

Veille de l'IREDU



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Acquisition de compétences

Bihl, J. (2020). **La littératie médiatique par et pour l'empowerment**. *Spirale - Revue de recherches en éducation*, N° 66(3), 65-75.

La littératie médiatique doit-elle servir l'empowerment ? Comment intégrer une visée « empouvoirante » dans une activité d'éducation aux médias ? Comment concevoir le rôle du pouvoir d'agir au sein d'une évaluation de la littératie médiatique ? Telles sont les questions axiologiques et méthodologiques abordées dans cet article qui propose de concevoir un dispositif d'apprentissage « empouvoirant » en éducation aux médias, inspiré de l'approche du développement du pouvoir d'agir des personnes et des collectivités (DPA-PC) de Le Bossé. Les effets de ce dispositif sur le sentiment de pouvoir d'agir des adolescent·e·s sont évalués dans le cadre d'une approche par l'agir compétent permettant d'étudier la littératie médiatique au regard du triptyque « savoir agir-pouvoir agir-vouloir agir ».

Cartier, S. C., & Berger, J.-L. (2020a). **Prendre en charge son apprentissage: L'apprentissage autorégulé à la lumière des contextes**. Consulté à l'adresse <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66939>

L'apprentissage autorégulé concerne la façon dont l'élève ou l'étudiant prend en charge son propre apprentissage selon un objectif visé dans un contexte donné. Il s'agit de comprendre comment l'élève mobilise des stratégies d'apprentissage cognitives et métacognitives, comment il se motive ou encore comment il gère son travail et son environnement en vue d'atteindre les objectifs fixés ou qu'il se fixe. Parce que l'apprentissage autorégulé est façonné par et façonne le contexte d'apprentissage, cet ouvrage cible le rôle des contextes dans les questionnements sur l'apprentissage autorégulé.

Cartier, S. C., & Berger, J.-L. (2020b). **Prendre en charge son apprentissage: L'apprentissage autorégulé à la lumière des contextes**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343208374?utm_source=phplist&utm_campaign=message_30058&utm_medium=email&utm_content=lienTitre

L'apprentissage autorégulé concerne la façon dont l'élève ou l'étudiant prend en charge son propre apprentissage selon un objectif visé dans un contexte donné. Il s'agit de comprendre comment l'élève mobilise des stratégies d'apprentissage cognitives et métacognitives, comment il se motive ou encore comment il gère son travail et son environnement en vue d'atteindre les objectifs fixés ou qu'il se fixe. Parce que l'apprentissage autorégulé est façonné par et façonne le contexte d'apprentissage, cet ouvrage cible le rôle des contextes dans les questionnements sur l'apprentissage autorégulé.

Chwialkowska, A. (2020). **Maximizing Cross-Cultural Learning From Exchange Study Abroad Programs: Transformative Learning Theory**. *Journal of Studies in International Education*, 24(5), 535-554. <https://doi.org/10.1177/1028315320906163>

While some institutions require their students to spend a semester abroad as a prerequisite to earning a business degree, academics challenge the view that travel abroad helps students become culturally competent. Many students admit that they failed to immerse themselves in a cross-cultural environment. Therefore, the purpose of this study is to identify the components of exchange study abroad programs (ESP) that

facilitate student cross-cultural learning (CCL). Building on transformative learning theory (TLT), we propose and test a conceptual model of relationships between different components of exchange programs and student CCL. The data collected from more than 700 students participating in a semester and two-semester-long programs are analyzed through logistic regression. This research contributes to the literature on the effectiveness of ESP by identifying the key components that maximize positive outcomes for students. By building on TLT, it reveals the importance of getting out of one's comfort zone and providing students with support during the ESP. This study bears practical implications as it provides academic institutions and students with important insights that help maximize student CCL.

Corinne, B. (2020). **Validation des Acquis Buissonniers - Vers une Meilleure Reconnaissance par l'Institution Educative d.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343210421?utm_source=phplist&utm_campaign=message_30019&utm_medium=email&utm_content=lienTitre

Comment valider les acquis buissonniers des professionnels, des étudiants et des élèves ? L'apprentissage par l'expérience suppose une multitude de savoirs informels et non formels, souvent inconscients. Dès 2002, la validation des acquis de l'expérience (VAE) permet de reconnaître aux adultes des savoirs professionnels, l'expérience personnelle des jeunes qui ne sont ni en formation, ni en éducation, ni en emploi reste encore largement ignorée, voire niée.

