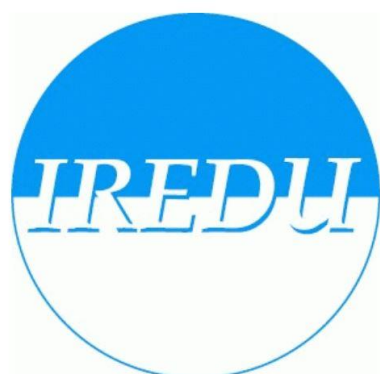


Veille de l'IREDU



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Acquisition de compétences

Andolina, M. W., & Conklin, H. G. (2019). **Fostering Democratic and Social-Emotional Learning in Action Civics Programming: Factors That Shape Students' Learning From Project Soapbox.** *American Educational Research Journal*, 57(3), 1203-1240. <https://doi.org/10.3102/0002831219869599>

This research examines the factors that shape high school students' experiences with an action civics program—Project Soapbox—that fosters democratic and social-emotional learning. Drawing on pre- and postsurveys with 204 students, classroom observations, teacher interviews, student work samples, and student focus group interviews, the study illuminates how specific features of the curriculum and its implementation are linked to its promising outcomes. Our findings indicate that the curriculum's emphases and structure, along with instructional decisions and context, play key roles in influencing student outcomes. Project Soapbox's power lies in its alignment with many well-established civic education best practices and in its intentional linkage with key social-emotional learning practices, many of which are newly recognized as having particular civic import.

de Bondt, M., Willenberg, I. A., & Bus, A. G. (2020). **Do Book Giveaway Programs Promote the Home Literacy Environment and Children's Literacy-Related Behavior and Skills?** *Review of Educational Research*, 90(3), 349-375. <https://doi.org/10.3102/0034654320922140>

Book giveaway programs provide free books to families with infants to encourage caregivers to begin reading to their children during infancy. This meta-analysis of 44 studies retrieved from 43 articles tests the effects of three major book giveaway programs: Bookstart (n = 11), Reach Out and Read (n = 18), and Imagination Library (n = 15). Effect sizes were aggregated within two domains—home literacy environment and literacy-related behavior and skills—before being averaged across studies. The findings corroborate the assumption that book giveaway programs promote children's home literacy environment (d = 0.31, 95% CI [0.23, 0.38], k = 30), which subsequently results in more interest in reading and children scoring higher on measures of literacy-related skills prior to and during the early years of school (d = 0.29, 95% CI [0.23, 0.35], k = 23).

Doss, C. J., Johnston, W. R., & Goke, A. (2020). **Are educators setting goals for social-emotional learning? Evidence from nationally representative surveys.** Rand corporation. https://www.rand.org/pubs/research_reports/RR2575z2-1.html

Cette étude menée aux États-Unis auprès d'enseignants et de directeurs d'école indique que si la détermination d'objectifs en matière d'apprentissage socio-émotionnel est importante - 60% des personnes interrogées déclarent le faire - elle n'est en aucun cas universelle. En outre, l'écart de perception entre enseignants et chefs d'établissement montre que lorsque les directeurs fixent des objectifs, ils devraient s'attacher à définir une stratégie à l'échelle de l'établissement, qui soit communiquée aux enseignants et qui tienne compte des efforts déjà entrepris dans les classes. L'un des obstacles à ces efforts est peut-être l'absence de systèmes d'évaluation des compétences d'apprentissage socio-émotionnel au niveau de l'établissement.

Sorrenti, G., Zölit, U., Ribeaud, D., & Eisner, M. (2020). **The causal impact of socio-emotional skills training on educational success.** In *ECON - Working Papers* (N° 343; ECON - Working

Papers). Department of Economics - University of Zurich.
<https://ideas.repec.org/p/zur/econwp/343.html>

We study the long-term effects of a randomized intervention targeting children's socio-emotional skills. The classroom-based intervention for primary school children has positive impacts that persist for over a decade. Treated children become more likely to complete academic high school and enroll in university. Two mechanisms drive these results. Treated children show fewer ADHD symptoms: they are less impulsive and less disruptive. They also attain higher grades, but they do not score higher on standardized tests. The long-term effects on educational attainment thus appear to be driven by changes in socio-emotional skills rather than cognitive skills.

Aspects économiques de l'éducation

Alipio, M. (2020). **Education during COVID-19 era: Are learners in a less-economically developed country ready for e-learning?** ZBW - Leibniz Information Centre for Economics.
<https://EconPapers.repec.org/RePEc:zbw:esrepo:216098>

Drawn on the existing pandemic and potential shift to full e-learning, this study has focused on the descriptive evaluation of readiness for e-learning of higher education students in a less-economically developed country. This is a descriptive online survey employing questionnaires to elicit data on the readiness of students for e-learning. A total of 880 Filipino students responded and provided consent to participate. Ratings were descriptively analyzed using mean, frequency, and percentages. Univariate logistic regression was used to determine the association between each demographic profile and readiness for e-learning. A p-value below 0.05 was considered significant. Of the 880 sample, majority were in the lower middle class and private higher education institution. Most of the respondents answered 'No' in all e-learning readiness items. The odds of scoring low in the readiness scale was higher among younger and female respondents. With reference to high income class, the odds of scoring low in the readiness scale was approximately 16.23, 12.02, 5.21, and 1.87 times more likely when students belong to low, lower middle, middle, and upper middle class, respectively. The type of school is not associated with low readiness probability. School officials may first address the lack of digital skills among students and formulate programs that would capacitate them. The possible shift for e-learning should be considered if financial, operational, and Internet connectivity issues of learners in the low-income sector and rural areas are addressed. More strategic planning and quality management mechanisms should be directed towards an equitable and inclusive education without undermining quality learning.

Barreto, M., & Gamble, K. J. (2020). **Increasing Financial Literacy Among Undergraduate Students** (Numéro 202001). Middle Tennessee State University, Department of Economics and Finance. <https://EconPapers.repec.org/RePEc:mts:wpaper:202001>

This study examines the financial literacy levels of students at Middle Tennessee State University and the effectiveness of tools on campus to increase students' knowledge of basic financial topics and their own student debt. We administer a survey across campus to students in multiple finance classes and to the general student population. Around half of our student respondents answer correctly all of the "Big Three" questions testing financial literacy, a higher proportion answering correctly than the average in several prior studies conducted around the

world. We find mixed results regarding our respondents' understanding of their own student loan debt with some aspects being well understood and others being vastly misunderstood. Our results show that the most effective instrument on campus to improve students' financial literacy is the completion of a finance course. Respondents who have completed a Middle Tennessee State University finance course are more likely to answer questions on financial topics correctly and to understand their own student loan debt.

Bhattacharya, L., & Chandrasekhar, S. (2020). **India's search for link language and progress towards bilingualism**. Indira Gandhi Institute of Development Research, Mumbai, India. <https://EconPapers.repec.org/RePEc:ind:igiwpp:2020-015>

The three language formula (3LF) is viewed as an instrument for achieving the objective of a multilingual India. Possibly on account of lack of agreement on 3LF and politics of medium of instruction, the pace of transition towards bilingualism is glacial. This paper is a quantitative assessment of this transition. We analyse data from Census of India Language Tables for the years 1971, 2001 and 2011 and two recent NSSO surveys on education. We present estimates of probability of two individuals drawn at random being able to converse in a common language and the extent to which today's school going children and the youth are likely to be bilingual respectively.

Buurman, M., Delfgaauw, J., Dur, R., & Zoutenbier, R. (2020). **When Do Teachers Respond to Student Feedback? Evidence from a Field Experiment** (Numéro 12907). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp12907>

We ran a field experiment at a large Dutch school for intermediate vocational education to examine whether the response of teachers to student feedback depends on the content of the feedback. Students evaluated all teachers, but only a randomly selected group of teachers received feedback. Additionally, we asked all teachers before as well as a year after the experiment to assess their own performance on the same items. We find a precisely estimated zero average treatment effect of receiving student feedback on student evaluation scores a year later. However, teachers whose self-assessment before the experiment is much more positive than their students' evaluations do improve significantly in response to receiving feedback. We also find that provision of feedback reduces the gap between teachers' self-assessment and students' assessment, but only to a limited extent. All of these results are driven by the female teachers in our sample; male teachers appear to be unresponsive to student feedback.

Forrest, D., Tena, J. d., & Varela-Quintana, C. (2020). **Who wins at the Chess Olympics? The role of resources and education capital** (Numéro 202013). University of Liverpool, Department of Economics. <https://EconPapers.repec.org/RePEc:liv:livedp:202013>

The paper investigates national team success at the principal tournament of a prominent mind sport, chess. As in prior literature on physical sports, panel data estimation reveals population and per capita gdp as strong predictors. But when we add a measure of education capital, per capita income loses significance, suggesting that effects from income levels are mediated through schooling in the case of a cerebral game. However, when we estimated a similar model to account for medal wins at the Olympics, results were similar, implying that schooling levels are also relevant to success in physical sports.

Givord, P. (2020). **How a student's month of birth is linked to performance at school : New evidence from PISA** (Numéro 221). OECD Publishing. <https://EconPapers.repec.org/RePEc:oec:eduab:221-en>

Because of the regulations concerning school entry in most school systems, a child's date of birth may significantly affect his or her age at entry into school, and thus their first experience of schooling. Using data from the Programme for International Student Assessment (PISA), this paper provides a comparative analysis of the impact of a student's month of birth on cognitive and non-cognitive outcomes. It describes school regulations regarding school entry in over 45 countries and economies, and discusses the reasons why a student's date of birth may have consequences on his or her performance in school. The results show that a student's month of birth has consequences on performance in the three main domains assessed by PISA, and also on the student's progress through education, as those children who were the youngest in their grade cohort at entry into school were more likely to have repeated a grade in primary school. This paper also shows that, in several school systems, being the youngest in the school-entry cohort has an impact on self-confidence, notably on self-perceived competence and self-efficacy, and also on future education outcomes. These results call for raising awareness amongst educators and parents of the initial disadvantage experienced by the youngest children in their first years of school. The paper concludes with a review of existing recommendations to reduce age-related effects on education outcomes.

Has, S., Anders, J., & Shure, N. (2020). **Monetary and time investments in children's education : How do they differ in workless households?** (Numéros 20-10). Centre for Education Policy and Equalising Opportunities, UCL Institute of Education. <https://EconPapers.repec.org/RePEc:ucl:cepeow:20-10>

Around 9% of children in the European Union live in households in which no parent is working. Children living in these workless households are of increasing interest to researchers, policy makers, and the wider public. Workless households not only have lower income on average but are also widely considered to be at risk of social exclusion. In this paper, we study the relationship between parents' employment status and their time and monetary investments in their child's education using data from the Programme for International Student Assessment (PISA). We use matching methods and regression analysis to compare educational investments made in children from a workless background to children with at least one working parent, but otherwise very similar background characteristics. Our analyses indicate that parents' worklessness is associated with lower monetary investments in their children's education. However, we do not find a difference in monetary investments in the form of commercial tutoring. In terms of time investments, we find that workless parents - especially workless single parents - spend more time helping their child doing homework. These findings could help guide future social policy aimed at equalising opportunities for children living in workless households. Conditional on a deeper understanding of the implications of worklessness on country level, measures such as educational vouchers or stipend programmes specifically aimed at socially disadvantaged children could be introduced.

Kaganovich, M., Sarpca, S., & Su, X. (2020). **Competition in Higher Education : A Survey** (Numéro 8220). CESifo Group Munich. <https://EconPapers.repec.org/RePEc:ces:ceswps:8220>

The structure and functioning of the market of higher education in the United States possess distinctive if not puzzling features such as the wide spectrum of institutional arrangements and sources of funding, stark segmentation in levels of selectivity and instructional resources, and

high variance in tuition pricing across and within institutions, including price discrimination based on merit and ability to pay. At the same time, many fundamental questions, including what defines the quality of higher education and explains its (growing) cost continue to be debated. The Chapter surveys theoretical analyses addressing this range of issues.

Kaiser, T., Lusardi, A., Menkhoff, L., & Urban, C. (2020). **Financial Education Affects Financial Knowledge and Downstream Behaviors** (Numéro 1864). DIW Berlin, German Institute for Economic Research. <https://EconPapers.repec.org/RePEc:diw:diwwpp:dp1864>

We study the rapidly growing literature on the causal effects of financial education programs in a meta-analysis of 76 randomized experiments with a total sample size of over 160,000 individuals. The evidence shows that financial education programs have, on average, positive causal treatment effects on financial knowledge and downstream financial behaviors. Treatment effects are economically meaningful in size, similar to those realized by educational interventions in other domains and are at least three times as large as the average effect documented in earlier work. These results are robust to the method used, restricting the sample to papers published in top economics journals, including only studies with adequate power, and accounting for publication selection bias in the literature. We conclude with a discussion of the cost-effectiveness of financial education interventions.

Muñoz, P., & Prem, M. (2020). **Managers' Productivity and Labor Market: Evidence from School Principals**. Red Investigadores de Economía. <https://EconPapers.repec.org/RePEc:rie:riecdt:40>

We investigate whether differences in management explain variation in productivity and whether different labor market policies can impact the allocation of managerial effectiveness. Using data on the universe of students and school personnel in Chile, we establish three main findings. First, there is substantial variation in principals' ability to improve students' learning. Second, effective principals are recognized by the school community, decrease teachers' turnover, and obtain higher wages, especially in private schools. Third, despite relatively rigid wages, public schools can attract better principals by improving personnel selection.

Oosterbeek, H., Ruijs, N., & de Wolf, I. (2020). **Using admission lotteries to estimate heterogeneous effects of elite schools** (Numéros 20-018/V). Tinbergen Institute. <https://EconPapers.repec.org/RePEc:tin:wpaper:20200018>

This paper studies the effects of enrollment in an elite school on students' achievement. We use that elite schools in Amsterdam are often oversubscribed and admission is based on lotteries. Our results show that elite schools have negative effects on achievement of students who just qualify for the highest academic track and positive effects on achievement of students from the top of the baseline ability distribution. These results reconcile contrasting findings from previous studies that use regression discontinuity designs. We also find that value-added estimates of the effects of elite schools are severely biased.

Regele, M. D. (2019). **Pedagogy and Profit? Efforts to Develop and Sell Digital Courseware Products for Higher Education**. *American Educational Research Journal*, 57(3), 1125-1158. <https://doi.org/10.3102/0002831219869234>

The individual economic benefits of higher education are largely determined by what students learn in the process of obtaining their degrees. Increasingly, for-profit companies that develop and sell digital courseware products influence what college students learn. Employees' pedagogical expertise, content knowledge, and understanding of organizational goals are

likely to affect product characteristics and outcomes associated with the use of those products. This study draws on 15 months of ethnographic data to examine one organization's efforts to develop and sell courseware for use in higher education. The data suggest organization members' interpretations of educational access and quality support product development and sales efforts consistent with profit aims, but that may promote credentialism, negatively affect learning, and exacerbate quality differences across institutions.

Rothbart, M. W., Schwartz, A. E., & Gutierrez, E. (2020). **Paying for Free Lunch : The Impact of CEP Universal Free Meals on Revenues, Spending, and Student Health** (Numéro 227). Center for Policy Research, Maxwell School, Syracuse University.
<https://EconPapers.repec.org/RePEc:max:cprwps:227>

The Community Eligibility Provision (CEP) of the Healthy, Hunger-Free Kids Act of 2010 allows school districts to provide free meals to all students if more than 40 percent of students are individually eligible for free or reduced-price lunch. While emerging evidence documents positive effects on student behavior and academics (Gordon and Ruffini, 2019; Schwartz and Rothbart, 2020), critics worry that Universal Free Meals (UFM) has unintended consequences, including exacerbating student obesity and adding financial burden onto school districts. We use school and district level data from New York State (NYS) and a difference-in-differences design to test whether concerns over negative effects for district finances (both revenues and expenditures) and student weight are justified. We exploit the staggered adoption of CEP across NYS school districts, and explore differences between metro, town, and rural districts. We delve into potential mechanisms, such as lunch and breakfast participation, and use a non-parametric event study model to assess pre-adoption trends and dosage effects. We find that, while local food service revenues decline, as expected, Federal dollars more than compensate through increased reimbursement revenues. Districts increase total food expenditures after CEP adoption (consistent with serving more meals) but spend less per meal. Indeed, while some worry that expanding free meals will crowd out education spending, we find CEP has no effect on instructional expenditures. Furthermore, while CEP increases participation in school lunch and breakfast, there is no deleterious effect on obesity, but, instead, some evidence of decreases in obesity in secondary grades. Rural districts experience larger impacts on revenues, expenditures, and student obesity than both metro and town districts, suggesting rural locations might be the most responsive to CEP. Unlike other districts, however, rural districts experience a food service funding gap from the CEP.

Tanaka, R., Bessho, S., Kawamura, A., Noguchi, H., & Ushijima, K. (2020). **Determinants of Teacher Value-Added in Public Primary Schools: Evidence from Administrative Panel Data** (Numéro 13146). Institute of Labor Economics (IZA).
<https://EconPapers.repec.org/RePEc:iza:izadps:dp13146>

This study estimates teacher value-added (TVA) for language arts and mathematics test scores of students in public primary schools to investigate the empirical relationship between test score TVA and observable traits and promotions of teachers. Our empirical strategy employs Chetty, Friedman, and Rockoff (2014a) with school-year fixed effects as an additional control for potential sorting of students across schools. Using unique administrative panel data of students in public primary schools of a large municipality of Japan, we find TVA distribution to have variance comparable to ones observed in the U.S. schools. Using TVA estimates, we examine their associations with gender, teaching experience, age, and promotions of teachers. We find that these observable characteristics of teachers are statistically significantly associated with

TVA estimates. Additionally, we find that TVA estimates are positively associated with teacher promotions.

Wyness, G., Murphy, R., & Weinhardt, F. (2018). **Who Teaches the Teachers? A Rct of Peer-to-Peer Observation and Feedback in 181 Schools** (Numéro 116). CRC TRR 190 Rationality and Competition. <https://EconPapers.repec.org/RePEc:rc:dpaper:116>

It is well established that teachers are the most important in-school factor in determining student outcomes. However, to date there is scant robust quantitative research demonstrating that teacher training programs can have lasting impacts on student test scores. To address this gap, we conduct and evaluate a teacher peer-to-peer observation and feedback program under Randomized Control Trial (RCT) conditions. Half of 181 volunteer primary schools in England were randomly selected to participate in the two year program. We find that students of treated teachers perform no better on national tests a year after the program ended. The absence of external observers and incentives in our program may explain the contrast of these results with the small body of work which shows a positive influence of teacher observation and feedback on pupil outcomes.

Aspects psychologiques de l'éducation

Chen, M. Y., Wu, A. D., & Liu, Y. (2019). **Linking Test-Taking Process to Performance Through Mixed-Effects Regression Models: A Response Process-Based Validation Study**. *Journal of Psychoeducational Assessment*, 38(3), 389-401. <https://doi.org/10.1177/0734282919861269>

Answering the call for response process-based validation, this study shows how researchers can evaluate validity evidence of test scores based on the mental "processes" test-takers use, rather than based on correlations with other "outcome" measures. The proposed methods for process-based validation studies are demonstrated using a sample of 189 adults who took two listening comprehension tasks. Immediately after completing each task, the test-takers filled out a 10-item survey to reflect on the mental processes involved in reaching their answers. These 10 process variables attempted to capture five desired and five undesired response processes in answering multiple-choice listening comprehension questions. We investigated the relationships between these process variables and the binary outcome of item score (correct vs. incorrect) using mixed-effects logistic regression models, and showed how the results could provide validity evidence (or lack thereof). By doing so, we offer an alternative approach to study response process and test performance and encourage more process-based validation studies.

