transition lycée-enseignement supérieur, ce rapport souligne la diversité des parcours vécus par des bacheliers et notamment des bacheliers professionnels dans le secondaire, en montrant leurs rapports pluriels aux études. Il étudie tout particulièrement comment des expériences et investissements sportifs peuvent impacter les orientations des jeunes, voire leur donner un tour inattendu, à l'image des bacheliers professionnels en STAPS ou des jeunes filles en filière masculine. L'expérience en lycée professionnel peut être perçue par certains comme une possibilité d'apprendre un métier ou d'obtenir le baccalauréat, d'autres la vivent comme une fermeture de leurs possibles, mais la plupart ont à l'horizon l'espoir de continuer leurs études. Ainsi, au travers de leur orientation et de leur engagement sportif, des bacheliers professionnels expriment une mise en projet qui les place en acteurs se saisissant des opportunités, même si elles sont très relatives, voire en voie de réduction pour l'université. Cette recherche met en évidence l'empreinte du genre mais aussi l'influence d'un environnement sportif dans la conversion d'une pratique de loisir assidue en projet de métier ou de formation dans le monde sportif.

Gueudet, G., & Vandebrouck, F. (2019). **Entrée dans l'enseignement supérieur : éclairages en didactique des mathématiques** [Research Report]. CNESCO (Conseil national d'évaluation du système scolaire). <https://hal.archives-ouvertes.fr/hal-02547063>

Martinez, M. A., Lewis, K., & Marquez, J. (2019). **College Ready at a Cost : Underrepresented Students Overwhelmed, Scared, Increasingly Stressed, and Coping**. *Education and Urban Society*, 52(5), 734-758. <https://doi.org/10.1177/0013124519887713>

As the push and expectation to attend college continues to increase, making the process of getting into college more competitive than ever before, there is a need to interrogate whether and how efforts to create a college-going culture and increase college readiness among students, particularly those from historically marginalized backgrounds, might have an adverse impact on students. This study illuminates 59 students' voices who participated in a multisite descriptive case study examining the strong college-going culture and college readiness efforts at three racially and economically diverse urban public high schools in different regions of Texas. Although students revealed positive aspects of their schools' efforts, this study focuses on some of the negative, unintended consequences related to how students felt and coped with being overwhelmed, scared, and increasingly stressed as a result of the narrow focus on



college readiness. Such findings must be considered by scholars, policymakers, and practitioners alike.

## Politique de l'éducation et système éducatif

Alcott, B., Banerji, M., Bhattacharjea, S., Nanda, M., & Ramanujan, P. (2020). **One step forward, two steps back: Transitions between home, pre-primary and primary education in rural India.** *Compare: A Journal of Comparative and International Education*, 50(4), 482-499. <https://doi.org/10.1080/03057925.2018.1527214>

A growing evidence base highlights the value of high-quality early childhood education (ECE) to children's cognitive and social development. However, far less is known about how families and children, especially in developing countries, participate in ECE or how these participation patterns reflect families' thinking and decision-making. This paper utilises a mixed-methods approach to analyse longitudinal household survey and interview data (on 7336 and 180 children, respectively) from the India Early Childhood Education Impact study. Our results indicate that children's participation trajectories in the early years (age four to eight) do not reflect the age or grade norms specified by national educational policies. And, far from being linear, children's educational pathways entail considerable back and forth between home, preschool and school. The authors argue that these trajectories reflect both poor implementation of national norms as well as an inadequate understanding among both parents and service providers of how best to support young children's cognitive development.

Ali, M. M., Hamid, M. O., & Hardy, I. (2020). **Ritualisation of testing: Problematizing high-stakes English-language testing in Bangladesh.** *Compare: A Journal of Comparative and International Education*, 50(4), 533-553. <https://doi.org/10.1080/03057925.2018.1535890>

Although use of high-stakes tests is common across developing societies, very little is known about how these tests are designed, what principles and criteria guide test construction, and what factors influence this process. The present study investigates the development of the English Paper-1 test for the Higher Secondary Certificate examination in Bangladesh, drawing on curriculum policy and test documents, and particularly on the perspectives of test writers and moderators. The findings reveal a range of conservative, compliant and context-responsive approaches that ensure the perpetuation of problematic test design practices and processes. The authors argue that these responses encourage 'ritualistic' design practices which negate concerns about test reliability and validity, and which obscure the basis by which winners and losers are created through the education system. Importantly, social celebration of this ritual does not seem to question the test architecture itself. The article contributes to our understanding of testing across societies.

Allensworth, E. M., & Clark, K. (2020). **High School GPAs and ACT Scores as Predictors of College Completion: Examining Assumptions About Consistency Across High Schools.** *Educational Researcher*, 49(3), 198-211. <https://doi.org/10.3102/0013189X20902110>

High school GPAs (HSGPAs) are often perceived to represent inconsistent levels of readiness for college across high schools, whereas test scores (e.g., ACT scores) are seen as comparable. This study tests those assumptions, examining variation across high schools of both HSGPAs and ACT scores as measures of academic readiness for college. We found students with the same HSGPA or the same ACT score graduate at very different rates based on which high school they

attended. Yet, the relationship of HSGPAs with college graduation is strong and consistent and larger than school effects. In contrast, the relationship of ACT scores with college graduation is weak and smaller than high school effects, and the slope of the relationship varies by high school.

ALSharari, M. R. M. (2019). **Evaluating Universities' Readiness in Qualifying Graduates to Achieve Saudi Vision 2030: A Constructive Analysis of Baldrige Scale**. *Education and Urban Society*, 52(5), 800-842. <https://doi.org/10.1177/0013124519877152>

The study sought to measure the Saudi universities' capabilities and readiness for qualifying graduates to achieve the Saudi Vision 2030 to overcome the gap between the readiness of the university and the national goal if exist to help decision makers to explore actual achievements against the national goals. To assess the performance, this study adopted the Baldrige Scale for excellence in education as a measurement tool which was modified by adding the scientific research requirements and collaboration among universities and university investments as a modern domain of the scale's entities based on Saudi Vision demands 2030. A Baldrige-based survey has been conducted on a study group of (n = 540) academics from the Northern Border University. Following a statistical test of Relative Importance Index (RII) and the Contractual Pathway Analysis, the study revealed that the university's readiness to outcome a qualified graduate is relatively moderate, with a clear decline in the university investment and research publication consultants. Furthermore, there is a strong correlation between the measurement entities used in the readiness test.

Andreu, S., Cioldi, I., Conceicao, P., Eteve, Y., Fabre, M., Le Breton, S., Persem, E., Portelli, T., Rocher, T., Vourc'h, R., & Wuillamier, P. (2020). **Évaluations point d'étape à mi-CP 2019-2020: Premiers résultats**. *Note d'Information*, 20.14. <https://www.education.gouv.fr/evaluations-point-d-etape-mi-cp-2019-2020-premiers-resultats-303441>

En 2019, l'ensemble des élèves de sixième ont été évalués en français et en mathématiques sur support numérique (820 000 élèves dans plus de 7 000 établissements) pour la troisième année consécutive. En français, plus de huit élèves sur dix ont une maîtrise satisfaisante ou très bonne des connaissances et des compétences évaluées en début de sixième. En mathématiques, ils sont presque sept sur dix. Ces résultats sont très proches de ceux observés en 2018. Les écarts entre académies restent importants. Si la tonalité sociale des académies est susceptible d'expliquer une partie de ces écarts, certaines se distinguent toujours par de meilleurs résultats que ceux attendus compte tenu des profils sociaux de leurs élèves. Ainsi, l'analyse des écarts de maîtrise entre élèves selon leur origine sociale montre que certaines académies parviennent à combiner efficacement performance et équité à l'entrée au collège.

Balcone, T. (2020). **Les dépenses de R&D des entreprises en 2018 (données provisoires)**. *Note Flash du SIES*, 5. <https://www.enseignementsup-recherche.gouv.fr/cid151314/les-depenses-de-r-d-des-entreprises-en-2018-donnees-provisoires.html>

En 2018, la dépense intérieure de recherche et développement progresse de 1,7 %, en volume, au même rythme qu'en 2017. Dans un contexte où le produit intérieur brut (PIB) est dynamique la même année (+1,7 % en 2018), le ratio DIRDE/PIB est inchangé, à 1,44 %. La R&D dans l'industrie s'accroît légèrement (+0,9 %), grâce à la hausse de la R&D dans l'automobile et malgré la poursuite de la baisse dans l'industrie pharmaceutique, la R&D dans l'aéronautique augmentant légèrement. La R&D dans les services reste porteuse (+5,2 %). Les effectifs de R&D s'accroissent de 3,7 % en 2018 (+3,8 % en 2017). En particulier, les effectifs de chercheurs et

ingénieurs de R&D augmentent de 4,0 % (+5,9 % en 2017). Les trois premières régions en matière de dépenses intérieures de R&D - Ile de France, Auvergne-Rhône Alpes et Occitanie - réalisent 68 % de la DIRDE nationale et emploient 65 % des effectifs de R&D.