Jarraud, F. (2020, octobre 1). **Maths : Les élèves français décrochent.** Consulté 2 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/01102020Article637371340068883175.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504793

Les résultats de l'étude Cèdre sur les maths portant sur les écoliers de Cm2 et les collégiens de 3ème sont sans appel. A l'école comme au collège le niveau en maths baisse. La baisse est un peu plus rapide à l'école. Mais à l'école comme au collège, la moitié des élèves a maintenant un niveau faible. Ces résultats ne sont pas non plus une surprise. L'enquête internationale Timms de 2015 avait mis en évidence le très faible niveau en maths des écoliers français.

Jonnaert, P., Depover, C., Malu, R., & Ketele, J.-M. de. (2020). **Curriculum et situations - Retrouver le sens des apprentissages.** Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807326873-curriculum-et-situations>

Dans une perspective de développement de compétences par les apprenants, la notion de situation devient incontournable dans le processus de construction et d'implantation d'un curriculum. Elle est centrale dans ce livre. Les auteurs décrivent la complexité de la mise en œuvre d'approches s'appuyant sur des situations pertinentes pour les apprenants. Quelles sont ces situations, comment les décoder a priori, qu'en font les apprenants, quel type d'évaluation adopter face à un apprentissage en situations ? Ce manuel allie théorie et pratique et intéressera autant les praticiens que les formateurs d'enseignants ou les chercheurs en éducation.

Maury, Y., & Hedjerassi, N. (2020). **Empowerment, pouvoir d'agir en éducation**. *Spirale - Revue de recherches en éducation*, N° 66(3), 3-13. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-3.htm>

McBrien, A., Wild, M., & Bachorowski, J.-A. (2020). **Social-Emotional Expertise (SEE) Scale: Development and Initial Validation**. *Assessment*, 27(8), 1718-1730. <https://doi.org/10.1177/1073191118794866>

Social-emotional expertise (SEE) represents a synthesis of specific cognitive abilities related to social interactions, and emphasizes the timing and synchrony of behaviors that contribute to overall social-emotional ability. As a step toward SEE construct validation, we conducted three experiments to develop a self-report measure that captured key elements of our conceptualization of SEE. In Experiment 1, we generated and tested 76 items for a measure of SEE. The resultant 25-item scale is reliable, test-retest: $r(80) = .82$, $p < .001$, and internally consistent (Cronbach's $\alpha = .90$). Experiments 2 and 3 examined the relationships between the SEE Scale and related constructs. Convergent constructs, such as emotional intelligence, $r(885) = .62$, $p < .01$, and social anxiety, $r(885) = -.59$, $p < .01$, and discriminant constructs, such as social desirability, $r(885) = .19$, $p < .01$, and self-monitoring, $r(885) = .28$, $p < .01$, were found to be related in the expected directions. Additionally, two factors were statistically identified: Adaptability and Expressivity. The items contributing to each factor describe the ability to successfully navigate social environments and the ability to successfully convey affect and ideas to other people, respectively. These factors correlate with related constructs in distinct and theoretically relevant ways.

Mottet, G. (2020). **Démocratisation des études et empowerment**. *Spirale - Revue de recherches en éducation*, N° 66(3), 183-194. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-183.htm>

Cet article s'intéresse à la manière dont les enseignants du primaire appréhendent les notions de pouvoir d'agir de leurs élèves, les carrières scolaires et les choix professionnels, à partir de leur rapport à la démocratisation des études. Il éclaire la manière dont ce principe est appréhendé par les acteurs scolaires et quelles limites ils lui attribuent, de même qu'il rend compte des perceptions qu'ils ont des potentialités d'empowerment de leurs élèves. L'article met en exergue trois registres mobilisés par les professionnels, qui se sont révélés à l'analyse de leurs propos et qui mettent en lumière l'imbrication des notions de volonté, de capacité intellectuelle et de recherche du bien-être dans leur rapport aux carrières scolaires de leurs élèves. Les trois registres présentés dans cet article ne s'excluent pas les uns les autres et les enseignants se retrouvent particulièrement sur celui du bien-être des élèves. La démocratisation des études semble être associée à une logique d'empowerment des élèves qu'il s'agit d'accompagner vers une formation « adéquate » au regard des capacités et des envies que les acteurs scolaires perçoivent chez ces derniers. Le propos questionne également les dimensions de l'empowerment qui sont absentes des discours des acteurs scolaires et qui participent à l'approche collective et émancipatrice. Nous nous pencherons ainsi sur les frontières qui se dessinent entre une approche sociale d'empowerment et une approche individualisante à visée capacitaire.