Curren, R. (2020). **Punishment and motivation in a just school community**. *Theory and Research in Education*, 18(1), 117-133. <https://doi.org/10.1177/1477878520916089>

This article addresses the ethical and motivational dimensions of punishment in schools, focusing on the idea of a just school community. Lawrence Kohlberg's account of a just school community is examined and systematically revised to reflect advances in psychology and a more adequate conceptualization of justice. A eudaimonic conception of justice is articulated with respect to five distinct dimensions of a just school community. This is informed by Self-determination Theory (SDT) and an account of the basis of educational authority over minor children. The resulting account of a eudaimonically just school community clarifies the limited

value of punishments as motivators and the importance of needs-support to enlisting students' cooperation. It resists the growing reliance on criminal justice responses to student misconduct and holds that discipline and punishment in schools should be diagnostic, educative, restorative, and community building.

El-Mawas, N., & Heutte, J. (2019). **A flow measurement instrument to test the students' motivation in a computer science course.** *11th International Conference on Computer Supported Education (CSEDU 2019)*, 1, 495-505. <https://doi.org/10.5220/0007771504950505>

Motivate students is a top research aspect for many research communities, schools, universities, and institutions. In this context, motivation has an important role in the learning process and particularly in the students' success and the drop-out avoidance. This paper proposes a flow measurement instrument in order to test the students' motivation in a Computer Science course. The experimental study involved 33 students that answer a same questionnaire twice in a period of one week. The temporal stability, internal consistency and convergent validity of the first English version of the Flow in education scale (EduFlow) were examined. The results show that autotelic experience (well-being provided by the activity itself) is significantly positively correlated with academic achievement. This research work is dedicated to Education and Computer Science active communities and more specifically to directors of learning centres / pedagogy departments, and the service of information technology and communication for education (pedagogical engineers) who meet difficulties in evaluate students' motivation in a specific course.

Lang, J., & Schmitz, B. (2019). **German Translation of the Satisfaction With Life Scale for Children and Adolescents.** *Journal of Psychoeducational Assessment*, 38(3), 291-304. <https://doi.org/10.1177/0734282919849361>

The research in the field of positive psychology is alive for children and adolescents, and especially the effects of intervention studies are promising. While a large number of instruments exist for adults, there is a need for greater attention to basic measurement work of constructs for children. The Satisfaction With Life Scale is one of the most common questionnaires used in the field of positive psychology. Whereas the adult version is translated into many languages, the child version has only been translated into a few languages yet. This is a limitation for countries where young students are not familiar with the English language. The aim of the present study was to translate the Satisfaction With Life Scale–child version (SWLS-C) into German with the use of a backtranslation-proceeding (Study 1) and to validate the questionnaire with a sample of 1,099 students aged 8 to 17 years (Study 2). This included retesting of reliability as well as concurrent and discriminant validity by additionally measuring several established constructs of positive psychology. Model fit indices, internal consistencies, retest reliability as well as concurrent and discriminant validity evidence were satisfying. The German version of the SWLS-C can be used in future studies, but to compare SWLS-C data of different nationalities more translations of the questionnaire as well as crosscultural measurement invariance studies are needed.

Möller, J., Zitzmann, S., Helm, F., Machts, N., & Wolff, F. (2020). **A Meta-Analysis of Relations Between Achievement and Self-Concept**. *Review of Educational Research*, 90(3), 376-419. <https://doi.org/10.3102/0034654320919354>

According to the internal/external frame of reference model, academic achievement has a strong impact on people's self-concept, both within and between subjects. We conducted a series of meta-analyses of $k = 505$ data sets containing the six bivariate correlations between achievement and self-concept in two subjects. Negative paths from achievement to noncorresponding self-concept, indicating dimensional comparison effects, were strongest when the subjects were dissimilar with regard to the math-verbal continuum, reduced but still significantly negative when both subjects belonged to the verbal domain, and near-zero when both subjects belonged to the math/science domain. Additionally, we found stronger positive paths from achievements to corresponding self-concepts, indicating social comparison effects, and stronger dimensional comparison effects for grades than for standardized test scores, and for older rather than younger students. We extend dimensional comparison theory by discussing these results with particular regard to the nonexistence of assimilation effects, the effects of subject similarity on dimensional comparison effects, and other moderators of dimensional comparison effects.

Nguyen, T., Reich, S. M., Jenkins, J. M., & Abedi, J. (2019). **Psychometric Validation and Reorganization of the Desired Results Developmental Profile**. *Journal of Psychoeducational Assessment*, 38(3), 369-388. <https://doi.org/10.1177/0734282919859804>

This study reports an independent investigation of the psychometric properties of Desired Results Developmental Profile (DRDP), a teacher-rated measure of school readiness for preschool-aged children. In a sample of 2,031 low-income, 3- to 5-year-old children attending Head Start, we tested three measurement models: a higher order one-factor model, a seven-factor model, and a five-factor model. To explore the appropriateness of the DRDP for use with diverse populations of young children, we used multiple group and differential item functioning (DIF) analyses to determine whether the DRDP works differently for dual language learners (DLL) and non-DLLs. The proposed five-factor structure fits the data best, with greater face and statistical validity. Using this conceptually driven factor structure, the multiple group analyses were robust for DLL and non-DLL preschool students. More than half of the items on the DRDP displayed little DIF. Items measuring emergent language and literacy exhibited DIF favoring non-DLL children.

Peixoto, F., Silva, J. C., Pipa, J., Wosnitza, M., & Mansfield, C. (2019). **The Multidimensional Teachers' Resilience Scale : Validation for Portuguese Teachers**. *Journal of Psychoeducational Assessment*, 38(3), 402-408. <https://doi.org/10.1177/0734282919836853>

This article presents the validation of the Multidimensional Teachers' Resilience Scale (MTRS) for Portuguese teachers and proposes a hierarchical model to represent teachers' resilience. Participants were 334 Portuguese teachers from elementary to secondary school who responded to the MTRS and a global measure of teachers' resilience. Confirmatory factor analysis provided acceptable fit for a 13-item solution distributed by four factors. Results support the hierarchical structure of teachers' resilience. Descriptive statistics, reliability analysis, and correlation analysis between the MTRS global score and the global measure of teachers' resilience suggest that the MTRS is a valid and reliable instrument to assess teachers' resilience.

Peralta, Y., Kohli, N., Strom, A., Duranczyk, I., Mesa, V., & Watkins, L. (2019). **A Psychometric Analysis of the Algebra and Precalculus Concept Readiness Assessment for Community Colleges.** *Journal of Psychoeducational Assessment*, 38(3), 321-336. <https://doi.org/10.1177/0734282919846019>

Understanding students' readiness for precalculus and calculus at the community college level is critical not only because of the key role community colleges play in higher education but also because calculus remains a gateway course for students in advancing to higher level mathematics. The Algebra and Precalculus Concept Readiness Assessment for Community Colleges (APCR-CC) was designed to investigate community college students' quantitative reasoning abilities and conceptual understanding in algebra. The present study investigates the psychometric properties of the APCR-CC instrument using item response theory based on a sample of intermediate and college algebra students from six community colleges collected in a pretest (N = 1,131) and posttest (N = 772) setting. We examine unidimensionality, item fit, local item independence, measurement invariance, and sensitivity to instruction. Our findings suggest that the APCR-CC instrument is sufficiently characterized by one underlying construct, local dependence does not seem to be an issue, and 80% of the items in the APCR-CC instrument are sensitive to instruction.

Someki, F., Ohnishi, M., Vejdemo-Johansson, M., & Nakamura, K. (2019). **Reliability, Validity, Factor Structure, and Measurement Invariance of the Japanese Conners' Adult ADHD Rating Scales (CAARS).** *Journal of Psychoeducational Assessment*, 38(3), 337-349. <https://doi.org/10.1177/0734282919842030>

To examine reliability, validity, factor structure, and measurement invariance (i.e., configural, metric, and scalar invariance) of the Japanese Conners' Adult attention deficit hyperactivity disorder (ADHD) Rating Scales (CAARS), Japanese nonclinical adults (N = 786) completed the CAARS Self-Report (CAARS-S). Each participant was also rated by one observer using the CAARS Observer Form (CAARS-O). For the test of measurement invariance, excerpts from the original (North American) CAARS norming data (N = 500) were used. Dimensional structure was examined by exploratory and confirmatory factor analyses. Test-retest reliability, internal consistency, and concurrent validity were satisfactory. Based on the DSM-IV model and Japanese four-factor model, configural and metric invariance were established for the CAARS-S/O across Japanese and North American populations. Scalar invariance was established for the CAARS-O based on the Japanese model. The use of the Japanese CAARS for diagnostic purposes in Japan was supported; however, it should be used with caution for cross-cultural comparison research.

Spenceley, L. M., Wood, W. L. M., Valentino, M., & Lewandowski, L. J. (2019). **Predicting the Extended Time Use of College Students With Disabilities.** *Journal of Psychoeducational Assessment*, 38(3), 279-290. <https://doi.org/10.1177/0734282919848588>

This study investigated the extent to which standardized reading performance, individual perceptions of reading and test taking skills, and test anxiety predict the amount of extended time needed to equalize test access for college students with disabilities. Thirty-seven college students with a specific learning disorder (LD) and/or an attention deficit hyperactivity disorder

(ADHD) diagnosis who received university test accommodations were recruited to participate in this study, along with 37 controls. All participants individually completed standardized reading tests and rating scales, and a timed reading comprehension task in a group setting. Results indicated that participants receiving test accommodations utilized approximately 14% more time than control participants to complete the timed reading task. Regression analyses indicated that the differences in time required to complete the reading comprehension task were related to participants' reading fluency and decoding, as well as perceptions of the strength of their reading and test taking skills.

Tabet, S. M., Lambie, G. W., Jahani, S., & Rasoolimanesh, S. M. (2019). **The Factor Structure of Outcome Questionnaire–45.2 Scores Using Confirmatory Tetrad Analysis–Partial Least Squares.** *Journal of Psychoeducational Assessment, 38*(3), 350-368. <https://doi.org/10.1177/0734282919842035>

The researchers employed a confirmatory tetrad analysis (CTA) using partial least squares–structural equation modeling (PLS-SEM) with Outcome Questionnaire–45.2 (OQ-45) data, examining the measurement model of the OQ-45 scores with a sample of male adult clients (N = 1,558) receiving individual therapy at a university-based community counseling and research center (UBCCRC). Using CTA-PLS, this study examined the reflective and formative nature of each of the OQ-45 items and dimensions. These results identified the innovative second-order formative–formative three-factor model as a best alternative measurement model to represent and calculate the scores of OQ-45 scale.

Thompson, W. C., Beneke, A. J., & Mitchell, G. S. (2020). **Legitimate concerns: On complications of identity in school punishment.** *Theory and Research in Education, 18*(1), 78-97. <https://doi.org/10.1177/1477878520903400>

In the present unjust context of US schools, many educators face uncertainty about the legitimacy of their issuing punishments, especially when their identity meaningfully differs from that of their students. In this article, we address these doubts by acknowledging distinctive elements of schools to provide helpful distinctions and analyses of the legitimacy of punishments within them. Specifically, we interrogate the role that identity categories such as race and gender play in establishing legitimate punishment within schools, with a particular focus on the case of Black girls attending US schools. We offer a taxonomy of legitimate responses to undesired student behavior, arguing that a particular person in their role within a school might lack legitimacy to punish based upon their identity even while other, related yet more nuanced, behavioral responses remain. In this work, we aim to equip educators with tools to better navigate the options available to them and better understand the significance of their actions in response to student behavior.

Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). **A Meta-Analytic Review of the Relations Between Motivation and Reading Achievement for K–12 Students.** *Review of Educational Research, 90*(3), 420-456. <https://doi.org/10.3102/0034654320919352>

The purpose of this meta-analytic review was to investigate the relation between motivation and reading achievement among students in kindergarten through 12th grade. A

comprehensive search of peer-reviewed published research resulted in 132 articles with 185 independent samples and 1,154 reported effect sizes (Pearson's r). Results of our random-effects metaregression model indicate a significant, moderate relation between motivation and reading, $r = .22$, $p < .001$. Moderation analyses revealed that the motivation construct being measured influenced the relation between motivation and reading. There were no other significant moderating or interaction effects related to reading domain, sample type, or grade level. Evidence to support the bidirectional nature of the relation between motivation and reading was provided through longitudinal analyses, with findings suggesting that earlier reading is a stronger predictor of later motivation than motivation is of reading. Taken together, the findings from this meta-analysis provide a better understanding of how motivational processes relate to reading performance, which has important implications for developing effective instructional practices and fostering students' active engagement in reading. Theoretical and practical implications of these findings for reading development are discussed.

West, M. R., Pier, L., Fricke, H., Hough, H., Loeb, S., Meyer, R. H., & Rice, A. B. (2020). **Trends in Student Social-Emotional Learning : Evidence From the First Large-Scale Panel Student Survey.** *Educational Evaluation and Policy Analysis*, 42(2), 279-303.
<https://doi.org/10.3102/0162373720912236>

A growing number of school systems use self-report surveys to track students' social-emotional development as a tool to inform policy and practice. We use the first large-scale panel survey of social-emotional learning (SEL) to simulate how four constructs—growth mindset, self-efficacy, self-management, and social awareness—develop from Grade 4 to Grade 12 and how these trends vary by gender, socioeconomic status, and race/ethnicity among students participating in the survey for two consecutive years. With the exception of growth mindset, self-reports of these constructs do not increase monotonically as students move through school; self-efficacy, social awareness, and to a lesser degree self-management decrease after Grade 6. Female students report higher self-management and social awareness than males, but lower self-efficacy relative to males in middle and high school. Economically disadvantaged students and students of color report lower levels of each construct. These patterns highlight the need for policymakers to interpret changes in students' self-reports over time in light of normative trends in social-emotional development and illustrate how such self-reports may nonetheless be used to set priorities and target interventions and resources.

Yang, Y., Cox, C., & Cho, Y. (2019). **Development and Initial Validation of Cultural Competence Inventory–Preservice Teachers.** *Journal of Psychoeducational Assessment*, 38(3), 305-320.
<https://doi.org/10.1177/0734282919848890>

Despite the critical role of emotions in multicultural teacher education, no attempt has been made to develop an instrument including affect as a dimension in measuring cultural competence for preservice teachers. To bridge this gap, the present three-study research used three distinct samples of 456 preservice teachers to develop and estimate the reliability of scores and validity of inferences for Cultural Competence Inventory–Preservice Teachers (CCI-PT), an 18-item instrument including three subscales: emotional cultural competence (ECC), behavioral cultural competence (BCC), and cognitive cultural competence (CCC). The three-factor model was supported using exploratory factor analysis ($N = 203$) in Study 1 and confirmatory factor analyses ($N = 199$) in Study 2. Correlation results provided preliminary

evidence for the convergent and discriminant validity of CCI-PT in Study 1, and regression results in Study 3 (N = 113) provided initial evidence of predictive validity of inference for the instrument. Further, the scores of cultural competence assessed through three independent studies also provided initial evidence of the reliability of CCI-PT.

Aspects sociaux de l'éducation

Berthelon, M., Kruger, D., Lauer, C., Tiberti, L., & Zamora, C. (2020). **Longer School Schedules, Childcare and the Quality of Mothers' Employment: Evidence from School Reform in Chile.** In *GLO Discussion Paper Series* (N° 525; GLO Discussion Paper Series). Global Labor Organization (GLO). <https://ideas.repec.org/p/zbw/glodps/525.html>

Ample empirical evidence has found that access to childcare for preschool children increases mothers' labor force participation and employment. In this paper, we investigate whether increased childcare for primary school children improves the quality of jobs mothers find by estimating the causal effect of a school schedule reform in Chile. Combining plausibly exogenous temporal and spatial variations in school schedules with a panel of individual mothers' employment between 2002 and 2015, we estimated a fixed-effects model that controlled for unobserved heterogeneity. We found a positive effect of access to full-day schools on several measures of 'the quality of mothers' jobs, which were correlated to working full-time. We also found small, positive effects on quality of fathers' jobs. Our evidence suggests that the mechanism driving the effect was the effect of the reform's implicit subsidy to the cost of childcare on the opportunity cost of mothers' time. We also found that less educated mothers benefited most from the reform. Thus, childcare can increase household welfare by improving parents' jobs and can play a role in reducing inequality.

Breda, T., Grenet, J., Monnet, M., & Van Effenterre, C. (2019). **Role Models féminins : Un levier efficace pour inciter les filles à poursuivre des études scientifiques ?** *Notes IPP*, 45. <https://hal.archives-ouvertes.fr/hal-02443152/document>

La suppression du prélèvement forfaitaire libérateur (PFL) en 2013 et l'introduction du prélèvement forfaitaire unique (PFU) en 2018 sont deux réformes importantes – de sens contraire – de la fiscalité des revenus du capital. La première visait à « rétablir la justice fiscale » quand la seconde visait à « soutenir l'investissement privé ». Nous exploitons les données fiscales des ménages et des entreprises pour mener une évaluation d'impact de la réforme de 2013, et présentons des premiers éléments concernant l'impact de la réforme de 2018. Nous obtenons un impact négatif très fort de l'augmentation de la fiscalité des revenus du capital sur les dividendes reçus par les ménages et un impact nul pour les autres revenus (salaires, plus-values et autres revenus du capital). En utilisant les données d'entreprise, nous parvenons à identifier le mécanisme expliquant cette baisse des dividendes reçus : les entreprises contrôlées directement par des personnes physiques résidant en France ont réduit, ou stoppé, la distribution de dividendes entre 2013 et 2017. On observe une augmentation des actifs financiers détenus au sein de ces entreprises, une hausse des fonds propres ainsi qu'une baisse du résultat net, mais aucun effet sur l'investissement. Les implications de ces résultats sont majeures : la réforme de 2013 a engendré une perte nette de recettes fiscales, mais aucun impact négatif sur l'investissement. Avec les données des greffes des tribunaux de commerce, nous mettons en évidence une hausse des dividendes versés en 2018 de 15,3% attribuable à la réforme du PFU. Cette augmentation de la distribution des dividendes, parallèle à la baisse de

2013, conduira à des recettes fiscales plus importantes qu'anticipé initialement. Cependant, au vu des effets de la réforme de 2013, il est probable qu'aucun effet positif sur l'investissement privé ne soit à attendre de cette réforme.

Damant, E. (2020). **Grade A health: An exploration of the social construction of health and ability within secondary school physical education** [Thesis, Loughborough University]. <https://doi.org/10.26174/thesis.lboro.11629389.v1>

In the United Kingdom (UK), Physical Education (PE) is influenced by various policy texts seeking to position and define the subject within schools. Schools have also increasingly been posited as potential sites for the promotion of health and physical activity (Cale, Harris and Chen, 2014; Cale, Harris and Duncombe, 2016), with learning about health featuring as a statutory component of the PE curriculum. However, within the National Curriculum for Physical Education (NCPE) in England learning and teaching about health is required to negotiate its space amongst a range of competing priorities and political agendas (Houlihan and Green, 2006; Stirrup, 2018). Within this complex terrain not only is health shaped as part of a wider curriculum, but the concept of ability is suggested to be socially configured (Evans and Penney, 2008). In view of this, the purpose of this research was to explore the enactment of the health-related aspects of the NCPE and constructions of health and ability within and between policy, teachers and pupils in a secondary school context. [Continues.]