Balsa, A., Cid, A., & Zardo, A. L. (2019). **Providing academic opportunities to vulnerable adolescents: A randomized evaluation of privately managed tuition-free middle schools in Uruguay**. In *Documentos de Trabajo/Working Papers* (N° 1904; Documentos de Trabajo/Working Papers). Facultad de Ciencias Empresariales y Economía. Universidad de Montevideo. <https://ideas.repec.org/p/mnt/wpaper/1904.html>

We conducted a randomized evaluation of three privately managed middle schools in Uruguay aimed at providing education opportunities to adolescents from low income socioeconomic status. At 3-year follow-up, treatment students fare better in terms of academic promotion and school retention. Students in treatment schools, present also better mental health, as represented by lower rates of internalizing behaviors and social problems than students in the control group. In addition to tutoring and other learning strategies reported in previous qualitative analyses of these schools, our findings suggest that a culture of high expectations, a caring and disciplined school climate, and parental involvement in the school could account for some of the observed differences in academic trajectories and mental health.

Banker, D. V., & Bhal, K. T. (2019). **Creating world class universities : Roles and responsibilities for academic leaders in India**. *Educational Management Administration & Leadership*, 48(3), 570-590. <https://doi.org/10.1177/1741143218822776>

Indian universities have been facing difficulty getting world-class status as a very few Indian higher educational institutions have made it through the global rankings. We need to understand the unique challenges of the Indian higher education sector and what academic leaders of globally ranked institutions do to respond to those challenges. The interview-based qualitative study was designed to identify the key roles and responsibilities of leaders. Nvivo Pro was used for the initial analysis of the interview scripts of twelve academic leaders of globally ranked higher educational institutions. Nine responsibilities – visioning, fundraising, safeguarding, managing intellectuals, attracting bright students, social inclusion, social responsibility, engaging into academics, and administration – were explored under four latent categories of academic leadership roles that included boundary spanning, nurturing human talent, social contribution, and operations using a 'six-step thematic analysis approach'. These roles are discussed in the 'Results and discussion' section with respect to the challenges that the Indian higher education sector faces. Our paper identified a unique emerging theme 'social inclusion' that plays a vital role in the worldwide status of Indian higher education. We provide a few guidelines for developing and strengthening Indian academic leadership as well.

Belzil, C., Maurel, A., & Sidibé, M. (2020). **Estimating the Value of Higher Education Financial Aid : Evidence from a Field Experiment** (Número 13096). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp13096>

Using data from a Canadian field experiment on the financial barriers to higher education, we estimate the distribution of the value of financial aid for prospective students. Our results point out that a considerable share of prospective students are affected by credit constraints. We find that most of the individuals are willing to pay a sizable interest premium above the prevailing market rate for the option to take up a loan, with a median interest rate wedge

equal to 6.8 percentage points for a \$1,000 loan. The willingness-to-pay for financial aid is highly heterogeneous across students, with preferences and in particular discount factors, playing a key role in accounting for this variation.

Berriche, M. (2019). **From A Social Experiment To A Public Educational Policy : A Long Journey. Sciences Po Review of Public Affairs.** <https://hal.archives-ouvertes.fr/hal-02527164/document>

Alors qu'il touche au moins 10% des élèves, le harcèlement scolaire est un enjeu éducatif majeur qui concerne la majorité des écoles et collèges français. Cette importante prévalence justifie donc la nécessité d'avoir un programme de lutte qui puisse être généralisé à l'échelle du territoire national. Toutefois, il n'existe à ce jour pas de preuve solide concernant l'effet des différents dispositifs de prévention sur le déclin de la violence à l'école et du harcèlement scolaire car la majorité des évaluations de ces programmes ne sont pas de nature expérimentale. Afin de répondre aux limites soulevées par la littérature scientifique, le réseau national France Médiation a mis en place un programme de Médiation Sociale en Milieu Scolaire (MSMS) évalué par une équipe d'économistes du Laboratoire Interdisciplinaire d'Évaluation des Politiques Publiques (LIEPP) de Sciences Po et soutenu par le Fonds d'Expérimentation pour la Jeunesse (FEJ). Il s'agit du plus grand essai contrôlé randomisé d'une intervention scolaire pour réduire le harcèlement. À partir d'une étude de cas de ce dispositif, cet article explique quels sont les pré-requis nécessaires à la généralisation d'une expérimentation sociale et quelles sont les difficultés qui peuvent arriver et doivent être surmontées afin d'aboutir à terme à la conception d'une politique publique.

Biddle, C., & Brown, L. M. (2020). **Banishing "Siberia" and Student Seclusion : Leading Trauma-Informed Systems Change in a Rural School.** *Journal of Cases in Educational Leadership*, 23(2), 85-97. <https://doi.org/10.1177/1555458920910771>

Trauma-informed school practices require enactment of trauma-informed principles including prioritizing students' physical and psychological safety, connection, cultural responsiveness, and student empowerment. These principles frequently challenge teachers' preexisting beliefs about rules, consequences, and the intention behind student behaviors. In this case, an early career principal must address the actions of several teachers who chose to reinstate a previously existing seclusion room that had been transformed into a food pantry. The case highlights issues in supporting staff divided around school change, being an early career school leader in a rural school with high leadership turnover, and managing relationships between staff and external school partners.

Blouet, L., Charpentier, A., & Odin-Steiner, D. (2020). **Dédoublément des classes de CP en éducation prioritaire : Exploitation des enquêtes auprès des enseignants après deux années de déploiement.** *Note d'Information*, 20.14. <https://www.education.gouv.fr/dedoublement-des-classes-de-cp-en-education-prioritaire-303210>

Les circonscriptions se sont fortement impliquées dans la mise en œuvre de la mesure de dédoublement. L'ensemble des enseignants interrogés, qu'ils exercent ou pas en éducation prioritaire, ont bénéficié d'un surcroît de formation en 2018-2019. En classe de CP dédoublé, les enseignants se sentent plus confiants dans leur capacité à faire réussir tous les élèves, à gérer la classe et à pratiquer la différenciation pédagogique. Ils ont également davantage confiance dans les capacités de leurs élèves. Leurs pratiques de classe sont tournées vers le soutien des élèves et la stimulation cognitive. Elles favorisent la différenciation pédagogique tant pour l'enseignement du français que pour celui des mathématiques.

Bosset, I., Duc, B., & Lamamra, N. (2020). **La formation professionnelle en Suisse : Des limites révélées par les résiliations de contrat d'apprentissage.** *Formation emploi*, n° 149(1), 39-60.

En Suisse, l'apprentissage dual représente la voie de formation professionnelle initiale la plus fréquentée. Il est reconnu pour ses succès, en termes d'apprentissage d'un métier et d'insertion professionnelle. Néanmoins, près d'un quart des apprentis résilie leur contrat d'apprentissage de manière prématurée. Analyser ce phénomène en comparant deux filières de formation professionnelle basées sur ce dispositif permet d'interroger le système de formation professionnelle suisse et la transition école-travail qui lui est rattachée.

Brydges, C., & Mkandawire, P. (2020). **Perceptions and experiences of inclusive education among parents of children with disabilities in Lagos, Nigeria.** *International Journal of Inclusive Education*, 24(6), 645-659. <https://doi.org/10.1080/13603116.2018.1480669>

This paper draws on empirical findings from Lagos, Nigeria, and applies theoretical perspectives from the social and cultural models of disability to examine the everyday experiences of parents of children with disabilities in relation to inclusive and special needs schools. A phenomenological study was conducted to engage with the lived experiences of parents of children with disabilities. Twelve parents of children with disabilities (10F, 2M) living in Lagos participated in semi-structured interviews. The research findings were analyzed through thematic content analysis to identify perceptions and experiences of parents of children with disabilities. The findings show that, given the limited capacity of the state to deliver inclusive education, parents of children with disabilities express mixed feelings about the policy's true worth; while some parents applaud the system, others see it as a threat to their children's social integration and future prospects. The findings also show that there is a perception that certain disabilities are more 'includable' within the country's inclusive learning settings than others, based on a cultural logic that places different bodily impairments on a hierarchy. Furthermore, the findings show that because women are held as responsible when a child is born with a disability, women typically bear the burden of meeting the health and education needs of such a child. This paper seeks to highlight the experiences of parents to shed light into complexities that arise when poor countries with severe resource pressures and weak political will experiment with inclusive education policy, and sociocultural barriers that can hinder implementation.

Bush, T. (2020). **Losing the position and status of principal : Implications for self-esteem and role identity.** *Educational Management Administration & Leadership*, 48(3), 417-418. <https://doi.org/10.1177/1741143219898943>

Campbell, A. C. (2020). **'Giving back' to one's country following an international higher education scholarship: Comparing in-country and expatriate alumni perceptions of engagement in social and economic change in Moldova.** *Compare: A Journal of Comparative and International Education*, 50(4), 573-591. <https://doi.org/10.1080/03057925.2018.1540925>

This qualitative study explores how graduates of Western higher education view their contributions to their home country's social and economic development by comparing groups of international scholarship alumni who have returned to live in Moldova and expatriate alumni. Results indicate that country of residency influences one's perceived contributions to the home country: alumni regard those living in Moldova as being more effective in creating change and that living abroad diminishes one's influence. Notably, some graduates equate daily life contending with Moldova's difficult conditions with contributing to national development.



Moreover, 'cyclical mobility' – short-term engagements in Moldova – is proposed as a promising approach to affect change from abroad. Finally, respondents report that mobility decisions are strenuous, as they consider multiple factors other than desire to 'give back'. Findings provide insight and nuance to the long-term efficacy of international higher education, and scholarship programmes specifically, to spur development in low- and middle-income countries.