Pasquier, F. (2020). **Est-il antinomique de travailler coopérativement dans une situation de compétition ?** Consulté à l'adresse <http://www.reseau-terra.eu/article1431.html>

Redondo, C. (2020). **La place de la notion d'empowerment dans le champ de l'éducation au développement durable.** *Spirale - Revue de recherches en éducation*, N° 66(3), 151-164. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-151.htm>

Dans le champ de l'éducation au développement durable (EDD), plusieurs auteurs font référence à la notion d'empowerment (et à ses déclinaisons proches) pour mettre en lumière certains des fondements théoriques de ce champ éducatif qui existe en France depuis 2004 et qui depuis, a subi de nombreuses évolutions (institutionnelles et professionnelles), et fait l'objet de nombreux travaux de recherche. Notre travail précise dans un premier temps la place qu'occupe la notion dans le domaine éducatif de l'EDD, selon les chercheurs en éducation. Dans un second temps, il questionne la vie et la diffusion de la notion dans la pratique des professionnels qui mettent en œuvre des activités visant à éduquer et à former des apprenants au développement durable (DD). L'écart que nous constatons entre les différentes acceptions de la notion existant au niveau scientifique, et son appropriation dans les contextes professionnels invite à penser qu'il existe potentiellement des leviers pour contribuer au développement de la formation des enseignants et enrichir les pratiques en EDD.

Reigota, M. (2020). **L'enseignement de l'écologie et l'orientation fondamentaliste au Brésil: défis quotidiens.** *Revue internationale d'éducation de Sèvres*, (84), 93-100. <https://doi.org/10.4000/ries.9596>

L'article traite de la façon dont les croyances religieuses, les visions, ou, pour reprendre l'expression de Paulo Freire, les « lectures du monde » du monde ainsi que les représentations sociales des enseignant(e)s dont les pratiques pédagogiques sont liées à l'écologie influencent le quotidien scolaire. Il se fonde sur des études menées à partir des années 1980 et rappelle le défi lié à la démocratisation du Brésil après la dictature. Dans ce contexte politique, social et culturel, il souligne l'influence de Paulo Freire et la façon dont certains groupes, qui rejettent la pédagogie freirienne, les théories scientifiques et les faits historiques, ont joué un rôle décisif dans les élections de 2018. L'article propose quelques notions (curriculum imprévisible et orientation fondamentaliste) en cours d'élaboration dans le groupe de recherche Perspective écologiste de l'éducation.

Rincón, B. E., Fernández, É., & Dueñas, M. C. (2020). **Anchoring comunidad: how first- and continuing-generation Latinx students in STEM engage community cultural wealth.** *International Journal of Qualitative Studies in Education*, 33(8), 840-854. <https://doi.org/10.1080/09518398.2020.1735567>

Using a phenomenological approach, we interviewed 16 Latinx college students pursuing STEM degrees at four Northeastern universities to explore the forms of capital that first- and continuing-generation Latinx students use as they enter and navigate postsecondary STEM pathways. Findings suggest that both first- and continuing-generation Latinx students in STEM entered college with community cultural wealth (CCW). Unlike their first-generation peers, however, continuing-generation Latinx students also entered their institutions with traditional (i.e. Bourdieuan) forms of capital. Students who entered college utilizing CCW, however, engaged various 'moves' or acts of resistance in response to the incongruence between these forms of capital and their institution's values and expectations. In this way, students' 'moves' became ways of resisting postsecondary spaces.

Saperstein, E., & Fancera, S. F. (2020). **Developing a Global Studies Curriculum: The Case of Northern High School.** *Journal of Cases in Educational Leadership*, 23(4), 35-46. <https://doi.org/10.1177/1555458920942816>

This fictional case presents the challenges school districts face when developing a new curriculum. After the school board voted to create a global studies program at Northern High School, the social studies supervisor had the responsibility of designing and implementing the curriculum. With only a few months to implement the curriculum, the supervisor embraced an ambitious whole-school approach. This included bringing teachers together from different disciplines to draft a curriculum; investing in professional development; and encouraging participation of students, the school, and the community. This case presents issues and questions that may arise during the curriculum design and development process.