Dicks, A., Levels, M., & van der Velden, R. (2020). **From school to where? How social class, skills, aspirations, and resilience explain unsuccessful school-to-work transitions.** In *Research Memorandum* (N° 013; Research Memorandum). Maastricht University, Graduate School of Business and Economics (GSBE). <https://ideas.repec.org/p/unm/umagsb/2020013.html>

The school-to-work transition is one of the formative phases in the life course. During it, many important decisions are made. We use sequence analysis and logistic regression to study why some young people become NEET (Not in Employment, Education, or Training). We find that classical stratification variables such as higher parental education and higher education increase the probabilities for a successful school-to-work transition. In addition, we hypothesized that alignment of educational attainment and occupational aspirations as well as personality should play a role in this process. While we do not find evidence for an additional effect of alignment, we do find one for resilient personality. We also test hypotheses of mediation and moderation. We find that there is significant mediation of social class via youth's education, but not via aspirational alignment or personality. We also find that education and personality can partly compensate for a low social class background.

Farges, G., & Tenret, É. (2020). **Évaluer l'instruction en dehors de l'école. Une enquête sur la fabrication du jugement des inspecteurs dans les contrôles de l'instruction dans la famille.** *Sociologie*, Vol. 11(2), 131-148. <http://www.cairn.info/revue-sociologie-2020-2-page-131.htm?ref=doi>

À partir d'observations ethnographiques de contrôles et d'entretiens réalisés avec des inspecteurs de l'Éducation nationale du premier et du second degré, cet article interroge la fabrication du jugement des inspecteurs dans un contexte a priori éloigné de la forme scolaire, à savoir l'instruction dans la famille. L'analyse montre que le verdict institutionnellement attendu des inspecteurs à l'issue du contrôle est fondé sur deux opérations de jugement. Au-delà d'une appréciation sur d'éventuels dysfonctionnements familiaux ou des manquements d'instruction, reposant sur une suspicion de principe (jugement de normalité éducative), les

inspecteurs appuient leur verdict sur leur connaissance spontanée du monde social et certains indices repérés lors de leur visite (jugement de validité pédagogique). En l'absence d'un temps long d'observation, en lien avec les contraintes de leur travail, les inspecteurs portent une attention particulière à certains détails et montrent un souci permanent de trouver une cohérence à la situation contrôlée. Le jugement inspectoral est en lui-même révélateur des relations ambivalentes, parfois tendues, entre l'institution scolaire et les familles qui se situent à sa marge.

Garcia, A., Levinson, A. M., & Gargroetzi, E. C. (2019). **"Dear Future President of the United States": Analyzing Youth Civic Writing Within the 2016 Letters to the Next President Project.** *American Educational Research Journal*, 57(3), 1159-1202. <https://doi.org/10.3102/0002831219870129>

This article investigates the civic writing practices of more than 11,000 students writing letters to the next president in the lead up to the 2016 U.S. election. We analyze how letter topics are associated with socioeconomic factors and reveal that 43 topics—including ones prevalent among students such as immigration, guns, and school costs—were significantly associated with socioeconomic and racial majority indicators. Furthermore, we conducted a qualitative analysis of the kinds of arguments and evidence developed in letters from five schools serving predominantly lower income students and/or students of color in different regions of the country. Student arguments and types of evidence used were site dependent, suggesting the importance of teacher instruction. This analysis expands previous conceptions of youth civic learning.

Givord, P. (2020). **How a student's month of birth is linked to performance at school: New evidence from PISA** (Numéro 221). OECD Publishing. <https://EconPapers.repec.org/RePEc:oec:eduaab:221-en>

Because of the regulations concerning school entry in most school systems, a child's date of birth may significantly affect his or her age at entry into school, and thus their first experience of schooling. Using data from the Programme for International Student Assessment (PISA), this paper provides a comparative analysis of the impact of a student's month of birth on cognitive and non-cognitive outcomes. It describes school regulations regarding school entry in over 45 countries and economies, and discusses the reasons why a student's date of birth may have consequences on his or her performance in school. The results show that a student's month of birth has consequences on performance in the three main domains assessed by PISA, and also on the student's progress through education, as those children who were the youngest in their grade cohort at entry into school were more likely to have repeated a grade in primary school. This paper also shows that, in several school systems, being the youngest in the school-entry cohort has an impact on self-confidence, notably on self-perceived competence and self-efficacy, and also on future education outcomes. These results call for raising awareness amongst educators and parents of the initial disadvantage experienced by the youngest children in their first years of school. The paper concludes with a review of existing recommendations to reduce age-related effects on education outcomes.

Hart, C. M. D. (2020). **An Honors Teacher Like Me : Effects of Access to Same-Race Teachers on Black Students' Advanced-Track Enrollment and Performance.** *Educational Evaluation and Policy Analysis*, 42(2), 163-187. <https://doi.org/10.3102/0162373719898470>

Using rich administrative data from North Carolina and school-course fixed effects models, this study explores whether the availability of same-race instructors in advanced-track sections of courses affects Black high school students' enrollment in, and performance in, advanced-track courses. The availability of at least one Black instructor at the advanced level is associated with a 2 percentage point increase in the uptake of advanced courses for Black students. However, conditional on enrollment in the advanced track, Black students are no more likely to pass advanced-track courses when taught by Black teachers. Positive effects on enrollment are driven by enrollment shifts for higher achieving students. Additional analyses showing benefits to non-Black students suggest that the main channels are not race-specific role model effects.

Hollingworth, S. (2020). **Social mixing in urban schools: Class, race and exchange-value friendships.** *The Sociological Review*, 68(3), 557-573. <https://doi.org/10.1177/0038026119882145>

Based on empirical, qualitative research on 'social mixing' in multi-ethnic London schools, this article argues for a conceptualisation of social mixing as an exchange of the self. Through analysis of three working-class, minority ethnic students who attempt to 'cross borders' into White middle-class subcultures, I explore the differing capital value embodied in their raced, classed and gendered identity positions. Friendships across this border are characterised by 'semi-investments' on both sides, and promise only partial possibilities for social mobility via social mixing, through limited access to academic capital and embodied Whiteness.

Jarraud, F. (2020a, mai 12). **Ségrégation sociale au collège et relation école-familles.** Le café pédagogique.

http://www.cafepedagogique.net/lexpresso/Pages/2020/05/12052020Article637248579075631729.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmof&actCampaignType=CAMPAIGN_MAIL&actSource=502759

« En quoi la ségrégation sociale entre collèges est-elle un critère pertinent pour comprendre les relations école-famille ? Quels critères statistiques permettent d'identifier et caractériser un territoire ségrégué, et où les enjeux qui ont été précédemment identifiés risquent-ils le plus d'apparaître ? » Olivier Monso (Depp) fait le point des études et présente l'outil utilisé par la Depp pour calculer la ségrégation des collèges. Il montre que « la ségrégation sociale entre les collèges représente un défi pour la relation avec les familles, à deux titres. Tout d'abord, la concentration d'élèves de milieux sociaux défavorisés dans une partie des collèges y est associée à des difficultés scolaires plus fréquentes et à un climat scolaire moins favorable. Cette situation risque d'y renforcer des difficultés dans les relations avec les familles, notamment celles les plus éloignées de la culture scolaire. Ensuite, les forts écarts de composition sociale, lorsqu'ils sont constatés entre des collèges voisins, sont générateurs de tensions autour de la carte scolaire, qui peuvent également se traduire dans les attentes des familles à l'égard des établissements. Plusieurs travaux ont ainsi illustré la façon dont certains établissements ont mis en place des classes « protégées » répondant à la demande, explicite ou implicite, d'une partie des familles ». Cela concerne aussi les familles des collèges favorisés qui d'une part peuvent avoir des déceptions par rapport à leurs attentes et d'autre part épousent parfois un comportement de protection du collège. L'article invite à aller plus loin dans l'évaluation de la ségrégation par exemple en comparant la composition du collège avec celle que permettrait la carte scolaire.

Jarraud, F. (2020b, mai 15). **Ecole et migration.** Le café pédagogique. <http://www.cafepedagogique.net/lexpresso/Pages/2020/05/15052020Article6372512382346502>

[67.aspx?actId=ebwp0YMB8s1_OGEGsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAm af&actCampaignType=CAMPAIGN_MAIL&actSource=502826](https://doi.org/10.3102/0002831219872500)

Quel regard l'École française jette-elle sur les élèves migrants ou issus de l'immigration ? Hélène Buisson Fenet et Olivier Rey coordonnent un petit livre (École et migration : un accord dissonant" ENS édition) qui réunit des contributions (Régis Guyon, Mathieu Ichou, Simon Keste, Geneviève Mottet, Claire Schiff et Jean-Luc Vidalenc. Il met en évidence un certain retard de l'école française à travailler sérieusement sur la question de la spécificité des élèves migrants et (encore plus) sur la difficulté de l'école française à prendre en compte les spécificités de chacun de ces élèves. Car, bien loin de créer une catégorie à part, ces jeunes sont autant de cas particuliers insérés dans des relations compliquées avec le pays d'accueil.

Kosiewicz, H., & Ngo, F. (2019). **Giving Community College Students Choice : The Impact of Self-Placement in Math Courses.** *American Educational Research Journal*, 57(3), 1358-1391. <https://doi.org/10.3102/0002831219872500>

This study examines the impact of a "natural experiment" that gave students the choice to place into or out of developmental math because of an unintended mistake made by a community college. During self-placement, more students chose to enroll in gateway college- and transfer-level math courses, however, greater proportions of female, Black, and Hispanic students enrolled in the lowest levels of math relative to test-placed counterparts. Difference-in-difference estimates show that self-placement led to positive outcomes, but mostly for White, Asian, and male students. This evidence suggests areas of concern and potential for improvement for self-placement policies. Self-determination theory, behavioral decision theory, and stereotype vulnerability provide possible explanations for the observed changes.

Lamboy, L., Taylor, A., & Thompson, W. (2020). **Paternalistic aims and (mis)attributions of agency : What the over-punishment of Black girls in US classrooms teaches us about just school discipline.** *Theory and Research in Education*, 18(1), 59-77. <https://doi.org/10.1177/1477878520912510>

In this article, we explore the interrelated phenomena of teachers' paternalistic aims and their misattributions of the agency of their students within particular schooling contexts of systemic racial injustice in the United States. We argue that, because teachers in these contexts assess agency in patterned, predictable ways that stem from – and reify – preexisting unjust patterns of oppression, teachers are unreliable evaluators of the conditions necessary for just punishment. To build this argument, we explore a complex case in which authorities regularly fail to meet these conditions: the punishment of Black girls in low-income, urban, predominantly non-White primary and secondary schools in the United States. Through our analysis, we offer a new concept, excess agency misattribution, which raises serious questions about subjective justifications for punishment in contexts of entrenched injustice. By delineating how the perceptions of teachers influence both the putative justifying aims and targeted recipients of punishment, we demonstrate how the existing terrain of school punishment practices ought to affect our normative reasoning about the fairness of punishment in these contexts.

Liu, R., Alvarado-Urbina, A., & Hannum, E. (2019). **Differences at the Extremes? Gender, National Contexts, and Math Performance in Latin America.** *American Educational Research Journal*, 57(3), 1290-1322. <https://doi.org/10.3102/0002831219876236>

Studies of gender disparities in STEM (science, technology, engineering, and mathematics) performance have generally focused on average differences. However, the extremes could

also be important because disparities at the top may shape stratification in access to STEM careers, while disparities at the bottom can shape stratification in dropout. This article investigates determinants of gender disparities in math across the performance distribution in Latin American countries, where there is a persistent boys' advantage in STEM performance. Findings reveal disparate national patterns in gender gaps across the performance distribution. Furthermore, while certain national characteristics are linked to gender gaps at the low- and middle-ranges of the performance distribution, female representation in education is the only characteristic associated with a reduced gender gap at the top level.

Long, M. C., & Bateman, N. A. (2020). **Long-Run Changes in Underrepresentation After Affirmative Action Bans in Public Universities.** *Educational Evaluation and Policy Analysis*, 42(2), 188-207. <https://doi.org/10.3102/0162373720904433>

Affirmative action was banned in California, Texas, Washington, and Florida in the 1990s. Following this early wave, additional states banned the practice, including Arizona, Georgia, Michigan, Nebraska, New Hampshire, and Oklahoma. In response to concerns about underrepresented minorities' falling college enrollment in flagship public universities, administrators and policymakers took a variety of steps to mitigate these declines. This article assesses the long-run changes in the racial and ethnic composition of selected universities after these bans. We find that the elimination of affirmative action has led to persistent declines in the share of underrepresented minorities among students admitted to and enrolling in public flagship universities in these states. These results imply that alternative policies and administrative decisions were unable to fully replace race-based affirmative action. Furthermore, we show that the antecedent conditions have only modestly improved in recent decades, suggesting that policymakers and administrators need to focus on improving these conditions.

Oosterbeek, H., Ruijs, N., & de Wolf, I. (2020). **Using admission lotteries to estimate heterogeneous effects of elite schools** (Numéros 20-018/V). Tinbergen Institute. <https://EconPapers.repec.org/RePEc:tin:wpaper:20200018>

This paper studies the effects of enrollment in an elite school on students' achievement. We use that elite schools in Amsterdam are often oversubscribed and admission is based on lotteries. Our results show that elite schools have negative effects on achievement of students who just qualify for the highest academic track and positive effects on achievement of students from the top of the baseline ability distribution. These results reconcile contrasting findings from previous studies that use regression discontinuity designs. We also find that value-added estimates of the effects of elite schools are severely biased.

Pearman, F. A. (2019). **The Moderating Effect of Neighborhood Poverty on Preschool Effectiveness: Evidence From the Tennessee Voluntary Prekindergarten Experiment.** *American Educational Research Journal*, 57(3), 1323-1357. <https://doi.org/10.3102/0002831219872977>

This study drew data from a randomized trial of a statewide prekindergarten program in Tennessee and presents new evidence on the impacts of preK on third-grade achievement using administrative data on children's neighborhood environments. Results indicate that preK had no measurable impact on children's third-grade math achievement regardless of children's neighborhood conditions. However, preK significantly improved third-grade reading achievement for children living in high-poverty neighborhoods. The treatment effects on reading achievement were substantial: Among children living in high-poverty neighborhoods, those who took up an experimental assignment to attend preK scored over half a standard

deviation higher on average than the control group in third grade. In contrast, preK enrollment had, if anything, a negative effect on third-grade reading achievement among children living in low-poverty neighborhoods. These differential effects were partially explained by alternative childcare options and contextual risk factors.

Rothbart, M. W., Schwartz, A. E., & Gutierrez, E. (2020). **Paying for Free Lunch : The Impact of CEP Universal Free Meals on Revenues, Spending, and Student Health** (Numéro 227). Center for Policy Research, Maxwell School, Syracuse University.
<https://EconPapers.repec.org/RePEc:max:cprwps:227>

The Community Eligibility Provision (CEP) of the Healthy, Hunger-Free Kids Act of 2010 allows school districts to provide free meals to all students if more than 40 percent of students are individually eligible for free or reduced-price lunch. While emerging evidence documents positive effects on student behavior and academics (Gordon and Ruffini, 2019; Schwartz and Rothbart, 2020), critics worry that Universal Free Meals (UFM) has unintended consequences, including exacerbating student obesity and adding financial burden onto school districts. We use school and district level data from New York State (NYS) and a difference-in-differences design to test whether concerns over negative effects for district finances (both revenues and expenditures) and student weight are justified. We exploit the staggered adoption of CEP across NYS school districts, and explore differences between metro, town, and rural districts. We delve into potential mechanisms, such as lunch and breakfast participation, and use a non-parametric event study model to assess pre-adoption trends and dosage effects. We find that, while local food service revenues decline, as expected, Federal dollars more than compensate through increased reimbursement revenues. Districts increase total food expenditures after CEP adoption (consistent with serving more meals) but spend less per meal. Indeed, while some worry that expanding free meals will crowd out education spending, we find CEP has no effect on instructional expenditures. Furthermore, while CEP increases participation in school lunch and breakfast, there is no deleterious effect on obesity, but, instead, some evidence of decreases in obesity in secondary grades. Rural districts experience larger impacts on revenues, expenditures, and student obesity than both metro and town districts, suggesting rural locations might be the most responsive to CEP. Unlike other districts, however, rural districts experience a food service funding gap from the CEP.

van Maarseveen, R. (2020). **The urban rural-education gap : Do cities indeed make us smarter?** CPB Netherlands Bureau for Economic Policy Analysis.
<https://EconPapers.repec.org/RePEc:cpb:discus:412.rdf>

Despite the existence of a large urban-rural education gap in many countries, little attention has been paid whether cities enjoy a comparative advantage in the production of human capital. Using Dutch administrative data, this paper finds that conditional on family characteristics and cognitive ability, children who grow up in urban regions consistently attain higher levels of human capital compared to children in rural regions. The elasticity of university attendance with respect to population density is 0.07, which is robust across a wide variety of specifications. Hence, the paper highlights an alternative channel to explain the rise of the city.

West, M. R., Pier, L., Fricke, H., Hough, H., Loeb, S., Meyer, R. H., & Rice, A. B. (2020). **Trends in Student Social-Emotional Learning : Evidence From the First Large-Scale Panel Student Survey.** *Educational Evaluation and Policy Analysis*, 42(2), 279-303.
<https://doi.org/10.3102/0162373720912236>

A growing number of school systems use self-report surveys to track students' social-emotional development as a tool to inform policy and practice. We use the first large-scale panel survey of social-emotional learning (SEL) to simulate how four constructs—growth mindset, self-efficacy, self-management, and social awareness—develop from Grade 4 to Grade 12 and how these trends vary by gender, socioeconomic status, and race/ethnicity among students participating in the survey for two consecutive years. With the exception of growth mindset, self-reports of these constructs do not increase monotonically as students move through school; self-efficacy, social awareness, and to a lesser degree self-management decrease after Grade 6. Female students report higher self-management and social awareness than males, but lower self-efficacy relative to males in middle and high school. Economically disadvantaged students and students of color report lower levels of each construct. These patterns highlight the need for policymakers to interpret changes in students' self-reports over time in light of normative trends in social-emotional development and illustrate how such self-reports may nonetheless be used to set priorities and target interventions and resources.

Climat de l'école

Bergevin, S. (2019). **Étude du coping spirituel, du bien-être spirituel et de l'adaptation au stress chez les 16-24 ans fréquentant un centre d'éducation aux adultes** [Phd, Université du Québec à Trois-Rivières]. <http://depot-e.uqtr.ca/id/eprint/9050/>

Warnick, B. R., & Scribner, C. F. (2020). **Discipline, punishment, and the moral community of schools.** *Theory and Research in Education*, 18(1), 98-116. <https://doi.org/10.1177/1477878520904943>

The following article surveys changes to school punishment in the United States over the past century – particularly, the rise of exclusionary methods and the school-to-prison pipeline – to argue that prevailing disciplinary techniques are out of step with the developmental ethos of education and the principles of democratic oversight. To remedy these shortcomings, it offers a defense of schools as moral communities and outlines disciplinary responses grounded in the recognition and respect of the restorative justice model.

Formation continue

BARNES, S.-A., BIMROSE, J., BROWN, A., KETTUNEN, J., & VUORINEN, R. (2020). **Lifelong guidance policy and practice in the EU: Trends, challenges and opportunities: final report.** European Commission. Directorate for Employment, Social Affairs and Inclusion. <https://agence.erasmusplus.fr/wp-content/uploads/2020/04/LLGuidance.pdf>

L'étude, à dimension prospective, porte sur la politique et les pratiques d'orientation tout au long de la vie dans l'Union Européenne (UE). Son objectif est triple : examiner comment ces politiques et ces pratiques pourraient être promues par la Commission européenne, en fournissant une base factuelle pour la définition des priorités ; améliorer les connaissances organisationnelles et soutenir le dialogue avec les parties prenantes sur l'orientation tout au long de la vie, et, plus largement, sur les stratégies de compétences ; identifier les interventions potentielles de l'UE dans ce domaine. L'étude fournit des propositions et orientations pour la nouvelle Commission.