Chen, W.-L., Elchert, D., & Asikin-Garmager, A. (2020). **Comparing the effects of teacher collaboration on student performance in Taiwan, Hong Kong and Singapore.** *Compare: A Journal of Comparative and International Education*, 50(4), 515-532. <https://doi.org/10.1080/03057925.2018.1528863>

Teacher collaboration is generally believed to relate positively to student performance. Although many researchers have investigated the influence of teacher collaboration on student performance, much of this work is confined to Western educational contexts. This study used data from the Progress in International Reading Literacy Study (PIRLS) 2011 to test the influence of teacher collaboration on student performance in Taiwan, Hong Kong and Singapore. Results of multi-level models suggest that teacher collaboration is not a significant predictor of student performance in those countries. This study contributes to the literature on teacher collaboration by providing counter evidence to the relationship between teacher collaboration and student performance in Taiwan, Hong Kong and Singapore.

Cohn, R. M. (2020). **Effects of public-school choice on private schools: Evidence from open enrollment reform** (Numéro 23). Canadian Labour Economics Forum (CLEF), University of Waterloo. <https://EconPapers.repec.org/RePEc:zbw:clefwp:23>

This paper investigates the effect of a policy-induced increase in public school competition on private school enrollment and budget outcomes. I exploit a natural experiment created by the introduction of an open enrollment policy that expanded public school choice opportunities and increased competitive pressure on private schools. Using a new data set constructed from mandatory nonprofit information returns and school enrollment records, I find that an increase in public school competition reduces private school enrollment. Secular and Catholic school enrollment is most responsive to increased public school choice, whereas other Christian and other faith schools experience no reduction in enrollment. The negative enrollment effects are concentrated among high school age students. I find no evidence that private schools respond to this increased public school choice by adjusting their revenue and spending choices

Conseil supérieur de l'éducation. (2020). **Définitions et modalités de la formation à distance.** Conseil supérieur de l'éducation. <https://www.cse.gouv.qc.ca/wp-content/uploads/2020/04/50-2108-ER-Formation-a-distance.pdf>

La formation à distance (FAD) est longtemps restée en marge des études supérieures, destinées à des étudiantes et des étudiants eux-mêmes marginaux (Lee, 2017) et non aux élites fréquentant les universités traditionnelles. Même lorsqu'ils étaient intégrés à des établissements reconnus, les départements d'études à distance ont d'abord agi de manière indépendante, comme des entreprises placées au cœur des universités générant leurs propres revenus; l'éducation offerte hors des salles de cours par le biais des technologies disponibles était alors vue avec suspicion, voire avec mépris (Pittman, 2013). Pourtant, la FAD a connu une croissance fulgurante au cours du 20<sup>e</sup> siècle, s'adaptant tour à tour à la radio, à la télévision et, enfin, aux technologies de l'information (TIC) et au Web. Avec les nouvelles avenues de communication et d'innovation pédagogique ayant accompagné le déploiement de l'Internet, le 21<sup>e</sup> siècle

s'est ouvert sur un changement de paradigme complet concernant la forme, la disponibilité et l'offre de FAD de même que l'attitude des établissements d'enseignement envers celle-ci. Ni marginale ni simple complément au cursus traditionnel, la FAD fait maintenant partie intégrante de l'éducation et de la société en général (Bozkurt, Akgun Ozbek, Yilmazel et autres, 2015). Formel ou informel, l'apprentissage se trouve dorénavant au bout des doigts de quiconque désire apprendre et dispose d'un accès au Web. La recherche sur les fondements théoriques et sur les bonnes pratiques de FAD a évolué en parallèle avec l'augmentation de l'offre, parfois dans l'ignorance de l'évolution conceptuelle de la discipline et de ses fondements historiques (Saba, 2013). Il en résulte aujourd'hui une multiplication des définitions de la FAD et une grande confusion dans les expressions utilisées pour en décrire les modalités : plusieurs peuvent désigner le même construit, ou encore une même expression peut représenter plusieurs réalités différentes. La difficulté d'établir la validité des définitions et des modalités de la FAD s'en trouve accrue de même que la possibilité de mener des études empiriques et comparatives.

Costrell, R. M., Hitt, C., & Shuls, J. V. (2020). **A \$19-Billion Blind Spot: State Pension Spending.** *Educational Researcher*, 49(3), 220-223. <https://doi.org/10.3102/0013189X20912754>

In this brief, we examine an important but obscure form of state spending on K–12 education—state subsidies of school district pension costs. In 2018, this exceeded \$19 billion across 23 states. To put that amount into perspective, 2018 federal spending on Title I programs was \$15.8 billion. This revenue stream is often ignored in analyses of state aid for K–12 and its distribution across districts. Until recently, accounting standards did not require pension plans to report these implicit subsidies to the school districts, so they did not typically know the size of their subsidy. In some important cases, it was missing from state totals for education aid. In the first comprehensive tabulation of these data, we show that this subsidy can be as much as \$2,400 per pupil, as it is in Connecticut. In Illinois, it comprises an additional 56% of state spending on K–12 on top of all formula and categorical aid.

Dobson, T., Rose, A., Parton, G., & Hart, M. (2018). **Boundary crossing in school governing bodies: Perspectives from the business community.** *Educational Management Administration & Leadership*, 48(3), 532-548. <https://doi.org/10.1177/1741143218814005>

Policy changes to school governance have led to Governing Bodies (GBs) increasingly appointing skilled professionals from the business community. Research into these GBs views governors from business as a threat to lay governors and the stakeholder model. Whilst there has been exploration of the contributions of business governors, the ways in which business volunteers develop into their new roles as business governors have not been captured. This article is drawn from an evaluation of Lloyds Banking Group's (LBG) school governance programme where 18 LBG employees were interviewed throughout the first year in their governor roles. Adapting Young's categorisation of knowledge as 'managerial', 'educational' and 'lay', this article articulates how LBG governors acquired 'educational' and 'lay' knowledge to transform their practices and how this was underpinned by 'authenticity' associated with the stakeholder model. The article presents perspectives from other GB stakeholders which suggest that the transformation of the LBG governors' practice has impacted upon GBs, with them crossing boundaries between landscapes of practice. The implications are that, within the context of performativity, the wider business sector has a role to play in school governance. Understanding governor professional development is key to this.

Edmark, K., Hussain, I., & Haelermans, C. (2020). **The Impact of Voucher Schools : Evidence From Swedish Upper Secondary Schools** (Numéro 3/2020). Stockholm University, Swedish Institute for Social Research. [https://EconPapers.repec.org/RePEc:hhs:sofiwp:2020\\_003](https://EconPapers.repec.org/RePEc:hhs:sofiwp:2020_003)

Empirical studies investigating the impact of private voucher schools on student outcomes have focused on a number of mechanisms, including productivity and competitive effects. Arguably, the possibility that these voucher schools may provide greater variety, in terms of education options or tracks remains an understudied area. This paper exploits the rapid expansion of private academic and vocational track schools in Sweden, to address this question. We uncover new evidence that the introduction of private voucher schools induced greater vocational education participation, and not simply a substitution of public for private vocational schools. In effect, private school penetration led to a switch away from academic tracks, including both science and social science, in favour of vocational options. We then ask what impact inducing greater participation in vocational education had on short- and medium-term outcomes, including GPA, on-time graduation from high school, university participation and field of study at university. We discuss other possible mechanisms, including changes in peer and teacher quality.

Edmark, K., & Persson, L. (2020). **The Impact of Attending An Independent Upper Secondary School: Evidence from Sweden Using School Ranking Data** (Numéro 2/2020). Stockholm University, Swedish Institute for Social Research. [https://EconPapers.repec.org/RePEc:hhs:sofiwp:2020\\_002](https://EconPapers.repec.org/RePEc:hhs:sofiwp:2020_002)

This paper provides a comprehensive study on how attending a Swedish Independent upper secondary school affects students' academic and short-term post-secondary outcomes. Beyond having access to population registers that measure school attendance and student outcomes, we are able to control for student preferences for independent provision, as stated in school application forms. The results from a CEM/VAM approach suggest a positive independent school effect on: final GPA, test results in English and Swedish, the likelihood of graduating on time, and attending post secondary education. However, we also find a larger discrepancy between the final grade and the standardized test result among the independent school students, in a way that accords with more lenient grading practices among independent schools. Results from a difference-in-difference analysis around admission thresholds yielded no additional insights, due to imprecise estimates.

Fine-Davis, M., & Faas, D. (2020). **Equality and diversity in vocational education : A cross-cultural comparison of trainers' and trainees' attitudes in six European countries**. *Compare: A Journal of Comparative and International Education*, 50(4), 500-514. <https://doi.org/10.1080/03057925.2018.1523676>

This article presents results of a cross-cultural comparison of trainer and trainee attitudes towards a variety of diversity issues, notably attitudes towards non-national trainees and those from other ethnic, religious and racial groups. Cross-cultural comparisons are made in the six European countries studied: France, Ireland, Italy, Latvia, Spain and the UK. The sample included 469 respondents (273 trainees and 196 trainers). There were consistent findings showing that trainees were more positive in their attitudes to cultural diversity, and specifically more tolerant and accepting of non-national and ethnically diverse fellow trainees than were their trainers. These findings largely corroborate those obtained from secondary school students and their teachers in the wider study. The results are discussed in light of country differences in

relation to migration patterns and interpreted in light of contact theory. We also highlight implications for social inclusion and education and training policies across Europe.