Yacek, D. W., & Gary, K. (2020). **Transformative experience and epiphany in education.** *Theory and Research in Education*, 18(2), 217-237. <https://doi.org/10.1177/1477878520957276>

This article argues for the thesis that epiphanies are a central means for transformative moral and intellectual growth. Drawing on recent work on this concept in moral education, the article develops a conception of epiphany as a genre of transformative experience with three distinct phenomenological dimensions: a disruption of our everyday activity, a realization of an ethical good or value, and an aspiration to integrate this value more fully into our lives. After presenting this conception of epiphany, the article turns to some of its educational implications. We argue that transformative educational aims are best advanced when an ethos of epiphany is created in the classroom.

Aspects économiques de l'éducation

Aalto, A.-M. (2020). **Do girls choose science when exposed to female science teachers?** In *Working Paper Series* (N° 2020:10). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://ideas.repec.org/p/hhs/ifauwp/2020_010.html

Same-gender teachers may affect educational preferences by acting as role models for their students. I study the importance of the gender composition of teachers in mathematics and science in lower secondary schools on the likelihood of continuing on math-intensive tracks in the next levels of education. I use population wide register data from Sweden and control for family fixed effects to account for sorting into schools. According to my results, if the share of female science teachers is increased from none to all, there is, if at all, only a slight positive effect on the likelihood of girls completing a STEM track at upper secondary school, while the probability of completing a math-intensive degree at university increases by 26 percent. There is no positive impact on the performance of students by the higher share of female science teachers. As only the likelihood of choosing science is affected, these results suggest that the effects indeed arise because female teachers of these subjects serve as role models for female students. However, compared to earlier studies, the effects found are very modest.

Avdeev, S. (2020). **Zero Returns To Higher Education: Evidence From A Natural Experiment.** In *HSE Working papers* (N° WP BRP 236/EC/2020). Consulté à l'adresse

National Research University Higher School of Economics website:
<https://ideas.repec.org/p/hig/wpaper/236-ec-2020.html>

Although many papers estimate returns to education, little causal evidence has been found for low- and middle-income countries. This paper estimates the causal effect of one year of university education on wages and employment in Russia. In 2011, the Bologna reform shortened the university study period by one year and reduced the content of the curricula but did not change the quality of admitted students. I exploit this reform as a natural experiment and use a difference-in-differences design. I find no adverse effect of a one-year reduction on wages and on the probability of being employed. This suggests that the reform lowered the opportunity costs of education but did not affect the accumulation of specific skills relevant for the labour market.

Berthaud, J., & Giret, J.-F. (2020). **Travailler pour financer ses études**. *Réalités familiales*, (130-131). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02956424>

Travailler pendant ses études est aujourd'hui une pratique courante qui concerne environ un étudiant sur deux. Si avoir une activité salariée est essentiellement motivé par des raisons financières, cette activité n'est pas sans risques pour les études, surtout quand elle est intense. C'est seulement lorsque les conditions sont réunies pour qu'elle s'intègre harmonieusement au parcours étudiant, que cette expérience professionnelle a un effet bénéfique sur l'insertion des jeunes.

Bietenbeck, J., Marcus, J., & Weinhardt, F. (2020). **Tuition Fees and Educational Attainment**. In *IZA Discussion Papers* (N° 13709). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13709.html>

Following a landmark ruling by the Constitutional Court in 2005, more than half of Germany's universities started charging tuition fees, which also applied to incumbent students. We exploit this unusual lack of grandfathering together with register data covering the universe of students to show that tuition fees increased degree completion among incumbent students. Investigating mechanisms, we do not find that educational quality changed but that incumbent students raised their study effort. In line with previous international evidence, we also find that tuition fees decreased university enrollment among high school graduates. Combining our results, we show that tuition fees did not change overall educational attainment much because the positive effect on degree completion offset the negative effect on enrollment. We conclude by discussing policies to increase overall attainment, which take into account the opposing effects of fees around the zero-price margin.