Berger, J.-L., & Wenger, M. (2020). **La qualité de la formation professionnelle duale en Suisse.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Afin de comprendre la qualité d'une formation par les conceptions de ses acteurs, une étude a été conduite dans le contexte de la formation professionnelle duale en Suisse romande. Par des entretiens collectifs, ont été identifiés les aspects constituant cette qualité selon les apprentis, les enseignants et les formateurs en entreprise. Les résultats montrent la diversité des aspects de la qualité et en illustrent deux : l'articulation entre lieux de formation et les pratiques formatives.

Beroud, J.-Y., Goralczyk, F., & Poplimont, C. (2020). **Questionner la qualité de la formation, c'est construire des éléments de sens pour agir.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Au début des années 1980, l'économie française est entrée de plain-pied dans l'économie des services (plus précisément des services à prescription). Un mouvement de fond s'est engagé où la qualité de la formation est devenue qualité d'un processus de formation, et donc aussi qualité de ce que produit ce processus : des compétences. La démarche de qualité de la formation a fini par remettre en cause le processus de formation, en le relativisant par rapport à une logique des compétences. Pour l'entreprise, le mouvement de la qualité s'inscrit dans une évolution où le positionnement stratégique dépend directement de la capacité à maîtriser la variabilité des résultats, c'est-à-dire les process, en vue d'assurer les conditions pour que les résultats soient bons du premier coup.

Berthaud, J., & Morlaix, S. (2020). **Quels effets du service civique sur les parcours des jeunes ? L'exemple de la Bourgogne Franche-Comté.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

L'objet de cet article est d'évaluer l'impact du service civique dans les parcours des jeunes qui s'y engagent. A partir de la réalisation d'une enquête auprès des volontaires ayant achevé leur mission de service civique en Bourgogne Franche-Comté entre 2010 et janvier 2018, le travail proposé vise plusieurs objectifs : comprendre les motivations des jeunes à s'engager dans un service civique ; analyser les difficultés rencontrées pour trouver et accepter un service civique ; éclairer leur situation au sortir du service civique. Plus généralement, l'article vise à analyser l'évolution des trajectoires des anciens volontaires en la mettant en relation avec leurs caractéristiques et leurs situations initiales, ainsi qu'avec les projets et les motivations qui les ont conduits à s'engager (rubrique « Enquête »).

Bonleu, A., Joseph, O., Sulzer, E., & Toutin-Trelcat, M.-H. (2020). **Construire les compétences de demain dans le BTP.** *Bref du Céreq*, 389. https://www.cereq.fr/sites/default/files/2020-03/Bref%20389-web_1_0.pdf

Du CAP aux écoles d'ingénieurs, le BTP propose différents parcours de formations aux jeunes souhaitant s'orienter vers ses métiers. S'il attire de nombreux apprentis, le secteur ne parvient

cependant pas suffisamment à les garder tout au long de leur apprentissage, ni à les stabiliser dans ses emplois. L'évolution des métiers liée aux transitions écologique et numérique sera-t-elle l'occasion de renouveler l'attractivité de la filière auprès des jeunes ? Une étude du Céreq auprès des professionnels du secteur apporte de premiers éléments de réponse.

Cadet, J.-P., & Mahlaoui, S. (2020). **Penser les parcours professionnels à l'échelle d'une « filière-métiers »**. *Bref du Céreq*, 390. <https://www.cereq.fr/sites/default/files/2020-05/Bref%20390-web.pdf>

Espace potentiel de mobilité intégrant tous les métiers et emplois d'une même famille professionnelle à l'échelle intersectorielle, la filière-métiers peut être un levier pour gérer et sécuriser des parcours en devenant le siège d'une réflexion et d'une action collectives. Tel est le principal enseignement de l'expérience d'un réseau d'acteurs intersectoriel et paritaire qui cherche, non sans incertitudes et limites, à structurer et représenter la filière-métiers de la relation client.

Durrive, L. (2020). **Qualité et efficacité de la formation sous l'angle ergologique**. *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

La réforme de la formation professionnelle met en place une certification sur la base de sept critères de qualité. Le dispositif ne prévoit pas l'évaluation des effets de la formation, laissant penser que les résultats découlent du respect des conditions initiales de l'action. Avec un éclairage ergologique, l'auteur montre que l'évaluation à l'issue d'une formation devrait d'abord prendre en compte l'évolution du point de vue de l'apprenant sur son travail, car celui-ci ne cesse de retravailler les ressources transmises.

OCDE: Organisation de coopération et de développement économiques. (2020). **Effective adult learning policies: Challenges and solutions for latin american countries**. OECD: Organisation for Economic Co-operation and Development. https://read.oecd-ilibrary.org/education/effective-adult-learning-policies_f6b6a726-en#page1

En Amérique latine et dans les Caraïbes, comme partout ailleurs dans le monde, la mondialisation et l'évolution technologique rapide, ainsi que l'évolution démographique, remodelent la demande et l'offre de compétences dans tous les pays. Le rapport explore les défis que doivent relever les systèmes d'éducation et de formation des adultes d'Amérique latine et des Caraïbes pour fournir des compétences adaptées au marché du travail, les obstacles à une participation inclusive à l'éducation et à la formation des adultes et les solutions que les gouvernements, les entreprises et les individus devraient collectivement mettre en place pour garantir que l'éducation et la formation des adultes soient réellement efficaces.

Faulx, D., & Danse, C. (2020). **Un modèle d'évaluation de la qualité au service du formateur**. *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Utiles pour le pilotage d'un système de formation, les dispositifs d'évaluation de la qualité sont souvent peu utilisables par les formateurs eux-mêmes. Leur caractère figé, leur dimension « après-coup », leur focalisation sur l'apprentissage limitent les possibilités d'utilisation à des fins de régulation de l'action. L'article propose un cadre conceptuel pour évaluer une action de formation, mobilisable par les formateurs. Il est basé sur l'identification de trois registres de choix posés par les formateurs et sur quatre gammes d'effets produits par ces choix : tout choix d'un formateur implique des options de contenu, d'ingénierie et de langage. Ces choix produiront des effets simultanément sur les plans de l'apprentissage, de la motivation, des dynamiques sociales et relationnelles, ainsi que sur le plan identitaire.

Frétigné, C., Jahan, C., Mbiatong, J., & Rovera, C. (2020). **Et si la qualité de la formation avait à voir avec une démarche intégrative ?** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Cette contribution pose l'hypothèse selon laquelle l'approche de la formation dans une logique systémique est une clé de réussite face aux exigences de qualité et d'efficacité de la formation professionnelle. Cette logique tient compte de la pluralité d'acteurs et d'échelles d'intervention. Elle permet d'envisager la collaboration et la coconstruction, et de repenser les rôles face aux problématiques que posent les transformations du système de la formation professionnelle. L'article ouvre des pistes de réflexion et d'actions en faveur d'une épistémologie collaborative à tester.

Guillon, S. (2020). **La qualité des actions de formation professionnelle après les décrets n° 2019-564 et 2019-565.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Alors que les deux décrets n° 2019-564 et 565 donnent le cadre détaillé de l'évaluation de la qualité des actions de formation professionnelle en France, une large part des actions de conseil et d'accompagnement de Pôle emploi en faveur des chômeurs, qui semblent cependant participer du développement de compétences associées à l'employabilité et à l'adaptabilité à l'environnement économique, échappe à cette démarche : les prestations d'orientation professionnelle, de recherche d'emploi, de conseil et d'accompagnement sous-traitées aux opérateurs privés.

Houot, I. (2020). **Activer la qualité de la formation à l'université.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Au début des années 1980, l'économie française est entrée de plain-pied dans l'économie des services (plus précisément des services à prescription). Un mouvement de fond s'est engagé où la qualité de la formation est devenue qualité d'un processus de formation, et donc aussi qualité de ce que produit ce processus : des compétences. La démarche de qualité de la formation a fini par remettre en cause le processus de formation, en le relativisant par rapport à une logique des compétences. Pour l'entreprise, le mouvement de la qualité s'inscrit dans une évolution où le positionnement stratégique dépend directement de la capacité à maîtriser la

variabilité des résultats, c'est-à-dire les process, en vue d'assurer les conditions pour que les résultats soient bons du premier coup.

Huguenin, J.-M., Bassin, C., & Yvon, F. (2020). **Les établissements face au pilotage de la performance.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Les auteurs proposent une méthode de pilotage de (et par) la performance pour les établissements de la formation professionnelle. S'appuyant sur un cas pratique, ils s'attachent à définir les différentes dimensions de la performance et la manière dont les écoles professionnelles peuvent les mettre en œuvre, notamment à l'aide d'un tableau de bord équilibré.

Institut de l'UNESCO pour l'apprentissage tout au long de la vie. (2020). **4e rapport mondial sur l'apprentissage et l'éducation des adultes. Ne laisser personne pour compte : Participation, équité et inclusion.** IUL.

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000372725&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_78eb2e62-429e-4900-88ab-6ce2c016e077%3F%3D372725fre.pdf&locale=fr&multi=true&ark=/ark:/48223/pf0000372725/PDF/372725fre.pdf#%5B%7B%22num%22%3A33%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D

Le présent rapport explore la participation à l'apprentissage et à l'éducation des adultes sous l'angle de l'équité et de l'inclusion. La première partie présente les avancées réalisées en matière d'apprentissage et d'éducation des adultes au regard du Cadre d'action de Belém adopté en 2009, sur la base de l'enquête GRALE ; la seconde propose une analyse thématique détaillée de la participation, en s'appuyant non seulement sur les résultats de l'enquête, mais aussi sur une grande diversité de sources complémentaires pertinentes.

Le Boterf, G., & Meignant, A. (2020). **Qualité de la formation ou qualité du processus de production des compétences individuelles et collectives ?** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Au début des années 1980, l'économie française est entrée de plain-pied dans l'économie des services (plus précisément des services à prescription). Un mouvement de fond s'est engagé où la qualité de la formation est devenue qualité d'un processus de formation, et donc aussi qualité de ce que produit ce processus : des compétences. La démarche de qualité de la formation a fini par remettre en cause le processus de formation, en le relativisant par rapport à une logique des compétences. Pour l'entreprise, le mouvement de la qualité s'inscrit dans une évolution où le positionnement stratégique dépend directement de la capacité à maîtriser la variabilité des résultats, c'est-à-dire les process, en vue d'assurer les conditions pour que les résultats soient bons du premier coup.

Petit, L. (2020). **L'obligation de certification qualité : Un cadre unifié ambigu.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

La loi de 2018 sur la formation professionnelle impose aux dispensateurs de formation une obligation de certification qualité s'appuyant sur un référentiel national qualité (RNQ) dont les critères s'appliquent à tous. L'article aborde l'articulation qualité/efficience à partir du cas d'un formateur indépendant ayant entamé une démarche qualité avec l'aide d'un consultant. Il interroge la manière dont certains utilisent les critères du RNQ au risque de ne prendre en compte que le cadre normatif de l'obligation de certification.

Pinheiro, S., Santos, M., Cunha, L., & Lacomblez, M. (2020). **Reprendre la main dans la digitalisation d'un service public.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Au début des années 1980, l'économie française est entrée de plain-pied dans l'économie des services (plus précisément des services à prescription). Un mouvement de fond s'est engagé où la qualité de la formation est devenue qualité d'un processus de formation, et donc aussi qualité de ce que produit ce processus : des compétences. La démarche de qualité de la formation a fini par remettre en cause le processus de formation, en le relativisant par rapport à une logique des compétences. Pour l'entreprise, le mouvement de la qualité s'inscrit dans une évolution où le positionnement stratégique dépend directement de la capacité à maîtriser la variabilité des résultats, c'est-à-dire les process, en vue d'assurer les conditions pour que les résultats soient bons du premier coup.

Santelmann, G., & Meignant, A. (2020). **La qualité en formation, un concept inapproprié ?** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Au début des années 1980, l'économie française est entrée de plain-pied dans l'économie des services (plus précisément des services à prescription). Un mouvement de fond s'est engagé où la qualité de la formation est devenue qualité d'un processus de formation, et donc aussi qualité de ce que produit ce processus : des compétences. La démarche de qualité de la formation a fini par remettre en cause le processus de formation, en le relativisant par rapport à une logique des compétences. Pour l'entreprise, le mouvement de la qualité s'inscrit dans une évolution où le positionnement stratégique dépend directement de la capacité à maîtriser la variabilité des résultats, c'est-à-dire les process, en vue d'assurer les conditions pour que les résultats soient bons du premier coup.

Voisin, A. (2020). **Les idées sur la qualité de la formation : Panorama 1989-2000.** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Au cours de la dernière décennie, les travaux sur la qualité de la formation ont été suffisamment nombreux et diversifiés pour que l'on parle de l'existence d'un mouvement des idées relatif à cette question. En analysant l'ensemble des productions écrites ainsi identifiées, il est possible de faire état de trois sources de travaux auxquelles le mouvement puiserait,

relatives aux organismes de formation, à la régulation de son marché de la formation et à une réflexion de fond qui cherche à aboutir à une théorisation de la formation. Un des acquis principaux de ce mouvement est probablement la construction de l'idée de « processus de formation » et l'identification des questions que cette construction fait naître en retour.

Yennek, N., & Galinou, F. (2020). **Qualité et efficacité de la formation : Vers une réconciliation des paradigmes ?** *Education permanente*, 223. http://www.education-permanente.fr/public/articles/articles.php?id_revue=1765&id_article=2898#resume2898

Cet article propose d'identifier les paradigmes sous-jacents aux concepts de qualité et d'efficacité de la formation, en prenant appui sur la distinction opérée entre l'évaluation contrôle et l'évaluation processus. Identifier l'intersection de ces deux paradigmes permet d'analyser la relation entre la certification comme fonction de régulation de la qualité des prestataires de formation et les démarches d'évaluation de l'efficacité de la formation.

Insertion professionnelle

Dicks, A., Levels, M., & van der Velden, R. (2020). **From school to where? How social class, skills, aspirations, and resilience explain unsuccessful school-to-work transitions.** In *Research Memorandum* (N° 013; Research Memorandum). Maastricht University, Graduate School of Business and Economics (GSBE). <https://ideas.repec.org/p/unm/umagsb/2020013.html>

The school-to-work transition is one of the formative phases in the life course. During it, many important decisions are made. We use sequence analysis and logistic regression to study why some young people become NEET (Not in Employment, Education, or Training). We find that classical stratification variables such as higher parental education and higher education increase the probabilities for a successful school-to-work transition. In addition, we hypothesized that alignment of educational attainment and occupational aspirations as well as personality should play a role in this process. While we do not find evidence for an additional effect of alignment, we do find one for resilient personality. We also test hypotheses of mediation and moderation. We find that there is significant mediation of social class via youth's education, but not via aspirational alignment or personality. We also find that education and personality can partly compensate for a low social class background.

Mignot, E. (2020). **Accès au premier emploi : Coup de froid pour la génération 2020. Alternatives Economiques.** Consulté 13 mai 2020, à l'adresse <https://www.alternatives-economiques.fr/acces-premier-emploi-coup-de-froid-generation-2020/00092747>

La crise sanitaire risque de perturber fortement l'entrée sur le marché du travail des jeunes tout juste sortis du système scolaire.

Marché du travail

Françon, B. (2020). L'introduction du salaire minimum allemand : Une réforme inaboutie ? *Connaissance de l'emploi*, 159. <http://ceet.cnam.fr/publications/connaissance-de-l-emploi/l->

[introduction-du-salaire-minimum-allemand-une-reforme-inaboutie--1166957.kjsp?RH=1507626697168](https://www.iredu.fr/1166957.kjsp?RH=1507626697168)

Confronté à une progression durable des inégalités salariales depuis la fin des années 1990, le gouvernement allemand de Grande Coalition entre sociaux-démocrates et conservateurs a voté l'introduction en 2015 d'un salaire minimum légal interprofessionnel. L'objectif de cette réforme est notamment de pallier les défaillances du système de négociations collectives qui déterminait jusqu'ici les salaires sur le marché du travail. Ce numéro de Connaissance de l'emploi revient sur le contexte économique et politique qui a accompagné l'émergence de cette réforme et met en relief les spécificités de ce dispositif par rapport au salaire minimum français. Il présente également une analyse statistique de son efficacité à court terme pour élever les salaires au-dessus du taux horaire légal : malgré une réduction encourageante du nombre d'emplois mal rémunérés, les bénéfices de la réforme restent inégalement répartis selon le type d'emploi et de salarié.

Lam, I. T. (2020). **Entreprendre en milieu éducatif africain : les leviers du succès ! Exemple inspiré du contexte malien.** L'harmattan. https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&no=65655

À partir de l'exemple de la région de Sikasso, au Mali, l'ouvrage montre qu'il est possible d'envisager une pédagogie active dans les écoles, universités et centres de formation pour favoriser l'engagement des jeunes Africains dans l'entrepreneuriat. Il est présenté sous forme de guide méthodologique pour permettre aux acteurs du système éducatif africain d'accompagner les apprenants dans des ateliers interactifs de réflexion sur des cas concrets tirés de leur environnement. À travers une série de questionnaires prédéfinis, équivalents à un bilan de compétences, chaque apprenant pourra cerner vers quel type d'activité il est porté.

Muñoz, P., & Prem, M. (2020). **Managers' Productivity and Labor Market : Evidence from School Principals.** Red Investigadores de Economía. <https://EconPapers.repec.org/RePEc:rie:riecdt:40>

We investigate whether differences in management explain variation in productivity and whether different labor market policies can impact the allocation of managerial effectiveness. Using data on the universe of students and school personnel in Chile, we establish three main findings. First, there is substantial variation in principals' ability to improve students' learning. Second, effective principals are recognized by the school community, decrease teachers' turnover, and obtain higher wages, especially in private schools. Third, despite relatively rigid wages, public schools can attract better principals by improving personnel selection.

Métiers de l'éducation

Alory, S., Derouet, C., & Trouche, L. (2020). **Chercher et apprendre dans ou d'un groupe IREM : Trajectoires d'acteurs et d'actrices.** *Repères IREM*, 119, 23-44.

Cet article reprend la conférence d'ouverture du colloque organisé à Besançon, du 9 au 11 mai 2019, pour le 50ème anniversaire des IREM. Trois acteurs du réseau croisent leurs trajectoires : Sylvie Alory est enseignante de mathématiques dans un lycée parisien et participe

aux groupes IREM à l'université Paris Diderot (Paris 7) depuis 1994 ; Charlotte Derouet a participé pour la première fois à un groupe IREM en 2012 à Paris en tant qu'enseignante de mathématiques en lycée. Depuis 2017 à l'INSPÉ1 de Strasbourg, elle est impliquée à l'IREM de Strasbourg comme enseignante-chercheuse. Luc Trouche a été impliqué dans le réseau des IREM comme stagiaire dès 1978, puis animateur, et responsable d'équipe. Il a dirigé l'IREM de Montpellier de 2000 à 2005. Il a été ensuite professeur à l'INRP, puis l'IFÉ et est professeur émérite de l'ENS de Lyon depuis le 1er janvier 2019. Au travers de leurs trois trajectoires, ils précisent ce que veut dire « Chercher et apprendre dans/d'un groupe IREM » et mettent en évidence l'imbrication des trois volets du triptyque « chercher, former, diffuser »

Aussel, L., & Bedin, V. (2019). **Analyse critique des difficultés à conduire des recherches collaboratives en évaluation.** *La Revue LeEe*, 1. <https://hal.archives-ouvertes.fr/hal-02546779/document>

BAUER, S. (2019). Diriger un établissement multiculturel et défavorisé : Un défi à part ? *Revue suisse des sciences de l'éducation*, 41(1), 177-193, bibliogr.