Fitzpatrick, B. R., Berends, M., Ferrare, J. J., & Waddington, R. J. (2020). **Virtual Illusion : Comparing Student Achievement and Teacher and Classroom Characteristics in Online and Brick-and-Mortar Charter Schools.** *Educational Researcher*, 49(3), 161-175. <https://doi.org/10.3102/0013189X20909814>

As researchers continue to examine the growing number of charter schools in the United States, they have focused attention on the significant heterogeneity of charter effects on student achievement. Our article contributes to this agenda by examining the achievement effects of virtual charter schools vis-à-vis brick-and-mortar charters and traditional public schools and whether characteristics of teachers and classrooms explain the observed impacts. We found that students who switched to virtual charter schools experienced large, negative effects on mathematics and English/language arts achievement that persisted over time and that these effects could not be explained by observed teacher or classroom characteristics.

Gao, X. (Andy), & Zheng, Y. (2020). **'Heavy mountains' for Chinese humanities and social science academics in the quest for world-class universities.** *Compare: A Journal of Comparative and International Education*, 50(4), 554-572. <https://doi.org/10.1080/03057925.2018.1538770>

This paper explores the impacts of research excellence evaluation entailed in global ranking exercises, a control strategy characteristic of new managerialism, on Chinese Humanities and Social Sciences (HSS) academics. The enquiry combines the Critical Incidents Technique (CIT) and internet-based discourse analysis, drawing on mass media texts and social media discussions. Our analysis identified three major dilemmas that may be created for Chinese HSS academics by their country's aspirations for world-class universities embedded in its complicated socio-political context. First, a highly centralised system restrains academics' autonomy to decide what to research and where to publish. Second, they are conflicted by the need to simultaneously attend to nationalistic interests and publish internationally. Third, ideological correctness is highly important. These findings invite us to reflect on the profound impact of university ranking exercises as a mode of university governance on HSS academics in many contexts.

García-Campos, M.-D., Canabal, C., & Alba-Pastor, C. (2020). **Executive functions in universal design for learning : Moving towards inclusive education.** *International Journal of Inclusive Education*, 24(6), 660-674. <https://doi.org/10.1080/13603116.2018.1474955>

The aim of this study is to understand the way in which executive functions are promoted in students by analyzing the Universal Design for Learning (UDL) principles, guidelines and checkpoints. After having performed a content analysis of such material, the results show that a little over half of the 31 checkpoints address the 12 executive functions being considered, the most prominent being: feedback response, planning, metacognition and organisation. Among the three brain networks represented in UDL, in particular, cognitive control has a more relevant presence in the strategic and affective networks, which indicates the importance given to teachers promoting that students learn how to anticipate, structure and decide their learning actions, and how students can rebuild their experience and learning, through reflection, revision and improvement processes. It is concluded that UDL not only constitutes a framework that enhances improvement towards barrier elimination to students' learning and participation,

but it also provides guidance for classroom practices that can improve the executive ability of students as long as there is encouragement to develop the affective dimension and its internal management within the learning context.

Göktürk, Ş., Tülübaş, T., & Keklik, Y. (2018). **Macro role transition after subtractive status degradation: A case study of Turkish principals.** *Educational Management Administration & Leadership*, 48(3), 419-439. <https://doi.org/10.1177/1741143218817551>

This qualitative case study examines the macro role transition experiences of the ex-school principals who were returned to teaching following an abrupt policy change in 2014. Based on an existing model of macro role transition and role identification by Ashforth, the present study aims to understand the challenging consequences of this subtractive status degradation for these ex-principals as well as their identity remaking processes. The data was collected through semi-structured interviews with 15 ex-principals who underwent this experience. The thematic analysis of the data revealed that the high-magnitude and socially undesirable nature of their macro role transition fostered negative valence and increased the difficulty of transferring into the teaching role. The analysis also demonstrated that this troublesome role transition experience had some detrimental effects on their identity remaking. A well-planned and clearly articulated policy change could provide principals with the necessary psychological and academic support, and lessen the speculations that could have impaired the role transition process.

Hedegaard-Soerensen, L., & Grumloese, S. P. (2020). **Exclusion: The downside of neoliberal education policy.** *International Journal of Inclusive Education*, 24(6), 631-644. <https://doi.org/10.1080/13603116.2018.1478002>

This article reports on an empirical, social-anthropological study of inclusion/exclusion in Danish public school education. The study sheds light on the downside of a neoliberal education policy that emphasises achievement. In spite of the best intentions of Danish education policy that inclusion and learning achievement should be two equal goals, it seems that inclusion, differentiation, and children in need are overlooked by teachers (during teaching), resulting in some children being excluded from classroom activities. The study is a case study of two teams of teachers over a two-year period (2014 and 2015) in one school. By analyzing vignettes of the practice of teaching, as well as interviews and discussions with teachers, the study reports on the downsides of neoliberal education policy. This policy leads to a form of teaching which focuses on school subjects and student achievement, thereby overlooking and thus excluding children who do not live up to expectations regarding their school performance.

Heemskerk, K. (2019). **The multidimensionality of conflict in supervisory boards in education in the Netherlands.** *Educational Management Administration & Leadership*, 48(3), 549-569. <https://doi.org/10.1177/1741143219827302>

This article aims to clarify the effects of conflicts on the task performance of supervisory boards in education. Management studies on conflicts on corporate boards sometimes find a positive effect and sometimes a negative effect on the performance of boards. These mixed findings are considered a result of the triggering of harmful personal conflicts through disagreements about process and content within boards. In order to gain more insight into the complex ways in which conflicts influence the effectiveness of supervisory boards in education, a multidimensional operationalisation of conflict has been designed, in which three different types of conflict – task, process and relationship conflict – are distinguished. Chairs of the



executive boards of schools in the Netherlands (N = 300) were questioned via a survey on various conflict dimensions and their supervisory board's task performance. The results of hierarchical regression analyses underscore the need for a multidimensional approach to conflicts on supervisory boards in education. Task conflict has a positive effect and relationship conflict a negative effect, while process conflict seems to have no significant effect on supervisory board effectiveness. Furthermore, task conflicts have a mitigating, rather than a triggering, effect on relationship conflicts. Supervisory boards in education should therefore not avoid substantive discussions on the differences of opinion among their members to be more effective.

Hughes, B. C. (2019). **Investigating the CEO of a MAT : Examining practices and positions on 'the street'**. *Educational Management Administration & Leadership*, 48(3), 478-495. <https://doi.org/10.1177/1741143219833688>

The emergence of Chief Executive Officers as leaders of educational service providers is positioned in multi academy trusts, the preferred structure of schooling in England. Within this structure, the Chief Executive Officer position is distinct and different from previous constructs of headteachers, since the Chief Executive operates at both street level, that is within the MAT, and beyond 'the street'. In this article, I argue that a new conceptualisation of the headteacher is needed to explain the emerging position and practices of the Chief Executive Officer. These include the interface with the market, adopting entrepreneurial dispositions and constructing professional and business networks. I typologise these practices and positioning through the analysis of empirical data gathered from the Leadership of the Lawrence Trust Project and its Chief Executive Officer, KT Edwards.

Jarraud, F. (2020a, avril 23). **L'Union européenne atteint 40% de diplômés du supérieur**. Le café pédagogique.

[http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/04/23042020Article637232245639391759.aspx?actId=ebwp0YMB8s1\\_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN\\_MAIL&actSource=502352](http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/04/23042020Article637232245639391759.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmf&actCampaignType=CAMPAIGN_MAIL&actSource=502352)

Selon Eurostat, l'office statistique de la commission européenne, 40% des 30-34 ans de l'Union européenne sont diplômés du supérieur. L'Union européenne atteint l'objectif qu'elle s'était fixé. En 2002 ce pourcentage était de 22%. Dix-huit pays ont dépassé leur objectif national pour 2020 mais pas la France dont l'objectif est de 50%. On comptait en France 31% de diplômés du supérieur en 2002 . On est maintenant à 47,5%. A noter un très fort écart entre les sexes : 42% pour les garçons, 52% pour les filles. Peut-être plus important, le pourcentage de décrocheurs (pourcentage des 18-24 ans qui n'ont pas été au-delà du collège et qui ne sont pas en formation) atteint les 10% contre 15% en 2006. La France fait partie des 16 pays ayant atteint son objectif national avec 8.2% de décrocheurs (10% pour les garçons et 7% pour les filles). Certains pays font nettement mieux : 4% en Pologne, 5% en Tchéquie ou Slovaquie. Notons aussi le Portugal : 38% en 2006 contre 14% en 2020.

Jarraud, F. (2020b, avril 28). **CP : Quel effet des réformes Blanquer ?** Le café pédagogique. <http://www.cafepedagogique.net/lexpresso/Pages/2020/04/28042020Article637236572782878125.aspx>

Fleuron des réformes menées par JM Blanquer depuis 2017, le dédoublement des classes de CP et la réforme pédagogique menée dans ces classes portent-ils des fruits ? Deux Notes de la Depp (Division des études du ministère de l'éducation nationale), montre que les progrès sont

maigres voir inexistants. Si les enseignants des classes de CP dédoublés se sentent plus confiants, il n'est pas possible de dire que cela a quelque chose à voir avec les dédoublements eux-mêmes. Par contre l'étude de la Depp montre le maintien d'un fort écart entre les classes de rep et rep+ et hors éducation prioritaire. Alors que les réformes Blanquer ont coûté des milliers de postes, les grands progrès promis ne sont pas au rendez-vous.