Bloom, N., Lemos, R., Sadun, R., & Reenen, J. V. (2017). **Healthy Business? Managerial Education and Management in Healthcare**. In *CEP Discussion Papers* (N° dp1500). Consulté à l'adresse Centre for Economic Performance, LSE website: <https://ideas.repec.org/p/cep/cepdps/dp1500.html>

We investigate the link between hospital performance and managerial education by collecting a large database of management practices and skills in hospitals across nine countries. We find that hospitals that are closer to universities offering both medical education and business education have higher management quality, more MBA trained managers and lower mortality rates. This is true compared to the distance to universities that offer only business or medical education (or neither). We argue that supplying joint MBA-healthcare courses may be a channel through which universities increase medical business skills and raise clinical performance.

Brunello, G. (2020). **Happier with Vocational Education?** In *IZA Discussion Papers* (N° 13739). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13739.html>

Using Italian data, I study the relationship between vocational education and self-reported happiness by focusing on individuals with at least a five-years high school degree, either vocational or academic. My instrumental variable strategy shows that individuals who have completed a vocational high school are more likely to report a high level of happiness than individuals who have completed an academic degree. I find no clear evidence that vocational graduates have a lower probability to be employed or earn lower wages than other graduates. I show that they live more than other graduates in small towns, where prices are lower and social life more rewarding, and have a less privileged parental background. Both facts may lead to more moderate aspirations and therefore contribute to higher happiness.

Bryson, A., Corsini, L., & Martelli, I. (2020). **Teacher Allocation and School Performance in Italy**. Consulté à l'adresse Quantitative Social Science - UCL Social Research Institute, University College London website: <https://EconPapers.repec.org/RePEc:qss:dqsswp:2012>

Italy's secondary school system has faced funding constraints for many years which limits availability of new permanent job slots for teachers. When permanent posts do arise they are allocated mostly on seniority while merit only plays a small role. Thus, the age distribution of teachers in schools reflects older teachers' preferences which include the amenity of being close to urban centres. Using schools' distance from main urban centres and population size in the school's vicinity to instrument for non-random exposure of schools to older teachers, we show older teachers are detrimental to pupil attainment in secondary schools. The effect is large: a six-year increase in the average age of teachers (roughly similar to the increase that has occurred in the last 20 years) leads to a one standard deviation reduction in the mean graduation mark. The findings suggest there may be value in altering the way teachers are allocated to secondary schools in Italy.

Campanale, C. (2020). **Consumption insurance and education: A puzzle?** In *Working papers* (N° 069). Consulté à l'adresse Department of Economics and Statistics (Dipartimento di Scienze Economico-Sociali e Matematico-Statistiche), University of Torino website: <https://ideas.repec.org/p/tur/wpapnw/069.html>

Households appear to smooth consumption in the face of income shocks much more than implied by life-cycle versions of the standard incomplete market model under reference calibrations. In the current paper we uncover a related puzzle: households with different educational levels show similar insurance against permanent shocks in the model while in the data empirically estimated by Blundell et al. (2008) college educated households seem to smooth consumption much more than high school educated households.

Cavaliere, M., Castro, M. F., & Guccio, C. (2020). **Does the Fish Rot from the Head? Organised Crime and Educational Outcomes in Southern Italy**. In *Working papers* (N° 97). Consulté à l'adresse Società Italiana di Economia Pubblica website: <https://ideas.repec.org/p/ipu/wpaper/97.html>

This paper explores the relationship between the presence of organised crime in government institutions and the educational outcomes achieved by primary school students undertaking the INVALSI test in Italy. To this purpose, we employ a contemporary index of mafia institutional infiltration that proxies the (scale of) values that parents transmit to their children and that are likely to impact on their educational achievements. Furthermore, combining contemporary individual-level educational outcomes with historical data on mafia infiltration, we control for endogeneity concerns through an IV strategy. Focusing on the outcomes obtained in the INVALSI tests and controlling for results manipulation, we show that the lowest test performance can be found in the southern regions of Italy, where the presence of organised crime is the highest. We interpret this result as a rational choice of families and students living in provinces affected by the presence of organised crime due to the lower expected returns to investment in education. The results are robust to the use of different measures of organised crime, to the inclusion of different sets of controls, different subsamples and to relaxing the exclusion restriction in the IV strategy.