Aujourd'hui, les recherches montrent que l'école suisse ne permet pas la réussite de tous les élèves et notamment des élèves issus de la migration et des élèves de milieu social défavorisé. L'objectif de cet article est d'interroger le rôle des directions d'établissement scolaire en contexte multiculturel et défavorisé, peu documenté dans la littérature sur la gestion de la diversité culturelle et sur le leadership pédagogique. A travers une étude qualitative-interprétative menée auprès de 13 directions d'établissements multiculturels et défavorisés à Genève, l'auteure donne à voir les exigences spécifiques de ce milieu et la manière dont les directions comprennent et agissent en vue de la réussite scolaire de tous les élèves

BOS, S., & CHALIES, S. (2019). **Quelles sont les activités réellement réalisées par les chefs d'établissement dans le cadre d'un leadership pédagogique ?** : Revue de la littérature. *Revue suisse des sciences de l'éducation*, 41(2), 423-445, bibliogr.

Cet article rend compte de la recherche liée aux activités réalisées au quotidien par les chefs d'établissement dans l'exercice de leur leadership pédagogique. L'auteur souligne que « l'effet chef d'établissement » sur l'amélioration de la réussite des élèves est plutôt bien traité, mais que cet aspect est peu abordé sous l'angle des activités réellement menées au quotidien dans les établissements scolaires. L'article a pour objectif d'ouvrir de nouvelles pistes de travaux à partir des principales activités recensées dans la littérature sur ce sujet.

Bowers, A. J. (2020). **Examining a congruency-typology model of leadership for learning using two-level latent class analysis with TALIS 2018.** <https://doi.org/10.1787/c963073b-en>

Are teachers and principals aligned in their perceptions of the core components of the theory of Leadership for Learning across countries, or are there subgroups of schools in which there is misalignment? The purpose of this study is to examine the extent to which a congruency-typology model of leadership for learning is distributed across countries/economies using the TALIS 2018 dataset through examining the interaction of significantly different subgroups of teacher and principal responders through using multilevel latent class analysis (LCA) with a cross-level interaction. I analyse data from lower secondary schools of n=152 635 teachers in 9

079 schools and their principals across 47 countries/economies. Currently in the research literature on school leadership, leadership for learning has emerged as a framework to bring together managerial, transformational, distributed, and instructional leadership. Yet little is known about leadership for learning across national contexts. This study 1) maps the TALIS 2018 survey items to the current literature and surveys for leadership for learning, 2) then details the methods and analysis framework to examine if there are multiple significantly different types of teachers, principals, and schools from a leadership for learning theory framework. The final model 3) identifies a three-group teacher typology and a three-group principal typology, linking these types to school context, covariates, as well as teacher and principal training and experience. Results relate directly to the intersection of research, policy, and practice for training and capacity of school leaders across 47 countries/economies globally.

Cohen, J., Wong, V., Krishnamachari, A., & Berlin, R. (2020). **Teacher Coaching in a Simulated Environment**. *Educational Evaluation and Policy Analysis*, 42(2), 208-231. <https://doi.org/10.3102/0162373720906217>

This article evaluates whether providing coaching between practice sessions in teacher education courses leads to more rapid development of skills and changes in teachers' beliefs about student behavior, using mixed-reality simulations as a practice space and standardized assessment platform. We randomly assigned 105 prospective teachers to different coaching conditions between simulation sessions integrated into a teacher preparation program. Coached candidates had significant and large improvements on skills relative to those who only reflected on their teaching. We also observe significant coaching effects on candidates' perceptions of student behavior and ideas about next steps for addressing perceived behavioral issues. Findings suggest that skills with which novices struggle can improve with coaching and do not have to be learned "on the job."

Essomme, I., & KUTCHE TAMGHE, C. de D. (2020, avril). **Skills development in secondary education in Cameroon : Pillar of teachers' organizational commitment**. *Le Métier d'enseignant, Aujourd'hui et Demain : Défis et Opportunités*. <https://hal.archives-ouvertes.fr/hal-02559901>

Muñoz, P., & Prem, M. (2020). **Managers' Productivity and Labor Market: Evidence from School Principals**. Red Investigadores de Economía. <https://EconPapers.repec.org/RePEc:rie:riecdt:40>

We investigate whether differences in management explain variation in productivity and whether different labor market policies can impact the allocation of managerial effectiveness. Using data on the universe of students and school personnel in Chile, we establish three main findings. First, there is substantial variation in principals' ability to improve students' learning. Second, effective principals are recognized by the school community, decrease teachers' turnover, and obtain higher wages, especially in private schools. Third, despite relatively rigid wages, public schools can attract better principals by improving personnel selection.

O'Meara, K., Culpepper, D., & Templeton, L. L. (2020). **Nudging Toward Diversity: Applying Behavioral Design to Faculty Hiring**. *Review of Educational Research*, 90(3), 311-348. <https://doi.org/10.3102/0034654320914742>

This narrative and integrative literature review synthesizes the literature on when, where, and how the faculty hiring process used in most American higher education settings operates with implicit and cognitive bias. The literature review analyzes the "four phases" of the faculty hiring process, drawing on theories from behavioral economics and social psychology. The results show that although much research establishes the presence of bias in hiring, relatively few studies examine interventions or "nudges" that might be used to mitigate bias and encourage the recruitment and hiring of faculty identified as women and/or faculty identified as being from an underrepresented minority group. This article subsequently makes recommendations for historical, quasi-experimental, and randomized studies to test hiring interventions with larger databases and more controlled conditions than have previously been used, with the goal of establishing evidence-based practices that contribute to a more inclusive hiring process and a more diverse faculty.

Ronfeldt, M., Bardelli, E., Brockman, S. L., & Mullman, H. (2019). **Will Mentoring a Student Teacher Harm My Evaluation Scores? Effects of Serving as a Cooperating Teacher on Evaluation Metrics.** *American Educational Research Journal*, 57(3), 1392-1437. <https://doi.org/10.3102/0002831219872952>

Growing evidence suggests that preservice candidates receive better coaching and are more instructionally effective when they are mentored by more instructionally effective cooperating teachers (CTs). Yet teacher education program leaders indicate it can be difficult to recruit instructionally effective teachers to serve as CTs, in part because teachers worry that serving may negatively impact district evaluation scores. Using a unique data set on over 4,500 CTs, we compare evaluation scores during years these teachers served as CTs with years they did not. In years they served as CTs, teachers had significantly better observation ratings and somewhat better achievement gains, though not always at significant levels. These results suggest that concerns over lowered evaluations should not prevent teachers from serving as CTs.

Wyness, G., Murphy, R., & Weinhardt, F. (2018). **Who Teaches the Teachers? A Rct of Peer-to-Peer Observation and Feedback in 181 Schools** (Numéro 116). CRC TRR 190 Rationality and Competition. <https://EconPapers.repec.org/RePEc:rco:dpaper:116>

It is well established that teachers are the most important in-school factor in determining student outcomes. However, to date there is scant robust quantitative research demonstrating that teacher training programs can have lasting impacts on student test scores. To address this gap, we conduct and evaluate a teacher peer-to-peer observation and feedback program under Randomized Control Trial (RCT) conditions. Half of 181 volunteer primary schools in England were randomly selected to participate in the two year program. We find that students of treated teachers perform no better on national tests a year after the program ended. The absence of external observers and incentives in our program may explain the contrast of these results with the small body of work which shows a positive influence of teacher observation and feedback on pupil outcomes.

Numérique et éducation

Alipio, M. (2020). **Education during COVID-19 era: Are learners in a less-economically developed country ready for e-learning?** ZBW - Leibniz Information Centre for Economics. <https://EconPapers.repec.org/RePEc:zbw:esrepo:216098>

Drawn on the existing pandemic and potential shift to full e-learning, this study has focused on the descriptive evaluation of readiness for e-learning of higher education students in a less-economically developed country. This is a descriptive online survey employing questionnaires to elicit data on the readiness of students for e-learning. A total of 880 Filipino students responded and provided consent to participate. Ratings were descriptively analyzed using mean, frequency, and percentages. Univariate logistic regression was used to determine the association between each demographic profile and readiness for e-learning. A p-value below 0.05 was considered significant. Of the 880 sample, majority were in the lower middle class and private higher education institution. Most of the respondents answered 'No' in all e-learning readiness items. The odds of scoring low in the readiness scale was higher among younger and female respondents. With reference to high income class, the odds of scoring low in the readiness scale was approximately 16.23, 12.02, 5.21, and 1.87 times more likely when students belong to low, lower middle, middle, and upper middle class, respectively. The type of school is not associated with low readiness probability. School officials may first address the lack of digital skills among students and formulate programs that would capacitate them. The possible shift for e-learning should be considered if financial, operational, and Internet connectivity issues of learners in the low-income sector and rural areas are addressed. More strategic planning and quality management mechanisms should be directed towards an equitable and inclusive education without undermining quality learning.

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

Ce document préparatoire pour le Rapport sur l'état et les besoins de l'éducation portant sur le numérique, lequel paraîtra à la fin de l'année 2020, offre un panorama des définitions de la formation à distance et des modalités de celles-ci ainsi qu'un aperçu du contexte historique et théorique de la recherche sur la formation à distance

Greene, J. A., Lobczowski, N. G., Freed, R., Cartiff, B. M., Demetriou, C., & Panter, A. T. (2019). **Effects of a Science of Learning Course on College Students' Learning With a Computer.** *American Educational Research Journal*, 57(3), 947-978. <https://doi.org/10.3102/0002831219865221>

First-year courses have been used to bolster college student success, but empirical evidence on their efficacy is mixed. We investigated whether a first-year science of learning course, focused on self-regulated learning, would benefit first-generation college students. We randomly assigned students to a treatment condition involving enrollment in the course, a comparison condition in which students had access to online course materials only, or a control condition. From this larger study, we recruited 43 students to participate in a laboratory task involving learning about the circulatory system with a computer. We found that treatment and comparison students experienced greater changes in conceptual knowledge than the control

group, and we found differences in the enactment of monitoring and strategy use across conditions.

Jézégou, A., & Androwkha, S. (2020). **La présence à distance en e-Formation : Entretien avec Annie Jézégou**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*. <https://halshs.archives-ouvertes.fr/halshs-02553357>

Cet entretien présente quelques principaux résultats des recherches conduites par Annie Jézégou sur la présence à distance en contexte de e-Formation à partir d'une série de questions posées par Sonia Androwkha et auxquelles l'auteur apporte des réponses synthétiques.

Simon, J. (2020). **Point d'étape sur le numérique éducatif**. *Didaktika*, 4. <https://hal.archives-ouvertes.fr/hal-02554138>

Nous proposons ici de faire un point d'étape sur le numérique éducatif.

VINCENT-LANCRIN, S., & VLIES, R. V. D. (2020). **Trustworthy artificial intelligence (AI) in education : Promises and challenges**. OECD : Organisation for Economic Co-operation and Development. https://www.oecd-ilibrary.org/fr/education/trustworthy-artificial-intelligence-ai-in-education_a6c90fa9-en

Avec l'essor de l'intelligence artificielle, l'éducation est aujourd'hui confrontée à deux défis. Le premier consiste à utiliser l'intelligence artificielle pour améliorer l'enseignement dans les classes, personnaliser l'apprentissage pour les élèves en difficultés, et lutter ainsi contre le décrochage scolaire. Le second défi repose sur le développement de nouvelles compétences pour faire face à une société de plus en plus automatisée. Cela implique une attention toute particulière à la confidentialité et à la sécurité des données.

Orientation scolaire et professionnelle

Albandea, I. (2020). **La perception des parcours d'études non linéaires par les recruteurs**. *L'Orientation scolaire et professionnelle*, 49 (1), 2020 <https://halshs.archives-ouvertes.fr/halshs-02559627>

Les regards des recruteurs sur la jeunesse évoluent et le niveau ou le type de diplôme obtenu ne suffisent pas à expliquer l'embauche des jeunes diplômés. De leur côté, ces derniers connaissent des parcours d'études atypiques, marqués par des interruptions temporaires, leur permettant de vivre des expériences variées. Séjours à l'étranger, services civiques, périodes d'emploi, etc. sont autant d'expériences vécues avant l'obtention de leur diplôme. Au vu du faible apport de la recherche sur les questions de valorisation sur le marché du travail français de ces parcours atypiques, cette étude propose d'interroger des recruteurs sur l'évaluation de candidatures de jeunes diplômés. Notre analyse révèle que, toutes choses égales par ailleurs, les parcours d'études interrompus de façon temporaire sont mal perçus par les recruteurs si l'expérience vécue n'est pas précisée sur le CV des jeunes candidats.

Kosiewicz, H., & Ngo, F. (2019). **Giving Community College Students Choice : The Impact of Self-Placement in Math Courses**. *American Educational Research Journal*, 57(3), 1358-1391. <https://doi.org/10.3102/0002831219872500>

This study examines the impact of a “natural experiment” that gave students the choice to place into or out of developmental math because of an unintended mistake made by a community college. During self-placement, more students chose to enroll in gateway college- and transfer-level math courses, however, greater proportions of female, Black, and Hispanic students enrolled in the lowest levels of math relative to test-placed counterparts. Difference-in-difference estimates show that self-placement led to positive outcomes, but mostly for White, Asian, and male students. This evidence suggests areas of concern and potential for improvement for self-placement policies. Self-determination theory, behavioral decision theory, and stereotype vulnerability provide possible explanations for the observed changes.

Politique de l'éducation et système éducatif

9th Collective Consultation of NGOs on Education 2030. (2020). **Éduquer pour un avenir inclusif et durable**. UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. https://unesdoc.unesco.org/ark:/48223/pf0000372607_fre

La 9e Réunion mondiale de la consultation collective des ONG sur l'Éducation 2030 (Hammamet, décembre 2019) a rassemblé 131 participants, notamment des acteurs de la société civile représentant 85 organisations internationales, régionales et nationales. Cette réunion a eu pour thème central l'action et l'engagement des organisations de la société civile en faveur de l'équité et de l'inclusion dans le cadre de la mise en œuvre de l'ODD 4 – Éducation 2030 aux niveaux national, régional et mondial.

ADEA : Association pour le développement de l'éducation en Afrique. (2020). **Delivering education at home in African member states amid the covid-19 pandemic : Country status report**. ADEA : Association pour le développement de l'éducation en Afrique. http://www.adeanet.org/sites/default/files/report_education_at_home_covid-19.pdf

En mars 2020, l'ADEA a demandé à certains des pays africains parmi les plus touchés (Burkina Faso, Côte d'Ivoire, Égypte, Ghana, Kenya, Maurice, Maroc, Rwanda, Sénégal, Afrique du Sud, Tunisie, Zambie) de cartographier leur situation en matière d'éducation (stratégies nationales, plateformes, applications, lacunes et défis, engagement des partenaires, bonnes pratiques, enseignements tirés, recommandations) afin d'avoir une vision plus claire de l'état de l'apprentissage pendant le covid-19. Cela permettra de mieux soutenir les pays à court et à long terme, de formuler des stratégies de soutien pertinentes et l'échange d'expériences avec d'autres pays africains.

BARNES, S.-A., BIMROSE, J., BROWN, A., KETTUNEN, J., & VUORINEN, R. (2020). **Lifelong guidance policy and practice in the EU : Trends, challenges and opportunities: final report**. European Commission. Directorate for Employment, Social Affairs and Inclusion. <https://agence.erasmusplus.fr/wp-content/uploads/2020/04/LLGuidance.pdf>

L'étude, à dimension prospective, porte sur la politique et les pratiques d'orientation tout au long de la vie dans l'Union Européenne (UE). Son objectif est triple : examiner comment ces politiques et ces pratiques pourraient être promues par la Commission européenne, en

fournissant une base factuelle pour la définition des priorités ; améliorer les connaissances organisationnelles et soutenir le dialogue avec les parties prenantes sur l'orientation tout au long de la vie, et, plus largement, sur les stratégies de compétences ; identifier les interventions potentielles de l'UE dans ce domaine. L'étude fournit des propositions et orientations pour la nouvelle Commission.

Berthelon, M., Kruger, D., Lauer, C., Tiberti, L., & Zamora, C. (2020). **Longer School Schedules, Childcare and the Quality of Mothers' Employment: Evidence from School Reform in Chile.** In *GLO Discussion Paper Series* (N° 525; GLO Discussion Paper Series). Global Labor Organization (GLO). <https://ideas.repec.org/p/zbw/glodps/525.html>

Ample empirical evidence has found that access to childcare for preschool children increases mothers' labor force participation and employment. In this paper, we investigate whether increased childcare for primary school children improves the quality of jobs mothers find by estimating the causal effect of a school schedule reform in Chile. Combining plausibly exogenous temporal and spatial variations in school schedules with a panel of individual mothers' employment between 2002 and 2015, we estimated a fixed-effects model that controlled for unobserved heterogeneity. We found a positive effect of access to full-day schools on several measures of 'the quality of mothers' jobs, which were correlated to working full-time. We also found small, positive effects on quality of fathers' jobs. Our evidence suggests that the mechanism driving the effect was the effect of the reform's implicit subsidy to the cost of childcare on the opportunity cost of mothers' time. We also found that less educated mothers benefited most from the reform. Thus, childcare can increase household welfare by improving parents' jobs and can play a role in reducing inequality.

Campus France. (2020). **Argentine.** *Les Dossiers pays de Campus France*, 50. https://liseo.ciep.fr/index.php?lvl=bulletin_display&id=10739

Le document présente le système d'enseignement supérieur argentin, l'internationalisation de l'enseignement au sein du pays (étudiants internationaux) et à l'extérieur (mobilité internationale des enseignants argentins) et le dispositif d'attractivité de la France en Argentine. Cette partie s'intéresse à la mobilité des étudiants argentins vers la France, à la francophonie et au réseau de coopération en Argentine ou encore à la promotion des études en France.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2020a). **Vocational education and training in Europe, 1995-2035: Scenarios for european vocational education and training in the 21st century.** Publications office of the European Union. https://www.cedefop.europa.eu/files/3083_en.pdf

Ce rapport de synthèse résume les conclusions du projet du Cedefop intitulé The changing nature and role of vocational education and training (VET) in Europe (2016-18). Il montre que l'éducation et la formation professionnelle (EFP) en Europe varie d'un pays à l'autre et évolue de diverses manières. L'EFP se diversifie dans ses programmes et ses qualifications et s'étend également aux niveaux supérieurs, remettant en question la perception de l'enseignement supérieur comme étant exclusivement orienté vers l'enseignement universitaire. Dans certains pays, cette évolution reflète un pas vers la concrétisation de l'apprentissage tout au long de la vie ; dans d'autres, les jeunes se détournent de l'EFP au profit de l'enseignement général.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2020b). **European qualification framework: Initial vocational education and training: focus on qualifications at levels 3 and 4**. Office des publications de l'Union européenne. https://www.cedefop.europa.eu/files/5577_en.pdf

Le cadre européen des certifications (CEC), avec ses huit niveaux, sert de grille de traduction entre les certifications acquises dans les différents pays européens. Cette étude examine de plus près celles acquises par l'éducation et la formation professionnelle (EFP) initiale et affectées aux niveaux 3 et 4 du CEC via les classifications et cadres nationaux. Elle explore leurs points communs et leurs différences. Elle examine aussi leurs objectifs et leurs valeurs sur le marché du travail ou pour la formation continue, et comment ils sont affectés aux cadres nationaux des certifications (CNC) et aux niveaux du CEC.