Johnson, O. A. (2020). **Losing STEAM : A Case Study of Failure in School Reform.** *Journal of Cases in Educational Leadership*, 23(2), 60-69. <https://doi.org/10.1177/1555458920903091>

This study examines issues encountered during a school's first year implementing science, technology, engineering, arts, and math (STEAM) curriculum. The school year began with multiple changes in leadership, including the appointment of a School Operations Manager and Teacher on Special Assignment, who took on respective roles of principal and assistant principal. Tension between school and district leadership, a teacher's arrest, and lack of adequate training for the school's teachers contributed to the failure of the eighth-grade level's first-quarter STEAM unit. This study delves into events leading up to—and tensions surrounding—the team's decision to begin a new unit in the second quarter.

Krischler, M., & Pit-ten Cate, I. M. (2020). **Inclusive education in Luxembourg: Implicit and explicit attitudes toward inclusion and students with special educational needs.** *International Journal of Inclusive Education*, 24(6), 597-615. <https://doi.org/10.1080/13603116.2018.1474954>

The aim of the current study was to investigate attitudes of Luxembourgish adults toward students with special educational needs (SEN) and their inclusion into mainstream schools. Positive attitudes can facilitate inclusion, furthering the acceptance of students with SEN. Implicit and explicit attitudes may have differential impact on behaviour toward students with SEN, however, to date, there is little research combining explicit and implicit attitudes measurement tools. Participants (N=161) completed an evaluative priming task, the Attitudes Toward Inclusive Education in the Population questionnaire as well as the German version of the Attitudes toward Inclusive Education Scale. Results show that participants expressed positive attitudes toward inclusive education in general. Participants' implicit attitudes toward students with differing types of SEN varied, with neutral attitudes toward students with learning difficulties and negative attitudes toward students with challenging behaviour. In addition, participants' explicit attitudes toward the inclusion of students with learning difficulties or challenging behaviour in mainstream classrooms were negative. In sum, although people may support the general idea of inclusion, when asked about their attitudes toward students with specific types of SEN, and the inclusion of these students in mainstream schools, participants' attitudes were rather negative. The implications of these findings for the inclusion and acceptance of students with SEN in education and society are discussed.

Langørger, E., Kermit, P., & Magnus, E. (2020). **Gatekeeping in professional higher education in Norway: Ambivalence among academic staff and placement supervisors towards students with disabilities.** *International Journal of Inclusive Education*, 24(6), 616-630. <https://doi.org/10.1080/13603116.2018.1476599>

Despite legislative regulations, many students with disabilities face barriers to their participation in higher education. In professional education, the requirements for placement practice add to the barriers for both students who need to disclose their impairments and request special arrangements, and staff who need to make the arrangements to accommodate to the students' special needs. The aim of this qualitative study was to explore the perspectives of

academic staff and placement supervisors on supporting students with disabilities in professional programmes within health care, social work and teaching. Data were generated from focus group discussions with 13 lecturers who worked with students on campus, and 8 professionals who supervised students during practice placement. The results indicate an ambivalence among the staff and supervisors regarding working with students with disabilities. This ambivalence seems to be triggered by conflicting roles and values, unclear outcome measures to evaluate the students, a lack of knowledge of how to accommodate, time constraints, insufficient institutional support, as well as a lack of openness regarding students with disabilities in professional courses. The results call for an increased awareness of how complex processes in the structural and cultural environments affect students' disclosure of disability and the collaboration between the stakeholders.

Lorenz, S., & Benhamou, E. (2020). **Les organisations du travail apprenantes : Enjeux et défis pour la France.** France stratégie.  
<https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2020-dt-organisations-du-travail-avril.pdf>

Grâce à l'exploitation de données statistiques très riches sur plusieurs dimensions de la qualité du travail et des emplois (conditions de travail, accès à la formation, statut de l'emploi, qualité du management, satisfaction et reconnaissance au travail notamment), ce document analyse les liens statistiques et empiriques, en prenant en compte la taille des entreprises, le secteur d'activité et la catégorie socioprofessionnelle des salariés, entre les principaux modèles d'organisation existants et la qualité du travail et de l'emploi. Il compare aussi l'organisation du travail apprenante aux autres modèles en termes de diffusion des innovations en France et en Europe. De nombreux constats se dégagent de ce travail. Un faisceau d'indices montre que l'organisation du travail apprenante procure plus d'opportunités en matière de qualité du travail et en matière de diffusion d'innovations nouvelles. Toutefois, elle tend à perdre du terrain en France, notamment en faveur d'une autre forme d'organisation du travail : le modèle Lean, qui n'est pas adapté aux défis du futur. En outre, le taux de participation des salariés dans les organisations apprenantes est inférieur à celui de plusieurs pays européens, en particulier les pays d'Europe du Nord et scandinaves. Après avoir identifié les freins potentiels à la diffusion d'organisations du travail apprenantes, ce document propose un certain nombre de pistes d'action pour favoriser davantage leur diffusion en France.

Lumino, R., & Gambardella, D. (2020). **Re-framing accountability and learning through evaluation: Insights from the Italian higher education evaluation system.** *Evaluation*, 26(2), 147-165. <https://doi.org/10.1177/1356389019901304>

Although the relation between accountability and learning is a key issue in the field of evaluation, the existing conceptualizations include significant gaps and shortcoming. This article seeks to bridge some of the identified gaps, overcoming the dichotomy between learning and accountability and the overemphasis on accountability, and offering a more nuanced account of various forms of positive and negative learning. We propose a theory-informed reconceptualization of both accountability and learning in order to develop an interpretative framework that recognizes their plurality and brings them together through evaluation. To make visible the analytical potential of our reconceptualization, we present the Italian higher education evaluation system as a source of illustrative examples. Our analysis confirms that accountability and learning are inextricably interconnected and that multiple forms of learning can be envisaged by taking into account the mutual relationship among

organizational arrangements, evaluative practices and cultural codes. We argue that such kind of analysis allows to remove the taken-for-granted aspects of evaluation practices, challenging the often-implicit assumptions about their virtues as well as their weaknesses in order to see what evaluation actually does in a particular situation.

Mahfouz, J. (2018). **Principals and stress: Few coping strategies for abundant stressors.** *Educational Management Administration & Leadership*, 48(3), 440-458. <https://doi.org/10.1177/1741143218817562>

Various job demands continue to be very stressing and exhausting for school administrators who have to work under unprecedented pressure. This qualitative study explores the various stressors school administrators experience and the coping strategies they utilize to manage their stress. Findings show that the various stressors experienced by the school administrators do affect their job performance and their own wellbeing. Principals mentioned three main types of stressors related to work, relationships and time. They also experienced some unpleasant feelings in response to these stressors such as guilt, a sense of unfairness, loneliness, or disappointment. However, their coping strategies comprised of spending time with loved ones and having an outlet outside work. Implications for social emotional skills-based professional development programmes for school administrators are discussed.

Majee, U. S., & Ress, S. B. (2020). **Colonial legacies in internationalisation of higher education : Racial justice and geopolitical redress in South Africa and Brazil.** *Compare: A Journal of Comparative and International Education*, 50(4), 463-481. <https://doi.org/10.1080/03057925.2018.1521264>

Internationalisation of higher education has mostly been theorised from a Euro-American perspective, taking less into account how legacies of colonial expansion impose unique demands on universities. This article highlights the tensions that arise when universities must respond simultaneously to transnational pressures for internationalisation and local demands for racial justice. Drawing on insights from two qualitative case studies at public universities in South Africa and Brazil, it is argued that the inbound mobility of regional students serves the instrumental purpose of holding together these conflicting imperatives at the level of the individual institution without fully accounting for international students in institutional discourses, policies and structures.

Mao, Z. (2020). **Pedagogies and policies for publishing research in English : Local initiatives supporting international scholars.** *Compare: A Journal of Comparative and International Education*, 50(4), 615-616. <https://doi.org/10.1080/03057925.2019.1625580>

Merlin, F. (2020). **Sortir sans diplôme de STS : L'autre échec de l'enseignement supérieur.** *Formation emploi*, n° 149(1), 7-37. <http://www.cairn.info/revue-formation-emploi-2020-1-page-7.htm>

Cet article s'intéresse aux débuts de carrière des sortants sans diplôme de l'enseignement supérieur, en fonction de leur voie de formation. L'échec à l'université est identifié comme un problème public et fait l'objet de nombreux travaux de recherche et politiques publiques. Les sortants sans diplôme des sections de technicien supérieur (STS) sont moins étudiés alors qu'ils sont, en proportion, aussi nombreux. Ce déficit d'attention pouvait, jusqu'à présent, se justifier par la meilleure insertion professionnelle des non-diplômés de STS. À partir des enquêtes Génération 1998 et 2010, cette étude montre que cet avantage a désormais disparu.