Chan-Pang-Fong, E. (2020). **Parcours et réussite des étudiants au cours des trois années universitaires suivant l'obtention de leur baccalauréat en 2014**. Note d'information du SIES, 20.07. https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/90/3/Gouv_Note_91_07_1278903.pdf

Cette note montre qu'à la rentrée 2017 51% des bacheliers 2014 sont diplômés de l'enseignement supérieur : 22 % sont titulaires d'une licence générale ou professionnelle, 16 % d'un brevet de technicien supérieur (BTS) et 5 % d'un diplôme universitaire de technologie (DUT). 63% sont encore dans l'enseignement supérieur, 20 % l'ont quitté après l'obtention d'un diplôme et 17 % en sont sortis sans diplôme. C'est en licence que les parcours sont les moins linéaires : 21 % des inscrits se sont finalement réorientés et 17 % sont sortis sans diplôme. Ces étudiants n'ayant pas obtenu leur licence ont un moins bon profil scolaire, sont d'origine sociale plus modeste et ont moins souvent obtenu leur premier choix d'orientation. Une majorité d'étudiants de DUT (57%) et un peu plus d'un quart des diplômés de BTS (27%) poursuivent des études au-delà de bac +2 à la rentrée 2017. Ces poursuites d'études sont d'autant plus fréquentes que les étudiants sont issus de milieux favorisés.

CULLINANE, C., & MONTACUTE, R. (2020). **Covid-19 and social mobility impact brief #1 : School shutdown**. The Sutton Trust. <https://www.suttontrust.com/wp-content/uploads/2020/04/COVID-19-Impact-Brief-School-Shutdown.pdf>

En raison de la pandémie de COVID-19, les écoles au Royaume-Uni ont fermé, et l'enseignement de nombreux élèves se fait en ligne. Cependant, tous n'y ont pas accès, et si aucune action n'est envisagée, les inégalités scolaires vont se creuser, notamment pour ceux issus des milieux populaires. Le risque de décrochage est fort. Ce rapport met l'accent sur l'impact que peut avoir la crise actuelle sur les jeunes les plus pauvres tout au long de leur parcours scolaire et professionnel. Il conclut sur ce qui pourrait être entrepris pour réduire les inégalités scolaires

de Bondt, M., Willenberg, I. A., & Bus, A. G. (2020). **Do Book Giveaway Programs Promote the Home Literacy Environment and Children's Literacy-Related Behavior and Skills?** *Review of Educational Research*, 90(3), 349-375. <https://doi.org/10.3102/0034654320922140>

Book giveaway programs provide free books to families with infants to encourage caregivers to begin reading to their children during infancy. This meta-analysis of 44 studies retrieved from 43 articles tests the effects of three major book giveaway programs: Bookstart (n = 11), Reach Out and Read (n = 18), and Imagination Library (n = 15). Effect sizes were aggregated within two domains—home literacy environment and literacy-related behavior and skills—before being

averaged across studies. The findings corroborate the assumption that book giveaway programs promote children's home literacy environment ($d = 0.31$, 95% CI [0.23, 0.38], $k = 30$), which subsequently results in more interest in reading and children scoring higher on measures of literacy-related skills prior to and during the early years of school ($d = 0.29$, 95% CI [0.23, 0.35], $k = 23$).

DOSS, C. J., & AKINNIRANYE, G. (2020). **School reform efforts: Here today, gone tomorrow? Educator perspectives on the rapid life cycle of school reforms.** Rand corporation. https://www.rand.org/content/dam/rand/pubs/research_reports/RR2500/RR2575z3-1/RAND_RR2575z3-1.pdf

La réforme scolaire est devenue un terme général pour désigner les initiatives et les programmes visant à améliorer le fonctionnement des écoles et les résultats des élèves. De nombreux chercheurs ont constaté l'émergence d'un « tourbillon (churn) des réformes scolaires ». De nouvelles initiatives et de nouveaux programmes sont adoptés, pour être ensuite abandonnés lorsque la prochaine réforme émerge. Cette note de l'American Educator Panels met en évidence les divergences de perception des directeurs et des enseignants quant à la continuité des réformes scolaires dans leurs écoles. Bien que les raisons sous-jacentes de cette disparité puissent être variées, ce décalage dans les perceptions peut avoir des implications sur le succès des réformes.

Dubet, F. (2019). **Faut-il avoir confiance dans l'éducation ?** *Scuola democratica*, 4, 35-45. <https://doi.org/10.12828/96360>

Les transformations du capitalisme et celles des États nations expliquent sans doute les crises que nous vivons. Mais on doit aussi s'interroger sur le rôle des systèmes scolaires dans la formation des inégalités et dans la défiance qui se développe envers la démocratie. Interrogation d'autant plus nécessaire qu'elle pourrait élargir la critique et appeler de profondes réformes. La longue période de massification scolaire ouverte au début des années 1960 n'a pas tenu toutes ses promesses. Il importe de comprendre quelques-uns des paradoxes provoqués par les profondes mutations des systèmes scolaires dans les sociétés riches, ouvertes et, encore, plus ou moins démocratiques, car les déceptions engendrées par la massification scolaire affectent les conduites des acteurs, leurs représentations des inégalités, leur confiance dans les sociétés et dans la démocratie.

Dubet, F. (2020). **À l'école: Que faire après le virus ?** *Esprit*, 464, 107-114. <https://www.cairn.info/revue-esprit-2020-5-page-107.htm>

Le confinement a confirmé l'inventivité des enseignants et invite à s'interroger sur l'organisation du temps, les inégalités et le rôle du numérique.

Edmunds, J. A., Unlu, F., Furey, J., Glennie, E., & Arshavsky, N. (2020). **What Happens When You Combine High School and College? The Impact of the Early College Model on Postsecondary Performance and Completion.** *Educational Evaluation and Policy Analysis*, 42(2), 257-278. <https://doi.org/10.3102/0162373720912249>

Early colleges are a new model of schooling in which the high school and college experiences are merged, shortening the total amount of time a student spends in school. This study uses a lottery-based experimental design to examine the impact of the model on longer term outcomes, including attainment of a postsecondary credential and academic performance in 4-year institutions. Results show that a significantly higher proportion of early college students

were attaining postsecondary credentials. The results also show that early college students were completing their degrees more rapidly but that their performance in 4-year institutions was still comparable with the control students.

Feuillet, P. (2020). **Le devenir des enseignants entre la rentrée 2017 et la rentrée 2018**. *Note d'information*, 20.16. <https://www.education.gouv.fr/le-devenir-des-enseignants-entre-la-rentree-2017-et-la-rentree-2018-303606>

Parmi les enseignants fonctionnaires du public en poste à la rentrée 2017, la quasi-totalité (96 %) le sont toujours à la rentrée 2018. Parmi ceux-ci, la grande majorité restent sur des missions d'enseignement tandis que 3 300 enseignants passent de l'enseignement à une activité non enseignante (animation pédagogique, direction d'établissement, inspection...) et 1 500 font le chemin inverse. Enfin, 14 400 enseignants restent sur des activités non enseignantes les deux années successives. Par ailleurs 0,9 % des enseignants en poste se retrouvent en congés à la rentrée 2018 (congé parental, congé long). Le reste des enseignants quittent l'Éducation nationale au moins pour un an. La très grande majorité partent à la retraite (1,9 % des enseignants). 0,2 % des enseignants se mettent en détachement et 0,5 % en disponibilité. Enfin, 0,2 % des enseignants démissionnent. Ce pourcentage augmente puisqu'il était de 0,08 % en 2013-2014. Les démissions des enseignants stagiaires expliquent en grande partie cette évolution, amplifiée par la hausse des ouvertures de postes aux concours. Ainsi, seulement 0,1 % des titulaires qui enseignent depuis au moins cinq ans démissionnent, contre 2,6 % des stagiaires.

Friedman-Krauss, A. H., Steven Barnett, W., Garver, K. A., Weisenfeld, G., & Gardiner, B. A. (2020). **The State of Preschool 2019**. National Institute for Early Education Research. <http://nieer.org/state-preschool-yearbooks/2019-2>

The State of Preschool 2019 annual report finds leaders in state-funded preschool include both "Red" and "Blue" states, indicating preschool is one of few bipartisan issues. More children than ever were served in state-funded preschool during the 2018-2019 school year. However, increases from last year were small, leaving too many children behind. The current economic crisis threatens further advances in state preschool enrollment, funding, and quality. Support from the federal government is needed to help sustain current funding and enrollment levels and prevent the backslide seen after the Great Recession. This report, based on data from the 2018-2019 academic year, shows just 34 percent of 4-year-olds and almost 6 percent of 3-year-olds were enrolled in state-funded preschool, little change over the last few years. State spending per child was flat since last year after adjusting for inflation. However, seven states made policy changes to gain an additional benchmark for minimum quality standards.

GABRIELS, W., & BENKE-ABERG, R. (2020). **Student exchanges in time of crisis : Research report on the impact of COVID-19 on student exchanges in Europe**. Erasmus Student Network AISBL. https://liseo.ciep.fr/doc_num.php?explnum_id=12514

Le réseau des étudiants Erasmus (ESN) a mené une enquête entre le 19 et le 30 mars 2020 auprès de 21 930 étudiants et stagiaires internationaux en Europe, sur l'impact du COVID-19 sur leur expérience de mobilité. Près des 2/3 ont poursuivi leur mobilité et 50% de ces derniers sont passés à des cours en ligne. Un quart des mobilités ont été annulées. 7 % des étudiants ont déclaré qu'ils n'obtiendraient aucune bourse et 24% qu'ils la conserveront, partiellement ou totalement. 37,5 % des étudiants ont rencontré au moins un problème majeur durant la crise

sanitaire, le plus fréquemment lié à l'absence des moyens de transport pour rentrer chez eux, suivi des problèmes de logement et d'accès à la nourriture.

Henry, G. T., Pham, L. D., Kho, A., & Zimmer, R. (2020). **Peeking Into the Black Box of School Turnaround: A Formal Test of Mediators and Suppressors.** *Educational Evaluation and Policy Analysis*, 42(2), 232-256. <https://doi.org/10.3102/0162373720908600>

A growing body of research evaluates the effects of turnaround on chronically low-performing schools. We extend this literature by formally testing factors that may either mediate or suppress the effects of two turnaround initiatives in Tennessee: the Achievement School District (ASD) and local Innovation Zones (iZones). Using difference-in-differences models within a mediational framework, we find that hiring effective teachers and principals partially explains positive iZone effects. In the ASD, high levels of teacher turnover suppress potential positive effects. Also, in iZone schools, increased levels of student mobility and chronic absenteeism suppress potentially larger positive effects. Policies that increase capacity within turnaround schools, such as financial incentives for effective staff, appear to be important ingredients for realizing positive effects from turnaround reforms.

Long, M. C., & Bateman, N. A. (2020). **Long-Run Changes in Underrepresentation After Affirmative Action Bans in Public Universities.** *Educational Evaluation and Policy Analysis*, 42(2), 188-207. <https://doi.org/10.3102/0162373720904433>

Affirmative action was banned in California, Texas, Washington, and Florida in the 1990s. Following this early wave, additional states banned the practice, including Arizona, Georgia, Michigan, Nebraska, New Hampshire, and Oklahoma. In response to concerns about underrepresented minorities' falling college enrollment in flagship public universities, administrators and policymakers took a variety of steps to mitigate these declines. This article assesses the long-run changes in the racial and ethnic composition of selected universities after these bans. We find that the elimination of affirmative action has led to persistent declines in the share of underrepresented minorities among students admitted to and enrolling in public flagship universities in these states. These results imply that alternative policies and administrative decisions were unable to fully replace race-based affirmative action. Furthermore, we show that the antecedent conditions have only modestly improved in recent decades, suggesting that policymakers and administrators need to focus on improving these conditions.

NIKOLAI, R. (2019). **Staatliche subventionen für privatschulen: Politiken der privatschulfinanzierung in Australien und der Schweiz.** *Revue Suisse Des Sciences de l'éducation*, 41(3), 559-575 p., bibliogr. <https://bop.unibe.ch/sjer/article/view/5507/9240>

Adoptant une perspective historico-institutionnaliste, l'article analyse la politique des subventions aux écoles privées en Australie et en Suisse. Si en Australie, les écoles privées ont obtenu un large soutien des différents partis politiques depuis les années 1970 et d'importantes subventions publiques, la politique scolaire suisse se caractérise au contraire par une forte réticence à subventionner les écoles privées

Oberfield, Z. W. (2019). **Parent Engagement and Satisfaction in Public Charter and District Schools.** *American Educational Research Journal*, 57(3), 1083-1124. <https://doi.org/10.3102/0002831219868983>

Using nationally representative parent surveys over a 10-year period, this article asks if there were differences in parent engagement and satisfaction at public charter and district schools.

It then examines whether any such differences persisted when accounting for observable school and family characteristics, including whether parents conducted a school search prior to selecting their child's school. It finds that charter parents volunteered more but, in aggregate, were not more engaged in school-related activities, relative to district parents. In contrast, charter parents reported higher levels of satisfaction than district parents throughout the period. These differences persisted even when accounting for observable ways in which these families and schools differed.

OCDE: Organisation de coopération et de développement économiques. (2020). **Strengthening the governance of skills systems: Lessons from six OECD countries**. OECD: Organisation for Economic Co-operation and Development. https://read.oecd-ilibrary.org/education/strengthening-the-governance-of-skills-systems_3a4bb6ea-en#page1

Aujourd'hui, chaque pays cherche à renforcer les compétences de chacun de ses citoyens afin de les rendre plus efficaces sur le marché du travail. Cependant, les stratégies sont parfois complexes et posent de nombreux défis aux gouvernements. Elles nécessitent un réel engagement politique et la coopération des employeurs, des syndicats, des travailleurs, des enseignants, et des étudiants. Ce rapport présente des exemples concrets à partir de six pays de l'OCDE qui ont su relever un ou plusieurs de ces défis : Estonie, Allemagne, Corée, Norvège, Portugal, Estonie.

Pauron, A. (2020). **Parcours et réussite des étudiants au cours des trois années universitaires suivant l'obtention de leur baccalauréat en 2014**. Note d'information du SIES, 20.05. https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/57/1/NI_05_1276571.pdf

Selon les prévisions effectuées à partir des résultats du baccalauréat, des choix d'orientation observés les années précédentes et des premières informations disponibles sur l'année en cours, les inscriptions à la rentrée 2019 auraient augmenté de 1,3 % sur l'ensemble de l'enseignement supérieur, soit + 35 000 étudiants environ. À la rentrée 2020, le nombre d'inscriptions devrait s'accroître de 24 000 étudiants supplémentaires, soit une augmentation de presque 60 000 étudiants en deux ans. Si les tendances en termes d'orientation et de poursuite d'études des bacheliers et des étudiants se prolongent, l'enseignement supérieur pourrait rassembler en 2023, 2,77 millions d'étudiants (hors inscriptions simultanées en licence et en CPGE) et en 2028, 2,81 millions d'étudiants.

Prouteau, D. (2020). **La moyenne d'âge des nouveaux enseignants augmente dans l'enseignement scolaire public**. Note d'information, 20.17. <https://www.education.gouv.fr/media/67383/download>

L'âge moyen des nouveaux enseignants titulaires a progressé dans le secteur public plus fortement dans le second degré (+ 3,9 ans) que dans le premier degré (+ 2,6 ans) sur la période 2008-2018, mais de façon comparable pour les hommes et les femmes. Différents facteurs contribuent à expliquer cette évolution. La réforme de la formation des enseignants a élevé le niveau d'études nécessaire pour accéder aux concours enseignants. L'ouverture d'un plus grand nombre de postes aux concours et l'organisation de recrutements réservés a diversifié le profil des lauréats, avec davantage de personnes ayant déjà une expérience professionnelle en tant que contractuels de l'Éducation nationale, ou d'ailleurs.

Quetier-Parent, S., & Meuric, L. (2020). **Départs en retraite des titulaires de l'enseignement supérieur et de la recherche de 2018 à 2024**. Note d'information du SIES, 20.06.

https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/89/3/NI_2020_06_Retraites_1278893.pdf

Ces données statistiques montrent que l'âge moyen de départ à la retraite a progressé de 1,7 an entre 2010 et 2017, pour atteindre 63,1 ans. Une importante baisse des départs est également constatée sur cette période. Les prévisions par micro simulation prévoient que : - l'âge moyen de départ reculera encore un peu entre 2017 et 2024 (+ 0,6 an par an) et les départs devraient continuer à baisser jusqu'en 2020, puis remonter fortement, notamment pour les chercheurs et enseignants-chercheurs (EC). - si jusqu'en 2017, ce sont surtout les EC et les BIATSS des universités qui ont repoussé leur âge au départ, ce devraient être surtout les personnels des établissements publics à caractère scientifique et technologique (CNRS, INRA, INSERM,...), notamment les chercheurs, qui seraient concernés par ce phénomène à horizon 2024.

ROBERTS, N. (2020). **Assessment and testing in primary education in England**. House of Commons Library. <http://researchbriefings.files.parliament.uk/documents/CBP-7980/CBP-7980.pdf>

Cette note d'information fournit des informations sur les SAT (examens à deux niveaux, à la fin de la première année du primaire, key stage 1, et à la fin de l'école primaire, key stage 2) ou évaluations nationales du curriculum en Angleterre. A la fin de l'école primaire, les tests sont plus formels et les résultats au niveau de l'école sont publiés dans des tableaux de performances nationaux, league tables, permettant la comparaison avec d'autres écoles. L'auteur examine ce qui est testé, quand et comment les résultats sont utilisés. Il fournit également un bref aperçu des modifications apportées à l'évaluation des élèves du secteur primaire depuis 2010.

UNESCO. IIPE Pôle de Dakar. (2020). **Analyse du secteur de l'éducation du Niger : Éléments pour de nouvelles orientations dans le cadre de la 2e phase du PSEF**. UNESCO. IIPE Pôle de Dakar. <https://unesdoc.unesco.org/ark:/48223/pf0000373174/PDF/373174fre.pdf.multi.page=1&zoom=auto,-13,709>

La publication informe sur les principaux atouts du système éducatif nigérien et les défis à relever. Abordant dix thématiques majeures, du préscolaire au supérieur en passant par le professionnel, la gestion des enseignants ou l'équité et les disparités du système éducatif, elle contribue à une réflexion plus globale sur l'évolution du secteur de l'éducation et de la formation au Niger.

Watzlawik, M., & Burkholder, A. (Éds.). (2020). **Educating Adolescents Around the Globe : Becoming Who You Are in a World Full of Expectations**. Springer International Publishing. <https://doi.org/10.1007/978-3-030-37900-1>

By traveling to different parts of the world, this book provides a multidisciplinary perspective on the current state of adolescent education and demonstrates how education systems are formed by and closely tied to culture. After establishing a theoretical background, the book delves into the particulars of adolescent education and its associated challenges in six countries (India, Kenya, Germany, Brazil, Japan, and Denmark). In tandem with the discussion of institutions, the stories of those who are all too often underserved or left behind are told. Despite the diversity of each education system, the investigation reveals several unifying themes that transcend the specific contexts. The lessons from each example are woven

together to demonstrate how the individualized needs of students can best be met, in a vision for the future of educating adolescents."

West, M. R., Pier, L., Fricke, H., Hough, H., Loeb, S., Meyer, R. H., & Rice, A. B. (2020). **Trends in Student Social-Emotional Learning : Evidence From the First Large-Scale Panel Student Survey.** *Educational Evaluation and Policy Analysis*, 42(2), 279-303.
<https://doi.org/10.3102/0162373720912236>

A growing number of school systems use self-report surveys to track students' social-emotional development as a tool to inform policy and practice. We use the first large-scale panel survey of social-emotional learning (SEL) to simulate how four constructs—growth mindset, self-efficacy, self-management, and social awareness—develop from Grade 4 to Grade 12 and how these trends vary by gender, socioeconomic status, and race/ethnicity among students participating in the survey for two consecutive years. With the exception of growth mindset, self-reports of these constructs do not increase monotonically as students move through school; self-efficacy, social awareness, and to a lesser degree self-management decrease after Grade 6. Female students report higher self-management and social awareness than males, but lower self-efficacy relative to males in middle and high school. Economically disadvantaged students and students of color report lower levels of each construct. These patterns highlight the need for policymakers to interpret changes in students' self-reports over time in light of normative trends in social-emotional development and illustrate how such self-reports may nonetheless be used to set priorities and target interventions and resources.

Pratiques enseignantes

Barras, H. (2020). **Evaluer dans l'urgence : En repensant sa planification à l'aide des principes issus de la gestion de crises.** *e-JIREF*, 1, 17-24.
<http://journal.admee.org/index.php/ejiref/article/view/214>

Barras, H., & Dayer, E. (2020). **L'évaluation formative comme soutien aux étudiants lors d'un basculement en urgence dans un enseignement à distance.** *e-JIREF*, 1, 25-33.
<http://journal.admee.org/index.php/ejiref/article/view/215>

Béland, S., Bureau, J. S., & Peters, M. (2020). **Plagier en temps de pandémie.** *e-JIREF*, 1, 35-40.
<http://journal.admee.org/index.php/ejiref/article/view/216>

Blanton, B. S., Broemmel, A. D., & Rigell, A. (2019). **Speaking Volumes : Professional Development Through Book Studies.** *American Educational Research Journal*, 57(3), 1014-1044.
<https://doi.org/10.3102/0002831219867327>

This research describes a professional book study experience and offers insight into its use in supporting professional development. Framed in situated learning theory, this qualitative case study examined the perceptions of 12 educators who voluntarily participated in multiple professional book studies over 4 years. Two major themes were found in the data. The Process Theme encompassed what occurred within the professional book studies and participants' perceptions of the studies. The Outcomes Theme provided insight into how participants changed instructional practices, academic thinking, and personal beliefs. The book studies provided components of effective professional development and principles of adult learning.

Participants believed that the book study groups provided professional development that met their needs in more powerful ways than traditional professional development.

Broeck, F. D., & Hausman, M. (2020). **Le potentiel des cartes mentales pour évaluer en temps de pandémie.** *e-JIREF*, 1, 85-96. <http://journal.admee.org/index.php/ejiref/article/view/222>

Burguete, E., Picard, N., Andrieux, N., Fourcade, L., & Perrochon, A. (2020). **Évaluation par les pairs à distance lors d'un enseignement de lecture critique d'articles pour des étudiants paramédicaux.** *e-JIREF*, 1, 41-51. <http://journal.admee.org/index.php/ejiref/article/view/217>

Buurman, M., Delfgaauw, J., Dur, R., & Zoutenbier, R. (2020). **When Do Teachers Respond to Student Feedback? Evidence from a Field Experiment** (Numéro 12907). Institute of Labor Economics (IZA). <https://EconPapers.repec.org/RePEc:iza:izadps:dp12907>

We ran a field experiment at a large Dutch school for intermediate vocational education to examine whether the response of teachers to student feedback depends on the content of the feedback. Students evaluated all teachers, but only a randomly selected group of teachers received feedback. Additionally, we asked all teachers before as well as a year after the experiment to assess their own performance on the same items. We find a precisely estimated zero average treatment effect of receiving student feedback on student evaluation scores a year later. However, teachers whose self-assessment before the experiment is much more positive than their students' evaluations do improve significantly in response to receiving feedback. We also find that provision of feedback reduces the gap between teachers' self-assessment and students' assessment, but only to a limited extent. All of these results are driven by the female teachers in our sample; male teachers appear to be unresponsive to student feedback.

Cabral, F. D. C., Gremion, C., & Roblez, A. (2020). **Évaluation formatrice, rythmes et travail de groupes à distance.** *e-JIREF*, 1, 77-84. <http://journal.admee.org/index.php/ejiref/article/view/221>

Charroud, C., Dessus, P., & Osete, L. (2020). **Confinement et pratiques évaluatives: Une MOOCification urgente et forcée?** *e-JIREF*, 1, 53-58. <http://journal.admee.org/index.php/ejiref/article/view/218>

Coen, P.-F., & Pellegrini, S. (2020). **Une feuille de route numérique pour évaluer formativement la progression des étudiant.e.s en contexte d'enseignement à distance.** *e-JIREF*, 1, 59-65. <http://journal.admee.org/index.php/ejiref/article/view/219>

Colognesi, S., & Dumais, C. (2020). **L'exposé oral enregistré par les étudiants comme alternative à l'exposé oral en présentiel. Quels bénéfices et points d'attention?** *e-JIREF*, 1, 67-76. <http://journal.admee.org/index.php/ejiref/article/view/220>

Coverdale, H. B. (2020). **What makes a response to schoolroom wrongs permissible?** *Theory and Research in Education*, 18(1), 23-39. <https://doi.org/10.1177/1477878520912997>

Howard's moral fortification theory of criminal punishment lends itself to justifying correction for children in schools that is supportive. There are good reasons to include other students in the learning opportunity occasioned by doing right in response to wrong, which need not exploit the wrongdoing student as a mere means. Care ethics can facilitate restorative and problem-

solving approaches to correction. However, there are overriding reasons against doing so when this stigmatises the wrongdoing student, since this inhibits their learning. Responses that avoidably stigmatise students impermissibly undermine both the developmental ethos of education, and students' recognition and respect for each other as equals.

Curren, R. (2020). **Punishment and motivation in a just school community**. *Theory and Research in Education*, 18(1), 117-133. <https://doi.org/10.1177/1477878520916089>

This article addresses the ethical and motivational dimensions of punishment in schools, focusing on the idea of a just school community. Lawrence Kohlberg's account of a just school community is examined and systematically revised to reflect advances in psychology and a more adequate conceptualization of justice. A eudaimonic conception of justice is articulated with respect to five distinct dimensions of a just school community. This is informed by Self-determination Theory (SDT) and an account of the basis of educational authority over minor children. The resulting account of a eudaimonically just school community clarifies the limited value of punishments as motivators and the importance of needs-support to enlisting students' cooperation. It resists the growing reliance on criminal justice responses to student misconduct and holds that discipline and punishment in schools should be diagnostic, educative, restorative, and community building.

Detroz, P., Malay, L., & Crahay, V. (2020). **Une démarche structurée pour définir quelques conseils limitant l'impact de la pandémie sur l'évaluation de nos étudiants**. *e-JIREF*, 1, 97-110. <http://journal.admee.org/index.php/ejiref/article/view/223>

Detroz, P., Tessaro, W., & Younès, N. (2020a). **Évaluer en temps de pandémie**. *e-JIREF*, 1, 1-3. <http://journal.admee.org/index.php/ejiref/article/view/224>

Detroz, P., Tessaro, W., & Younès, N. (2020b). **Pour la relance d'une évaluation congruente à l'université**. *e-JIREF*, 1, 111-119. <http://journal.admee.org/index.php/ejiref/article/view/212>

DOSS, C. J., JOHNSTON, W. R., & GOKE, A. (2020). **Are educators setting goals for social-emotional learning? Evidence from nationally representative surveys**. Rand corporation. https://www.rand.org/pubs/research_reports/RR2575z2-1.html

Cette étude menée aux États-Unis auprès d'enseignants et de directeurs d'école indique que si la détermination d'objectifs en matière d'apprentissage socio-émotionnel est importante - 60% des personnes interrogées déclarent le faire - elle n'est en aucun cas universelle. En outre, l'écart de perception entre enseignants et chefs d'établissement montre que lorsque les directeurs fixent des objectifs, ils devraient s'attacher à définir une stratégie à l'échelle de l'établissement, qui soit communiquée aux enseignants et qui tienne compte des efforts déjà entrepris dans les classes. L'un des obstacles à ces efforts est peut-être l'absence de systèmes d'évaluation des compétences d'apprentissage socio-émotionnel au niveau de l'établissement.

Duroisin, N. (2020). **Le podcasting collaboratif, un outil pour l'évaluation formative à distance**. *e-JIREF*, 1, 121-130.

Gauthier, C. (2020). *Enseigner aux élèves présentant des difficultés comportementales : Influences du programme de formation initiale à l'enseignement sur les attitudes des futures personnes enseignantes*. <http://hdl.handle.net/11143/16763>

Encouragé par le courant de l'éducation inclusive promu à l'international, le Québec se dote de politiques qui soutiennent l'inclusion des élèves à besoins éducatifs particuliers au sein de la classe ordinaire. Ce courant, appuyé par la recherche scientifique pour ses nombreux bénéfices, semble cependant représenter un défi en ce qui concerne une partie des élèves inclus ; celle des élèves présentant des difficultés comportementales (PDC). En effet, pour les personnes enseignantes qui en ont la responsabilité, leur inclusion en classe ordinaire est associée à un vécu difficile, au stress, à l'épuisement professionnel et à l'abandon de la profession. Plusieurs études soulèvent que les attitudes des personnes enseignantes à l'égard des élèves PDC sont plutôt négatives. Les attitudes seraient un élément important pour assurer le succès de l'éducation inclusive. La théorie tripartite des attitudes de Rosenberg suggère que celles-ci se manifestent selon trois composantes (Rosenberg et Hovland, 1966). Ainsi l'attitude aurait un aspect à la fois cognitif, affectif et comportemental. Elle serait également acquise de l'environnement de l'individu, expliquant donc que plusieurs études soulèvent que la formation initiale pourrait influencer les attitudes des futures personnes enseignantes. Pourtant, un manque de formation a été soulevé en ce qui concerne les élèves PDC lors de la formation initiale. De plus, il existe un écart entre la formation théorique et pratique au sein de cette formation, ce qui nous amène à penser que ces deux pôles de la formation peuvent avoir une influence différente. La présente étude s'intéresse aux attitudes des futures personnes enseignantes du primaire à l'égard de la scolarisation des élèves présentant des difficultés comportementales (PDC) en classe ordinaire. La recherche vise plus précisément à : 1) décrire ces attitudes et 2) mesurer en quoi la formation initiale et ses pôles théoriques et pratiques permettent de prédire les attitudes des futures personnes enseignantes à l'égard de la scolarisation des élèves PDC. Mobilisant un devis transversal, descriptif-corrélationnel, 1491 futures personnes enseignantes ont rempli un questionnaire portant sur leurs attitudes à l'égard de la scolarisation des élèves PDC et de leur formation initiale. Les analyses descriptives montrent que les personnes participantes interrogées entretiennent des attitudes plutôt positives. Les analyses de régression multiple démontrent l'effet de la formation initiale sur les attitudes des futures personnes enseignantes. Il apparaît que le programme, l'année d'étude et l'influence du formateur universitaire contribuent à prédire les attitudes des futures personnes enseignantes du primaire à l'égard de la scolarisation des élèves PDC. Les retombées sur la formation théorique et pratique et le soutien à l'insertion sont discutés à la lumière du cadre d'analyse de la théorie tripartite.

Gilles, J.-L., & Charlier, B. (2020). **Dispositifs d'évaluation à distance à correction automatisée versus non automatisée : Analyse comparative de deux formes emblématiques.** *e-JIREF*, 1, 143-153. <http://journal.admee.org/index.php/ejiref/article/view/227>

Hage, F. E., & Nahed, R. (2020). **Apprentissage par Exploitation de l'Erreur et à Distance (AEED). Pour une évaluation formative et un feedback interactif et digital.** *e-JIREF*, 1, 131-142. <http://journal.admee.org/index.php/ejiref/article/view/226>

Hand, M. (2020). **On the necessity of school punishment.** *Theory and Research in Education*, 18(1), 10-22. <https://doi.org/10.1177/1477878520907039>

The question of the necessity of school punishment was raised, but not satisfactorily answered, in an exchange some time ago between John Wilson and James Marshall. Wilson argued that social interaction in schools must be governed by rules and that rules only exist if violations of them are normally punished. Marshall objected that there are some rules whose existence

plainly does not depend on punishment of violations. Here I revisit and try to resolve the disagreement between Wilson and Marshall. I contend that, while it is not true of rules per se that they must be backed by punishment, there is an important subset of rules that do require this backing, and that subset includes at least some of the rules governing social interaction in schools.

Hefhaf, J., & Rebord, N. (2020). **Dispositif d'évaluation de la pratique enseignante sur traces audiovisuelles**. *e-JIREF*, 1, 155-163. <http://journal.admee.org/index.php/ejiref/article/view/228>

Jacques, S., & Lequeu, T. (2020). **The Attractiveness of Reversing Teaching Forms; Feedback on an Electrical Engineering Course**. *International Journal of Engineering Pedagogy (IJEP)*, 10(3), 21-34. <https://doi.org/10.3991/ijep.v10i3.12361>

The transformation of teaching practices in universities remains necessary to better motivate, involve and promote the success of increasingly « connected » students. These new practices can be off-putting to teachers because of the complexity of their implementation. New practices, such as those in the inverted/flipped classroom model, which consists of reversing the nature of in-classroom and out-of-class activities, are well documented in the pedagogical literature ; however, few empirical studies are available that allow us to objectively analyze their effect on student learning. As such, university teachers are not being encouraged to change their traditional pedagogical practices. This manuscript proposes a rather simple method, which draws on but is not directly equivalent to the inverted classroom model. The aim here is to reverse the traditional pedagogical sequence of « Lectures; Tutorials; then Practical work ». This mode of teaching is still very popular in the university system, particularly in France. More precisely, in the proposed model, teaching begins with practical work, followed by tutorials and finishing with lectures that offer time for questions and debates. This method places much more importance on collaborative working and the consolidation of students' knowledge and skills. An online course platform called Celene has been widely used to support student learning and to maximize teacher-learner interactions. The proposed approach was tested with students of an electrical engineering course in their final year of engineering school. A full six-year feedback period is discussed to demonstrate the interactivity and effectiveness of the approach. The results of the various experiments carried out show that this method « smooths » out some of the difference in student competence. In particular, it is a powerful remediation approach to restore energy to students, who sometimes feel overwhelmed by the traditional approach, which is very transmissive. As a result, the proposed method significantly reduces failure rates.

Joyce, K. E., & Cartwright, N. (2019). **Bridging the Gap Between Research and Practice : Predicting What Will Work Locally**. *American Educational Research Journal*, 57(3), 1045-1082. <https://doi.org/10.3102/0002831219866687>

This article addresses the gap between what works in research and what works in practice. Currently, research in evidence-based education policy and practice focuses on randomized controlled trials. These can support causal ascriptions ("It worked") but provide little basis for local effectiveness predictions ("It will work here"), which are what matter for practice. We argue that moving from ascription to prediction by way of causal generalization ("It works") is unrealistic and urge focusing research efforts directly on how to build local effectiveness predictions. We outline various kinds of information that can improve predictions and encourage using methods better equipped for acquiring that information. We compare our

proposal with others advocating a better mix of methods, like implementation science, improvement science, and practice-based evidence.

Krzychała, S. (2019). **Teacher Responses to New Pedagogical Practices : A Praxeological Model for the Study of Teacher-Driven School Development.** *American Educational Research Journal*, 57(3), 979-1013. <https://doi.org/10.3102/0002831219868461>

This article focuses on the teacher community as an agent of school development, and in the context of teacher engagement in new educational practices, it discusses how school change can be analyzed as a process of creating and transforming professional knowledge (orientation pattern). The qualitative research was conducted in 2015–2016 at 12 schools participating in an innovative tutoring program in Wrocław (Poland). A total of 12 group discussions and 52 individual interviews were interpreted using Mannheim's documentary method. As a result, a typology of the four forms of new professional orientation patterns—niche, instrumental, apparent, and synergic activities—was elaborated, and in a case study, they were applied as a theoretical model to the sociogenetic analysis of the school development process.

Lamboy, L., Taylor, A., & Thompson, W. (2020). **Paternalistic aims and (mis)attributions of agency : What the over-punishment of Black girls in US classrooms teaches us about just school discipline.** *Theory and Research in Education*, 18(1), 59-77. <https://doi.org/10.1177/1477878520912510>

In this article, we explore the interrelated phenomena of teachers' paternalistic aims and their misattributions of the agency of their students within particular schooling contexts of systemic racial injustice in the United States. We argue that, because teachers in these contexts assess agency in patterned, predictable ways that stem from – and reify – preexisting unjust patterns of oppression, teachers are unreliable evaluators of the conditions necessary for just punishment. To build this argument, we explore a complex case in which authorities regularly fail to meet these conditions: the punishment of Black girls in low-income, urban, predominantly non-White primary and secondary schools in the United States. Through our analysis, we offer a new concept, excess agency misattribution, which raises serious questions about subjective justifications for punishment in contexts of entrenched injustice. By delineating how the perceptions of teachers influence both the putative justifying aims and targeted recipients of punishment, we demonstrate how the existing terrain of school punishment practices ought to affect our normative reasoning about the fairness of punishment in these contexts.

Lison, C. (2020). **La présentation orale en contexte de formation à distance : Évaluer un Pecha Kucha.** *e-JIREF*, 1, 173-180. <http://journal.admee.org/index.php/ejiref/article/view/230>

Lollia, M., & Issaieva, E. (2020). **Comment les enseignants assurent la continuité pédagogique et évaluent en contexte de pandémie? Une étude en Guadeloupe.** *e-JIREF*, 1, 181-192. <http://journal.admee.org/index.php/ejiref/article/view/231>

Papi, C., Gérin-Lajoie, S., & Hébert, M.-H. (2020). **Se rapprocher de l'évaluation à distance : Dix pistes de réponse.** *e-JIREF*, 1, 201-206. <http://journal.admee.org/index.php/ejiref/article/view/233>

Perriard, L., & Gremion, C. (2020). **Évaluer un geste : Lorsque la distance rend l'évaluation formatrice.** *e-JIREF*, 1, 207-214. <http://journal.admee.org/index.php/ejiref/article/view/234>

Perrin, N., Glou, C. L., Deschryver, N., & Uldry, S. (2020). **Évaluer à distance une tâche ouverte : Un apprentissage croisé.** *e-JIREF*, 1, 215-222. <http://journal.admee.org/index.php/ejiref/article/view/235>

Rached, P., Gharib, Y., & Constantin, S. (2020). **Entre le cognitif et l'émotionnel... Quelle évaluation à distance en situation de crise ?** *e-JIREF*, 1, 223-230. <http://journal.admee.org/index.php/ejiref/article/view/237>

Raulin, D. (2020). **L'évaluation des acquis des élèves, en période de confinement.** *e-JIREF*, 1, 231-236. <http://journal.admee.org/index.php/ejiref/article/view/238>

Roblez, A., Biancarelli, L., & Gremion, C. (2020). **Dialogue transdisciplinaire sur l'évaluation en temps de crise—Critiques et Perspectives.** *e-JIREF*, 1, 237-243. <http://journal.admee.org/index.php/ejiref/article/view/239>

Romero, M., Timus, N., Raisin, S., Mirbel, I., & Aliferis, I. (2020, mai). **Accompagner la transformation des pratiques enseignantes à l'Université Côte d'Azur par le biais d'une approche centrée sur la professionnalisation des enseignant.e.s.** *31e Congrès de l'Association Internationale de Pédagogie Universitaire (AIPU)*. <https://doi.org/10.1111/cogs.12626>

Depuis la déclaration de Bologne (1998), les différents pays européens ont initié un processus de rapprochement des systèmes d'études supérieures européens qui a conduit à la création en 2010 de l'espace européen de l'enseignement supérieur (EHEA). Dans ce contexte, les universités européennes se sont engagées à formaliser les acquis d'apprentissage (learning outcomes) dans l'enseignement supérieur afin de permettre une meilleure comparabilité entre leurs programmes de formation et proposer des approches pédagogiques conformes aux standards européens d'enseignement dans le supérieur. En France, depuis 2017, le Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation (MESRI) a souhaité mettre en place des projets ambitieux de transformation des pédagogies universitaires (comme les projets PIA 3 "Nouveaux cursus à l'université») afin de développer, entre autres objectifs, l'approche programme et l'approche par compétences dans une visée d'amélioration de l'expérience d'apprentissage à l'université. La transformation pédagogique s'accompagne également d'une transformation de l'enseignement et de l'apprentissage vers des approches de pédagogie active et centrées sur l'étudiant. La mise en place de ces transformations demande un accompagnement des enseignants dans leur apprentissage professionnel conformément aux réformes nationales et européennes. Dans ce contexte d'amélioration de la pédagogie universitaire, l'Université Côte-d'Azur (UCA) encourage une transformation pédagogique visant à améliorer et diversifier les faciliter l'alignement constructif différentes approches d'enseignement, d'apprentissage et d'évaluation notamment en s'appuyant sur les acquis d'apprentissage (learning outcomes) (Biggs, 2003; Biggs & Tang, 2011). Parmi les enjeux de cette transformation on peut citer l'identification des stratégies et des activités d'apprentissage permettant un meilleur engagement cognitif et créatif de l'étudiant (Chi et al, 2018; Chi & Wylie, 2014; Romero, Laferriere, & Power, 2016) et le développement des compétences définies dans les référentiels de chaque domaine disciplinaire. Conformément à cet objectif, le Centre d'Accompagnement Pédagogique (CAP) a lancé un programme de

développement professionnel continu TRANSFORM et le diplôme universitaire "Enseigner et Apprendre à l'Université" (DU[o]), soutenant les enseignants dans leur développement professionnel. En outre, le projet L@UCA, en collaboration avec le CAP, met en œuvre l'approche par compétences (APC) et l'approche programme et soutient le développement des pratiques d'enseignement et des activités d'apprentissage guidées par les acquis d'apprentissage (learning outcomes) et le développement des compétences.