---

Mokher, C. G., Spencer, H., Park, T. J., & Hu, S. (2020). **Exploring Institutional Change in the Context of a Statewide Developmental Education Reform in Florida.** *Community College Journal of Research and Practice*, 44(5), 377-390. <https://doi.org/10.1080/10668926.2019.1610672>

We explore institutional change and organizational learning in higher education in the context of a large-scale reform of developmental education in Florida. We use statewide survey data to examine administrators' perceptions of the use and effectiveness of accountability metrics, methods to identify solutions to improve student outcomes, and challenges responding to data. We find that institutions most commonly use accountability data to track their own performance, but find it less effective for making comparisons across colleges. Institutions use a variety of methods to identify solutions for improvement; with the most common method being presentations at professional association conferences. The greatest challenges in reviewing and responding to data are finding resources to implement solutions and understanding underlying problems affecting student outcomes. We conclude with implications for policymakers and state agency staff designing large-scale reforms in order to encourage organizational learning and promote meaningful change.

Moshel, S., & Berkovich, I. (2018). **Navigating ambiguity : Early childhood leaders' sense-making of their identity in a new mid-level role.** *Educational Management Administration & Leadership*, 48(3), 514-531. <https://doi.org/10.1177/1741143218814007>

Mid-level roles in education have been widely explored, primarily in schools, but little research has been conducted during the systemic reform that involves creating a mid-level role between end units and the system. The present study explores the sense-making of early childhood leaders (ECLs) at the initial stage of their new role as mid-level managers. The new role was established as a result of a national administrative reform that, among others, made the systemic hierarchy more vertical by establishing a new mid-level layer between superintendents and early childhood teachers. This qualitative research included semi-structured interviews with 47 mid-level preschool managers. The study sought to uncover their views of the main challenges associated with assuming a new mid-level managerial role, and their coping styles in this role. The analysis revealed that the new mid-level management role raises three challenges concerning the ambiguity of identity: power base, voice, and interpersonal loyalty. ECLs cope with these challenges by assuming different types of leader identities, those of the representative, the companion, and the mediator. The implications of the findings for the limited knowledge on ECLs and for the introduction of the new mid-level roles are discussed.

Nishijima, M., & Pal, S. (2020). **Do Compulsory Schooling Laws Always Work? A Study of Youth Crime in Brazilian Municipalities** (Numéro 13097). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp13097>

We examine if compulsory schooling laws (CSL) necessarily lower crimes. We focus on violent youth crime (homicides by assault and guns) among 15-19 years age group in all Brazilian municipalities over 2000-13, taking advantage of the 2009 Brazilian Constitutional Amendment that required introduction of compulsory high schooling of 15-17-year-olds by 2016. Only about 53% municipalities adopted the Amendment by 2013. Difference-in-difference estimates with municipality fixed effects to account for the endogenous adoption of the Amendment by municipalities show small treatment effects for homicides, but insignificant effects for homicide rates in the full sample. In the absence of any significant increase in income/employment among this age group, we attribute this to the incapacitation effect of CSL, which was,



however, weakened by overcrowding in day and night schools in treated municipalities after 2009. In contrast, poorer treated municipalities witnessed increased class size, worse school performance and increased crime too. The crime reduction effects of CSL thus crucially depend on whether/how it affects class size and school quality especially in less promising jurisdictions.

OCDE. (2020). **Learning remotely when schools close: Insights from PISA**. OCDE. [https://read.oecd-ilibrary.org/view/?ref=127\\_127063-iiwm328658&title=Learning-remotely-when-schools-close](https://read.oecd-ilibrary.org/view/?ref=127_127063-iiwm328658&title=Learning-remotely-when-schools-close)

Insights from PISAAs school after school shuts down in the face of the Covid-19 crisis (in now more than 140 countries), online learning opportunities have been elevated from a bonusextracurricular facility to a criticallifeline for education. Theopportunities digital technologies offer go well beyond a stop-gap solution during the crisis. Digital technology allows us to find entirely new answers to what people learn, how people learn, where people learn and when they learn. Technology can enable teachers and students toaccess specialised materials well beyond textbooks, in multiple formatsand in ways that can bridge time and space. Alongside great teachers, intelligent online learning systems do not only teach us science;they can simultaneously observe how we study, how we learn science, the kind of tasks and thinking that interest us, and the kind of problems we find boring or difficult. Thesystems can then adapt the learning experience to suit our personal learning style with far greater granularity and precision than any traditional classroom setting possibly can. Similarly, virtual laboratories give us the opportunity to design, conduct and learn from experiments, rather than just learning about them. That being said, the Covid-19 crisis strikes at a point when most of the education systems covered by the OECD's latest round of the Programme for International Student Assessment (PISA) are not ready for the world of digital learning opportunities. Below are some sobering numbers. The data were collected as part of the global PISA assessment in 2018, and are based on representative samples from 79 education systems involving over 600,000 15-year-olds. Unless otherwise noted, numbers refer to the average across the 36 OECD countries. Data not provided in this note are accessible through the PISA database

Patrinos, H. A. (2020). **The Learning Challenge in the 21st Century** (N° WPS9214; p. 1-15). The World Bank. <http://documents.banquemondiale.org/curated/fr/237951586807728651/The-Learning-Challenge-in-the-21st-Century>

Truth matters, and the norms associated with a democratic society, such as the common good, responsibility, ethics, and civic engagement, are under attack with the emergence of the post-truth society. There are concerns worldwide that public education is failing us on pushing back on disinformation. And, in most countries, education systems are not providing workers with the skills necessary to compete in today's job markets. The growing mismatch between demand and supply of skills holds back economic growth and undermines opportunity. At same time, the financial returns to schooling are high in most countries. Schooling remains a good economic and social investment, and there are record numbers of children in school today. The skills that matter in the coming technological revolution are likely the same as what is needed in a media environment of disinformation. More and better education and noncognitive skills will not only prepare students for the future world of work, they will also prepare them to navigate the increasingly complex post-truth society. They will also allow

young people to gain trust. In other words, better education is democratizing, to the extent that it promotes truth, values, and civic engagement.

Phillips, L. G., Ritchie, J., & Adair, J. K. (2020). **Young children's citizenship membership and participation : Comparing discourses in early childhood curricula of Australia, New Zealand and the United States.** *Compare: A Journal of Comparative and International Education*, 50(4), 592-614. <https://doi.org/10.1080/03057925.2018.1543578>

Recognition of young children as citizens is relatively new in sociology, with translation emerging into education. Discourses of children and childhood shape ideas of young children as citizens and national discourses of citizenship frame what civic participation can be. The authors analysed national early childhood education curricula frameworks of Australia, New Zealand and the United States to understand how discourses authorise constructions of children as citizens and opportunities for young children's civic participation. They sought to locate how children are positioned as citizens and what opportunities there are for young children's citizenship participation in national early childhood curricula documents of Australia, New Zealand and the United States. Illustrative examples of children's citizenship membership and participation from the three nations' early childhood curricula were critically read to locate how prevalent discourses of children, childhood and citizenship in each nation define children as citizens and shape possibilities for citizenship participation for young children.

Powell, D. (2020). **Co-enrolment in Deaf Education.** Winston Churchill Memorial Trust. <https://ir.canterbury.ac.nz/handle/10092/100046>

The purpose of my fellowship was to investigate the concept of co-enrolment with the potential opportunity to make recommendations for policy and practice regarding Deaf Education within the New Zealand education system. My own goal in participating in this investigation was to increase my knowledge and skills to be able to provide good leadership in the area of bilingual/ bicultural education for Deaf and Hard of Hearing students. As the coordinator of the Teacher of the Deaf training in New Zealand, having the opportunity to investigate current practices and observe the strategies involved with this particular approach increased my own knowledge and skills. My intention is to pass my learnings on to my students and ultimately influence the inclusive practices they employ when working with their own students in the field of Deaf Education.

Power, S., Frandji, D., & Vitale, P. (2020). **The cultural making of the citizen : A comparative analysis of school students' civic and political participation in France and Wales.** *Compare: A Journal of Comparative and International Education*, 0(0), 1-15. <https://doi.org/10.1080/03057925.2020.1740081>

This paper examines the complex relationship between the state, civil society and education through comparative research with young people in France and the UK. Survey data derived from two cohorts of school students in South Wales and Lyon reveal strong differences in their levels of civic and political participation. While our Welsh students have higher levels of 'civic participation', as measured in terms of charitable work and volunteering, our French students have far higher levels of what might be considered 'political engagement', defined in terms of campaigning and demonstrating. We argue that these differences can be accounted for by the different cultural repertoires and priorities of citizenship education which themselves reflect the contrasting historical configurations of education, the state and civil society in these two countries.

Reis, A. B. (2020). **Public funding of higher education : Who gains, who loses?** *International Journal of Economic Theory*, 16(2), 196-215. <https://doi.org/10.1111/ijet.12176>

This paper analyses the effects of public funding of higher education on individuals' welfare, taking into account the hierarchical nature of the education system and the fact that parents may complement basic public education with private tutoring. Although public funding financed by a proportional income tax increases access to higher education, some of the agents who gain access lose in welfare terms. Moreover, it is shown that the marginal agent regarding access to higher education would always prefer a pure private funding system in which he would not send his offspring to higher education but would also not pay tuition fees or pay taxes.

Sterman, J. J., Naughton, G. A., Bundy, A. C., Froude, E., & Villeneuve, M. A. (2020). **Is play a choice? Application of the capabilities approach to children with disabilities on the school playground.** *International Journal of Inclusive Education*, 24(6). <https://www.ingentaconnect.com/content/routledg/tied/2020/00000024/00000006/art00001>

Outdoor play is important for children's development and an area in which many children with disabilities struggle at school. The aim of this multiple-perspective case study was to understand educator play decision-making for children with disabilities within one low socioeconomic status and culturally and linguistically diverse community. Data collection included playground observations of children with disabilities and educators and interviews with teaching assistants, teachers, and a vice principal. Data were analysed inductively and thematically, with findings aligned to the capabilities approach. School staff and typically developing children appeared to not value the children with disabilities as players or learners, and had a limited understanding of the children's home and community play environments. School staff had low expectations of children with disabilities' play and learning capacities. Participants perceived children's playground presence and not breaking rules as sufficient. Despite educators stating that children with disabilities had choice on the playground, the children experienced few meaningful choices due to relative skills delays and an unsupportive environment. Applying the capabilities approach may lead to greater choice through valuing all children as learners, players, and community members; raising play and learning expectations; and creating play spaces that support the play of all children.

Tan, Y. (2020). **Academics' international teaching journeys : Personal narratives of transitions in higher education.** *Compare: A Journal of Comparative and International Education*, 50(4), 617-618. <https://doi.org/10.1080/03057925.2019.1642025>

Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2020). **An analysis of research on inclusive education : A systematic search and meta review.** *International Journal of Inclusive Education*, 24(6), 675-689. <https://doi.org/10.1080/13603116.2018.1482012>

Across the world, there have been many policy developments in and reviews of inclusive education (IE) but what appears to be missing is an up to date and thorough review of IE in general. What is required is a synopsis of previous reviews to help guide future practice and research. The aim of this paper is to analyse existing reviews of IE regarding (1) which themes have been studied, (2) what can be learned from these reviews and (3) what gaps there are in the research that can be addressed. Published reviews were identified through a systematic search using the Education Resource Information Center (ERIC) and Web of Science (WoS) databases. A thematic analysis of 26 reviews revealed five main themes: attitudes towards IE,

teachers' professional development in IE, IE practices, student participation and critical reflections on IE research. The conclusion is that for the implementation of IE, it is vital that there is professional development for teachers regarding evidence-informed IE practices which would lead to successful teacher experiences. In addition, suggestions for research into the attitudes of all students, with and without special educational needs, and school leaders are made, as well as some suggestions regarding students' academic participation in IE.

Wanjiru, J. (2019). **Post-conflict reconstruction: Negotiating school leadership practice for inclusive education of conflict-affected children in Kenya.** *Educational Management Administration & Leadership*, 48(3), 496-513. <https://doi.org/10.1177/1741143218817554>

Provision of education during/after violent conflicts remains a global dilemma with many conflict-affected children excluded from/within education. Likewise, school leadership is increasingly seen as a key element in developing inclusive schools across communities. This single intrinsic case study with aspects of ethnography was conducted in one post-conflict community school in Kenya, where 71% of the pupil population comprised conflict-affected children following the 2007–2008 post-election violence. The aim was to explore and understand how the headteacher and teachers perceived and developed teacher participation in school leadership practice, in order to respond to learning and development needs of conflict-affected children, and promote inclusive practices in post-conflict schooling. Thematic analysis of interviews, observations, and textual displays indicated that by diagnosing the state of local affairs, that is, violence-disrupted livelihoods, school demographics, and systemic demands, the headteacher encouraged active participation of teachers in school leadership practices. Although overall accountability remained locked in hierarchical structures, teacher leadership emerged in arrangements like "office-referenced" individual leadership and collaborating groups (e.g., task groups and "team leadership"). With school leadership practice often attributed to headteachers in Kenya, this study contributes to debates on the construction of teacher leadership and offers insights into the experiences of school leaders in combating exclusionary practices after societal violence.

Yurkofsky, M. M., Peterson, A. J., Mehta, J. D., Horwitz-Willis, R., & Frumin, K. M. (2020). **Research on Continuous Improvement: Exploring the Complexities of Managing Educational Change.** *Review of Research in Education*, 44(1), 403-433. <https://doi.org/10.3102/0091732X20907363>

As a result of the frustration with the dominant "What Works" paradigm of large-scale research-based improvement, practitioners, researchers, foundations, and policymakers are increasingly embracing a set of ideas and practices that can be collectively labeled continuous improvement (CI) methods. This chapter provides a comparative review of these methods, paying particular attention to CI methods' intellectual influences, theories of action, and affordances and challenges in practice. We first map out and explore the shared intellectual forebears that CI methods draw on. We then discuss three kinds of complexity to which CI methods explicitly attend—ambiguity, variability, and interdependence—and how CI methods seek a balance of local and formal knowledge in response to this complexity. We go on to argue that CI methods are generally less attentive to the relational and political dimensions of educational change and that this leads to challenges in practice. We conclude by considering CI methods' aspirations for impact at scale, and offer a number of recommendations to inform future research and practice.

Zuze, T. L., & Juan, A. (2018). **School leadership and local learning contexts in South Africa.** *Educational Management Administration & Leadership*, 48(3), 459-477. <https://doi.org/10.1177/1741143218814006>

International research has shown that the quality of school leadership and management (SLM) is important for teaching and learning, particularly in schools where there is acute resource deprivation. This article explores the relationship between leadership and academic achievement in South African secondary schools with varying socio-economic conditions. The study is based on data from 12,154 South African Grade 9 learners, 334 mathematics teachers and 292 principals who participated in the 2015 Trends in International Mathematics and Science Study (TIMSS). Using indicators that represent different aspects of school leadership, this article examines whether the type of leadership and management practices depend on the school setting and whether better school leadership and management supports academic achievement. The analysis revealed distinct relationships between school leadership and management and academic achievement based on the socio-economic status of learner bodies. Potential policy responses are discussed.

## Pratiques enseignantes

Burnell, N., Cojuharenco, I., & Murad, Z. (2020). **He Taught, She Taught: The effect of teaching style, academic credentials, bias awareness and academic discipline on gender bias in teaching evaluations** (Numéros 2020-05). University of Portsmouth, Portsmouth Business School, Economics and Finance Subject Group. <https://EconPapers.repec.org/RePEc:pbs:ecofin:2020-05>

Gender bias in teaching evaluations leads to unfair decisions during academics' careers. In four controlled experiments, we examine the role of academics' teaching style, academic credentials, academic discipline and bias awareness on gender bias in teaching evaluations. In Study 1, we test competing hypotheses regarding the effect of teaching style on gender bias. We find that a high warmth teaching style increases female academics' perceived warmth, but decreases their perceived competence, so gender bias in evaluations persists. In Study 2, we find that gender bias disappears for academic with senior credentials. Additionally, we find no evidence of less biased evaluations by those who anticipate gender bias. In Study 3 and Study 4, we test the robustness of our results in a different academic discipline and using different evaluation measures. In these latter studies, we do not find any evidence of gender bias in evaluations. We discuss our findings in the higher education context and make recommendations to mitigate gender bias in teaching evaluations.

Garrison-Fletcher, L. (2020). **Language Across the Curriculum: Why All Community College Faculty Must Learn to Support Emergent Bilingual Students.** *Community College Journal of Research and Practice*, 44(5), 391-394. <https://doi.org/10.1080/10668926.2019.1595218>

Community Colleges (CCs) in the U.S. provide open access to education for an extremely diverse student body, with large numbers of emergent bilingual students enrolling in CCs. This paper describes the rationale behind offering professional development to instructors across CCs on teaching Language Across the Curriculum (LAC). In order to meet the needs of the CC student population, I argue that all instructors need to be prepared to support the development of academic language which differs among disciplines and takes years to develop. Furthermore, all educators need a deeper understanding of emergent bilingual



students in order to best meet their needs. Equipping instructors with the ideas and tools of LAC is a promising practice that will support emergent bilinguals throughout their educational experiences in CCs.

Marx, L., & Reverdy, C. (2020). **Travailler en partenariat à l'école**. *Dossier de veille de l'IFÉ*, 134. <http://veille-et-analyses.ens-lyon.fr/DA-Veille/134-avril-2020.pdf>

Le fait de travailler en partenariat s'est imposé depuis plusieurs années comme une évidence dans le secteur éducatif, tellement l'offre des partenaires extérieurs à l'école est foisonnante, et tellement les demandes institutionnelles pour davantage d'ouverture des établissements scolaires se font pressantes. Mais qu'en est-il dans les écoles, les collèges et les lycées ? Les partenariats portant sur les contenus d'enseignement sont-ils privilégiés, ou est-ce plutôt ceux permettant de sortir de l'enceinte scolaire et d'explorer des situations inédites en classe ? Quelles différences quand on travaille en partenariat avec des partenaires associatifs, régionaux, communaux, privés, culturels... ? À travers de nombreux exemples ne prétendant pas épuiser les possibilités, ce Dossier de veille examine les différentes dimensions du partenariat à l'école, en premier lieu dans le cadre plus large des politiques publiques qui incitent à développer tous les types de partenariats. Ces derniers sont ainsi perçus à la fois comme une idée imposée, mais également comme une même modalité de travail à appliquer dans divers contextes. La question des effets réels de la mise en œuvre des partenariats sur les parcours des élèves et sur la professionnalité des partenaires est ensuite mise en lumière dans ce Dossier, que les partenaires soient artiste intervenant dans une école, enseignant.e, personnel de direction, représentant.e de collectivité territoriale ou d'associations, animateur.rice de temps périscolaires, médiateur.rice dans un musée, etc. En plus de l'évocation des questionnements sur la mise en place des partenariats, ce Dossier s'intéresse également aux jeux de pouvoir dans lesquels sont pris les partenaires et à la difficile construction du sens éducatif nécessaire à cette action conjointe que représente le partenariat à l'école.