Stroppolo, K. M., & Gremion, C. (2020). **Évaluer à distance la pratique d'un enseignement à distance : Une étude de cas.** *e-JIREF*, 1, 193-200.
<http://journal.admee.org/index.php/ejiref/article/view/232>

Thompson, W. C., Beneke, A. J., & Mitchell, G. S. (2020). **Legitimate concerns : On complications of identity in school punishment.** *Theory and Research in Education*, 18(1), 78-97.
<https://doi.org/10.1177/1477878520903400>

In the present unjust context of US schools, many educators face uncertainty about the legitimacy of their issuing punishments, especially when their identity meaningfully differs from that of their students. In this article, we address these doubts by acknowledging distinctive elements of schools to provide helpful distinctions and analyses of the legitimacy of punishments within them. Specifically, we interrogate the role that identity categories such as race and gender play in establishing legitimate punishment within schools, with a particular focus on the case of Black girls attending US schools. We offer a taxonomy of legitimate responses to undesired student behavior, arguing that a particular person in their role within a school might lack legitimacy to punish based upon their identity even while other, related yet more nuanced, behavioral responses remain. In this work, we aim to equip educators with tools to better navigate the options available to them and better understand the significance of their actions in response to student behavior.

Thompson, W. C., & Tillson, J. (2020). **Pedagogies of Punishment : An introduction.** *Theory and Research in Education*, 18(1), 3-9. <https://doi.org/10.1177/1477878520916086>

Thual, O. (2020). **De l'examen écrit scientifique sur table au paramétrage d'une activité Test de Moodle.** *e-JIREF*, 1, 247-254. <http://journal.admee.org/index.php/ejiref/article/view/240>

Vilches, V. A., Detroz, P., Hausman, M., & Verpoorten, D. (2020). **Réception de la prescription à « basculer vers l'eLearning » en période d'urgence sanitaire – Une étude de cas.** *e-JIREF*, 1, 5-16.
<http://journal.admee.org/index.php/ejiref/article/view/213>

Warnick, B. R., & Scribner, C. F. (2020). **Discipline, punishment, and the moral community of schools.** *Theory and Research in Education*, 18(1), 98-116.
<https://doi.org/10.1177/1477878520904943>

The following article surveys changes to school punishment in the United States over the past century – particularly, the rise of exclusionary methods and the school-to-prison pipeline – to argue that prevailing disciplinary techniques are out of step with the developmental ethos of education and the principles of democratic oversight. To remedy these shortcomings, it offers a defense of schools as moral communities and outlines disciplinary responses grounded in the recognition and respect of the restorative justice model.

Yang, Y., van Aalst, J., & Chan, C. K. K. (2019). **Dynamics of Reflective Assessment and Knowledge Building for Academically Low-Achieving Students.** *American Educational Research Journal*, 57(3), 1241-1289. <https://doi.org/10.3102/0002831219872444>

This study investigates designs for developing knowledge building (KB) and higher order competencies among academically low-achieving students. Thirty-seven low-achieving students from a ninth-grade visual arts course in Hong Kong participated. The design involved principle-based KB pedagogy, with students writing on Knowledge Forum® (KF), enriched by analytics-supported reflective assessment. Analysis of the discourse on KF showed that the low achievers were able to engage in productive discourse, with evidence of metacognitive, collaborative, and epistemic inquiry. Analysis illustrates how the design supported student engagement, including (1) reflective inquiry and social metacognition; (2) reflective meta- and epistemic talk; (3) evidence-based reflection for collective growth; and (4) reflection embedded in community ethos. Implications of reflective assessment for supporting low achievers for inquiry learning and KB are discussed.

Réussite scolaire

Bhattacharya, L., & Chandrasekhar, S. (2020). **India's search for link language and progress towards bilingualism.** Indira Gandhi Institute of Development Research, Mumbai, India. <https://EconPapers.repec.org/RePEc:ind:igiwpp:2020-015>

The three language formula (3LF) is viewed as an instrument for achieving the objective of a multilingual India. Possibly on account of lack of agreement on 3LF and politics of medium of instruction, the pace of transition towards bilingualism is glacial. This paper is a quantitative assessment of this transition. We analyse data from Census of India Language Tables for the years 1971, 2001 and 2011 and two recent NSSO surveys on education. We present estimates of probability of two individuals drawn at random being able to converse in a common language and the extent to which today's school going children and the youth are likely to be bilingual respectively.

de Bondt, M., Willenberg, I. A., & Bus, A. G. (2020). **Do Book Giveaway Programs Promote the Home Literacy Environment and Children's Literacy-Related Behavior and Skills?** *Review of Educational Research*, 90(3), 349-375. <https://doi.org/10.3102/0034654320922140>

Book giveaway programs provide free books to families with infants to encourage caregivers to begin reading to their children during infancy. This meta-analysis of 44 studies retrieved from 43 articles tests the effects of three major book giveaway programs: Bookstart (n = 11), Reach Out and Read (n = 18), and Imagination Library (n = 15). Effect sizes were aggregated within two domains—home literacy environment and literacy-related behavior and skills—before being averaged across studies. The findings corroborate the assumption that book giveaway programs promote children's home literacy environment (d = 0.31, 95% CI [0.23, 0.38], k = 30), which subsequently results in more interest in reading and children scoring higher on measures of literacy-related skills prior to and during the early years of school (d = 0.29, 95% CI [0.23, 0.35], k = 23).

Greene, J. A., Lobczowski, N. G., Freed, R., Cartiff, B. M., Demetriou, C., & Panter, A. T. (2019). **Effects of a Science of Learning Course on College Students' Learning With a Computer.**

American Educational Research Journal, 57(3), 947-978.
<https://doi.org/10.3102/0002831219865221>

First-year courses have been used to bolster college student success, but empirical evidence on their efficacy is mixed. We investigated whether a first-year science of learning course, focused on self-regulated learning, would benefit first-generation college students. We randomly assigned students to a treatment condition involving enrollment in the course, a comparison condition in which students had access to online course materials only, or a control condition. From this larger study, we recruited 43 students to participate in a laboratory task involving learning about the circulatory system with a computer. We found that treatment and comparison students experienced greater changes in conceptual knowledge than the control group, and we found differences in the enactment of monitoring and strategy use across conditions.

Hart, C. M. D. (2020). **An Honors Teacher Like Me : Effects of Access to Same-Race Teachers on Black Students' Advanced-Track Enrollment and Performance.** *Educational Evaluation and Policy Analysis*, 42(2), 163-187. <https://doi.org/10.3102/0162373719898470>

Using rich administrative data from North Carolina and school-course fixed effects models, this study explores whether the availability of same-race instructors in advanced-track sections of courses affects Black high school students' enrollment in, and performance in, advanced-track courses. The availability of at least one Black instructor at the advanced level is associated with a 2 percentage point increase in the uptake of advanced courses for Black students. However, conditional on enrollment in the advanced track, Black students are no more likely to pass advanced-track courses when taught by Black teachers. Positive effects on enrollment are driven by enrollment shifts for higher achieving students. Additional analyses showing benefits to non-Black students suggest that the main channels are not race-specific role model effects.

Möller, J., Zitzmann, S., Helm, F., Machts, N., & Wolff, F. (2020). **A Meta-Analysis of Relations Between Achievement and Self-Concept.** *Review of Educational Research*, 90(3), 376-419. <https://doi.org/10.3102/0034654320919354>

According to the internal/external frame of reference model, academic achievement has a strong impact on people's self-concept, both within and between subjects. We conducted a series of meta-analyses of $k = 505$ data sets containing the six bivariate correlations between achievement and self-concept in two subjects. Negative paths from achievement to noncorresponding self-concept, indicating dimensional comparison effects, were strongest when the subjects were dissimilar with regard to the math-verbal continuum, reduced but still significantly negative when both subjects belonged to the verbal domain, and near-zero when both subjects belonged to the math/science domain. Additionally, we found stronger positive paths from achievements to corresponding self-concepts, indicating social comparison effects, and stronger dimensional comparison effects for grades than for standardized test scores, and for older rather than younger students. We extend dimensional comparison theory by discussing these results with particular regard to the nonexistence of assimilation effects, the effects of subject similarity on dimensional comparison effects, and other moderators of dimensional comparison effects.

Sorrenti, G., Zöllitz, U., Ribeaud, D., & Eisner, M. (2020). **The causal impact of socio-emotional skills training on educational success.** In *ECON - Working Papers* (N° 343; ECON - Working

Papers). Department of Economics - University of Zurich.
<https://ideas.repec.org/p/zur/econwp/343.html>

We study the long-term effects of a randomized intervention targeting children's socio-emotional skills. The classroom-based intervention for primary school children has positive impacts that persist for over a decade. Treated children become more likely to complete academic high school and enroll in university. Two mechanisms drive these results. Treated children show fewer ADHD symptoms: they are less impulsive and less disruptive. They also attain higher grades, but they do not score higher on standardized tests. The long-term effects on educational attainment thus appear to be driven by changes in socio-emotional skills rather than cognitive skills.

Turcotte, J. (2020). **La réussite scolaire des étudiants ayant un trouble d'apprentissage ou un trouble déficitaire de l'attention avec ou sans hyperactivité : Est-ce que les stratégies d'étude employées sont efficaces?** [Masters, Université du Québec à Chicoutimi].
<https://constellation.uqac.ca/5435/>

La présente recherche s'intéresse aux stratégies d'étude déclarées par les étudiants de niveau collégial ayant un TA ou un TDA/H afin de déterminer si ces derniers utilisent des stratégies d'étude identifiées comme efficaces dans les écrits scientifiques. Trois objectifs de recherches ont été formulés : 1) identifier et classifier les stratégies d'étude déclarées par les étudiants collégiaux ayant un TA ou un TDA/H ; 2) comparer les stratégies d'étude déclarées par les étudiants collégiaux ayant un TA ou un TDA/H aux stratégies d'étude identifiées comme efficaces et 3) vérifier le lien entre l'utilisation de stratégies d'étude efficaces et la réussite scolaire des étudiants ayant un TA ou un TDA/H. Considérant que les spécificités du TA et du TDA/H peuvent avoir des répercussions négatives sur la sélection des stratégies d'apprentissage à adopter (Connor, 2012) et que les stratégies d'étude de récupération et de distribution de l'apprentissage dans le temps sont celles dont l'efficacité est la grande (Dunlosky et al., 2013 ; Pashler et al., 2007 ; Roediger et Karpicke, 2006a ; Roediger, et Pyc, 2012 ; Rowland, 2014), quatre hypothèses de recherche ont été formulées : 1) les étudiants ayant un TA ou un TDA/H déclareront utiliser davantage des stratégies d'encodage que des stratégies de récupération pour étudier leur examen ; 2) Ils déclareront utiliser davantage de stratégies de concentration de l'étude dans le temps plutôt que des stratégies de distribution de l'étude dans le temps ; 3) L'utilisation plus fréquente de stratégies de récupération est un prédicteur de la réussite scolaire telle que mesurée par la cote R ; 4) L'utilisation plus fréquente de stratégies de distribution de l'étude dans le temps est un prédicteur de la réussite scolaire telle que mesurée par la cote R. Un questionnaire de recherche ainsi qu'un outil psychométrique visant à mesurer la fréquence d'utilisation des stratégies d'étude de récupération et de distribution de l'apprentissage dans le temps ont été créés dans le cadre de cette recherche. Des tests du Khi carré, des tests de Student et la régression linéaire multiple sont utilisés afin de tester les 4 hypothèses préalablement formulées. Les résultats obtenus dans la présente recherche sont en accordance avec les éléments clés du cadre théorique. Les stratégies d'étude de récupération et de distribution de l'apprentissage dans le temps ne sont pas suffisamment utilisées par les étudiants ayant un TA ou un TDA/H. Pourtant, tout indique que la maximisation de la fréquence d'utilisation de ces stratégies est liée positivement à la réussite scolaire. Des mesures éducatives devraient être mises en place afin de maximiser l'utilisation de ces stratégies d'étude optimales auprès des étudiants ayant un TA ou un TDA/H, mais également auprès des élèves plus jeunes. This study focuses on study strategies reported by college students with LD or ADD/ADHD to determine if they use studying strategies identified as

effective by scientific literature. Three study objectives were formulated: 1) Identify and classify the studying strategies reported by college students with LD or ADD/ADHD; 2) Compare the studying strategies reported by college students with LD or ADD/ADHD with studying strategies identified as effective and 3) Verify the link between the use of effective studying strategies and the educational success of students with LD or ADD/ADHD. Considering that the specificities of LD and ADD/ADHD can have negative impacts on the choice of learning strategies (Connor, 2012) and that the retrieval and the distributed studying strategies of learning over time are the most effective (Dunlosky et al., 2013; Pashler et al., 2007; Roediger and Karpicke, 2006; Roediger, and Pyc, 2012; Rowland, 2014), four research hypotheses were formulated: 1) Students with LD or ADD/ADHD will report using more encoding strategies rather than retrieval strategies when studying for their exams; 2) They will report using more concentration strategies of study over time rather than distributed strategies over time; 3) The more frequent use of retrieval strategies is a predictor of educational success as measured by the R score; 4) The more frequent use of distributed strategies in study over time is a predictor of educational success as measured by the R score. A research questionnaire as well as a psychometric tool used to measure the frequency of use of retrieval and distributed studying strategies of learning over time were created for this study. Chi-square tests, Student's t-tests and multiple linear regression are used in order to test the 4 hypotheses formulated previously. The results obtained in this study are in accordance with the theoretical framework's key elements. The retrieval and distributed studying strategies of learning over time are not used enough by students with LD or ADD/ADHD. Yet, indications are that the maximization of the frequency of use of those strategies is positively linked to educational success. Educational measures should be implemented in order to maximize the use of those optimal studying strategies with students with LD or ADD/ADHD, but also with younger students.

Yang, Y., van Aalst, J., & Chan, C. K. K. (2019). **Dynamics of Reflective Assessment and Knowledge Building for Academically Low-Achieving Students**. *American Educational Research Journal*, 57(3), 1241-1289. <https://doi.org/10.3102/0002831219872444>

This study investigates designs for developing knowledge building (KB) and higher order competencies among academically low-achieving students. Thirty-seven low-achieving students from a ninth-grade visual arts course in Hong Kong participated. The design involved principle-based KB pedagogy, with students writing on Knowledge Forum® (KF), enriched by analytics-supported reflective assessment. Analysis of the discourse on KF showed that the low achievers were able to engage in productive discourse, with evidence of metacognitive, collaborative, and epistemic inquiry. Analysis illustrates how the design supported student engagement, including (1) reflective inquiry and social metacognition; (2) reflective meta- and epistemic talk; (3) evidence-based reflection for collective growth; and (4) reflection embedded in community ethos. Implications of reflective assessment for supporting low achievers for inquiry learning and KB are discussed.

Valeurs

Andolina, M. W., & Conklin, H. G. (2019). **Fostering Democratic and Social-Emotional Learning in Action Civics Programming: Factors That Shape Students' Learning From Project Soapbox**. *American Educational Research Journal*, 57(3), 1203-1240. <https://doi.org/10.3102/0002831219869599>

This research examines the factors that shape high school students' experiences with an action civics program—Project Soapbox—that fosters democratic and social-emotional learning. Drawing on pre- and postsurveys with 204 students, classroom observations, teacher interviews, student work samples, and student focus group interviews, the study illuminates how specific features of the curriculum and its implementation are linked to its promising outcomes. Our findings indicate that the curriculum's emphases and structure, along with instructional decisions and context, play key roles in influencing student outcomes. Project Soapbox's power lies in its alignment with many well-established civic education best practices and in its intentional linkage with key social-emotional learning practices, many of which are newly recognized as having particular civic import.

Bouchard, N., Gendron, C., & Gagnon, M. (2020). ***Pour faire avancer l'école, un programme d'Éthique et vivre-ensemble***. Groupe de recherche sur l'éthique en éducation et en formation (GREE). <http://ofde.ca/wp-content/uploads/2020/03/Faire-avancer-l%C3%A9cole-version-21f%C3%A9vrierversionfinale.pdf>

Avis du Groupe de recherche sur l'éthique en éducation et en formation (GREE) présenté au ministre de l'Éducation et de l'Enseignement supérieur dans le cadre de la consultation sur le programme Éthique et culture religieuse

Tillson, J., & Oxley, L. (2020). **Children's moral rights and UK school exclusions**. *Theory and Research in Education*, 18(1), 40-58. <https://doi.org/10.1177/1477878520912509>

This article argues that uses of exclusion by schools in the United Kingdom (UK) often violate children's moral rights. It contends that while exclusion is not inherently incompatible with children's moral rights, current practice must be reformed to align with them. It concludes that as a non-punitive preventive measure, there may be certain circumstances in schools where it is necessary to exclude a child in order to safeguard the weighty interests of others in the school community. However, reform is needed to ensure that exclusion is a measure of last resort, unjust discrimination is eliminated, appropriate and timely alternative provision is available, cultures of listening are developed, and blanket policies are removed. The argument is framed in terms of children's weighty interests as identified in the United Nations Convention on the Rights of the Child. The moral bearing of these interests on UK schools is defended, and an overview of exclusion practices commonly used in UK schools is provided. Finally, the extent to which the use of exclusion in UK schools might violate the moral rights of the child is considered by evaluating empirically informed arguments for and against such policies couched in terms of interests identified in the Convention.