Nahapétian, N. (2020, avril 21). **«Continuité pédagogique» : La débrouille des enseignants**. *Alternatives Economiques*. <https://www.alternatives-economiques.fr/continuite-pedagogique-debrouille-enseignants/00092418>

Comment les enseignants, sommés du jour au lendemain de faire classe à distance, s'y prennent-ils pour garder le lien avec leurs élèves ? Alternatives Economiques a recueilli leurs témoignages.

## Relation formation-emploi

Braccini, V., Garnier, F., & Durat, L. (2020). **La professionnalisation des formateurs dans le cas d'un métier en devenir, celui d'ostéopathe**. *Formation emploi*, n° 149(1), 87-111. <http://www.cairn.info/revue-formation-emploi-2020-1-page-87.htm>

La professionnalisation des formateurs constitue généralement l'une des étapes du processus de professionnalisation d'un métier. C'est pourquoi nous proposons d'interroger les enjeux et les conditions de l'élaboration d'un référentiel de compétences de formateurs d'un métier récent. C'est à partir des résultats de la phase exploratoire d'une recherche intervention, commencée il y a deux ans, que notre équipe explore le cas d'un important réseau français d'écoles d'ostéopathie, afin d'exposer sa compréhension des besoins de professionnalisation des formateurs ostéopathes.

Vergnies, J.-F. (2020). **Edito : Professionnalisation : un long chemin pour certains...** *Formation emploi*, n° 149(1), 1-2. Vergnies, J.-F. (2020). Edito : Professionnalisation : un long chemin pour certains... *Formation emploi*, n° 149(1), 1-2. <http://www.cairn.info/revue-formation-emploi-2020-1-page-1.htm>

## Valeurs

Gross, Z. (2019). **The communitarian attitudes of religious Zionist female adolescents to democracy in Israel.** *Education, Citizenship and Social Justice*, 15(1), 75-90. <https://doi.org/10.1177/1746197919868885>

The aim of this qualitative research is to investigate how religious Zionist female adolescents (N = 40) construct and deconstruct their perceptions of democracy within the 'postsecular' Israeli society as a result of their intensive, religious Zionist education and socialization process promoted by Israeli schools which subscribe to this ideology within the Israeli state religious education system. This study found that female graduates from the national religious schools were influenced by political theology which was promoted through their schools' education and socialization processes. The findings highlighted the graduates' belief in the Jacobin communitarian approach to democracy; their focus on Liebman's concept of expansionism; and the challenges these approaches pose for maximal civic education in Israel.

Levinson, B. A. (2019). **Radical pluralism and the challenges of educating for democratic-ecological civic identities : Reflections from the Mexican school context.** *Education, Citizenship and Social Justice*, 15(1), 10-21. <https://doi.org/10.1177/1746197919829075>

This article builds on the growing importance of concepts of identity and diversity in citizenship education studies and argues for an expanded conception of diversity that ultimately includes the non-human and even inanimate realm. The dramatic pace of human-induced global climate change requires a commensurate urgency in developing forms of citizenship education that shape new ecological as well as political civic identities, and which expand democracy beyond the human community. Situating my empirical work on Mexican civic education reform in a global, comparative context, I consider the challenges that all schools and school systems will need to address to incorporate even deeper practices of respect for diversity and acknowledgment of the radical pluralism that life (and non-life) on earth presents.

Payne, K. A., Adair, J. K., Colegrove, K. S. S., Lee, S., Falkner, A., McManus, M., & Sachdeva, S. (2019). **Reconceptualizing civic education for young children : Recognizing embodied civic action.** *Education, Citizenship and Social Justice*, 15(1), 35-46. <https://doi.org/10.1177/1746197919858359>

Traditional conceptions of civic education for young children in the United States tend to focus on student acquisition of patriotic knowledge, that is, identifying flags and leaders, and practicing basic civic skills like voting as decision-making. The Civic Action and Young Children study sought to look beyond this narrow vision of civic education by observing, documenting, and contextualizing how young children acted on behalf of and with other people in their everyday early childhood settings. In the following paper, we offer examples from three Head Start classrooms to demonstrate multiple ways that young children act civically in everyday ways. When classrooms and teachers afford young children more agency, children's civic capabilities expand, and they are able to act on behalf of and with their community. Rather

than teaching children about democracy and citizenship, we argue for an embodied, lived experience for young children.

Pinson, H. (2019). **The new civics curriculum for high schools in Israel : The discursive construction of Palestinian identity and narratives.** *Education, Citizenship and Social Justice*, 15(1), 22-34. <https://doi.org/10.1177/1746197919840811>

The Israeli education system is divided and segregated along the lines of nationality and religiosity. While Israeli society and its education system, in particular, have generally been subjected to the influence of globalisation, including universal discourses of citizenship, in many ways it remains highly particularistic and nationalistic. To a large extent, what we see today in terms of school curricula in Israel stands in contradiction to the main trends in civic education in the developed world. It expresses a move towards neo-nationalistic religious (neo-Zionist) discourse which overtly gives preference to the Jewishness of the state over and above its commitment to democratic universal principles. This article will focus on these recent discursive changes. It will examine the space, or rather the lack of it, that is given to the Palestinian identity and narratives in the official civics textbook for high schools. The article explores several discursive practices adopted by the textbook in reinforcing the marginal position of Palestinian citizens, constructing them as the ultimate 'others' and undermining their civic status and rights.

Quaynor, L., & Borkorm, B. (2019). **Remapping citizenship: Relationships between education levels and ethnonational identities in Côte d'Ivoire, Ghana, and Liberia.** *Education, Citizenship and Social Justice*, 15(1), 47-63. <https://doi.org/10.1177/1746197919861075>

This article investigates the relationships between ethnonational identity and educational level in three West African contexts: Liberia, Ghana, and Côte d'Ivoire. Citizens in these neighboring countries identify with overlapping ethnic groups, but have varied historical experiences, with Americans settling in Liberia; the British colonizing Ghana, and the French colonizing Côte d'Ivoire. In the recent era, Côte d'Ivoire elected an opposition leader at the end of its civil war in 2010; Ghana is considered as the most stable democracy in West Africa; and Liberia experienced two protracted conflicts over the past 30 years and completed its first peaceful transition of power in 2017. We analyze 2014 Afrobarometer data from these three countries to consider if respondents are more likely to value local identities, national identities, or equally value both in each context, and how these valuations vary according to schooling experiences and national context. The findings do not show a linear relationship between education and civic identity, as more respondents who completed only primary school identified primarily with their national group than those who completed secondary school. Most respondents who completed graduate study in all three countries identified with both their national and ethnic group; none identified primarily with their ethnic groups. In addition, the trends in identity and schooling in Ghana and Côte d'Ivoire are more similar to each other than to Liberia.

Rapoport, A., & Yemini, M. (2019). **Citizenship, identity, and education: Re-imagining the Contested Terrain.** *Education, Citizenship and Social Justice*, 15(1), 3-9. <https://doi.org/10.1177/1746197919859211>

Every society faces a dilemma of instilling a shared vision of citizenship, on the one hand, and accommodating specific identities, on the other. This Special Issue addresses the problems of citizenship and democratic education in pluralistic societies that face a challenge of accommodating diversity and maintaining social cohesion. This volume is the result of comprehensive joint efforts of scholars from different countries and regions, who are at various

---

stages of their careers, all working in the field of citizenship studies in education. The papers featured in this collection were presented at the symposium Citizenship, Identity, and Education at the 2018 Comparative and International Education Society conference in Mexico City. We hope that the publication of this Special Issue will contribute to the dialogue about the interplay of citizenship and identity and the role of citizenship and democratic education in identity construction, negotiation, and development.

Schattle, H., & Plate, T. (2019). **Fostering a global public sphere in real time : Transpacific Skype seminars as a teaching strategy with implications for citizenship and identity**. *Education, Citizenship and Social Justice*, 15(1), 64-74. <https://doi.org/10.1177/1746197919864934>

Citizenship and identity can be viewed as dynamic and transformative rather than as fixed or static, especially in an era in which the public sphere for contestation and deliberation has expanded beyond the limits of nation-states and into the global realm. It can be difficult, though, within the confines of conventional classrooms to create an atmosphere that gives students, even in culturally diverse university settings, a sense that they are taking part in a meaningful global conversation. New digital media platforms and videoconferencing technology are rendering this goal less elusive than before, and this article works across the theory and practice of global citizenship education to explain how faculty members in Los Angeles, California, and Seoul, South Korea, have team-taught their respective undergraduate courses via live Skype seminars. We review, in concrete and practical terms, the planning and logistics that went into this teaching strategy, including an extensive discussion on how we evaluated the initiative and how we modified the strategy to add team assignments that brought the students together for collaboration beyond the weekly class meetings. We then reflect upon how our shared endeavor of bringing students together for mutual learning across national borders carries implications for the ways in which our students think about their roles and identities as citizens.