Cook, W. (2020). **School disruption and pupil academic outcomes – evidence from the 2001 foot and mouth disease epidemic in England**. In *MPRA Paper* (N° 102732). Consulté à l'adresse University Library of Munich, Germany website: <https://ideas.repec.org/p/pramprapa/102732.html>

The Covid-19 crisis has led to disruption to schooling across the world. Though it is recognized that pupils are suffering immediate learning loss, there exists a lack of understanding as to how this disruption might affect longer-term educational outcomes. This study considers this issue by examining the effect of school disruption in England due to restrictions put in place to manage the Foot and Mouth Disease epidemic in cattle in 2001. Using a difference in difference approach, I analyze whether primary schools that had been significantly disrupted by the epidemic experienced lower performance in standardized tests in English, maths and science for 11 year olds in the year of the outbreak and in subsequent years. I find that primary schools that had been significantly disrupted by the measures to contain the epidemic exhibited achievement falls in the year immediately after the outbreak, driven by sizeable falls in maths performance. The negative effects weaken in subsequent years suggesting that the effects of school disruption may fade out as cohorts progress through schooling.

Diaz-Serrano, L., & Stoyanova, A. P. (2020). **Is There a Link between BMI and Adolescents' Educational Choices and Expectations?** In *IZA Discussion Papers* (N° 13685). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13685.html>

One of the most claimed links in the health and education literature is that education prevents from the risk of overweight, and the negative link between education and BMI is up to now out of questioning. More educated adults tend to have lower body mass index (BMI) and a lower risk of overweight and obesity. However, recent literature started questioning the mechanism behind this education gradient in BMI. A more recent and alternative explanation is that the BMI-education gradient hides a selection mechanism, which makes adolescents with higher BMI are less likely to plan for, attend, and complete higher levels of education. In this paper we test for the selection mechanism behind the link between education and BMI by estimating the impact of adolescents' BMI on medium-long-term educational expectations and short-term school choices, while controlling for the potential endogeneity of BMI. Our IV estimates

indicate that individuals with higher BMI have lower academic aspirations and are less likely to attend high school after finishing compulsory education, which is a pre-condition of the intentions to go college. These results support the selection (reverse causality) mechanism.

Dimiski, A. (2020). **Factors that affect Students' performance in Science: An application using Gini-BMA methodology in PISA 2015 dataset**. In *Working Papers* (N° 2004). Consulté à l'adresse University of Guelph, Department of Economics and Finance website: <https://ideas.repec.org/p/gue/guelph/2020-04.html>

Existing theoretical and empirical evidence on the determinants of students' performance is relatively short. Even more narrow is the literature that examines the impact of pre-primary education on students' academic performance. Relying on the first-of-its-kind of the 2015 wave data from the Programme of International Student Assessment (PISA), the present study thoroughly discusses the associations between Students' performance in Science and a set of variables that are classified into 14 categories, including attendance and non-attendance in pre-primary education. To implement this research question, Gini-BMA approach is employed, which accounts for theory uncertainty. It is found that, among the factors, attendance in pre-primary education (i.e. PC11) is a robust determinant of students' performance in science. However, this result is supported only under the Gini methodology.

Ehrmantraut, L., Pinger, P., & Stans, R. (2020). **The Expected (Signaling) Value of Higher Education**. In *CRC TR 224 Discussion Paper Series* (N° crctr224_2020_215). Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://ideas.repec.org/p/bon/boncrc/crctr224_2020_215.html

This paper explores students' expectations about the returns to completing higher education and provides first evidence on perceived signaling and human capital effects. We elicit counterfactual labor market expectations for the hypothetical scenarios of leaving university with or without a degree certificate among a large and diverse sample of students at different stages of higher education. Our findings indicate substantial perceived returns to higher education. Moreover, using within-individual fixed effects models, we document substantial expected labor market returns from signaling, whereas perceived productivity-enhancing (human capital) returns seem to be less pronounced. Over the expected course of career, we find lasting education premia as well as evidence consistent with employer learning.

Fan, J., Li, B., & Chatterjee, I. (2020). **Intergenerational Transmission of Educational Attainment in China**. Consulté à l'adresse The University of Western Australia, Department of Economics website: <https://EconPapers.repec.org/RePEc:uwa:wpaper:20-19>

This paper aims to examine the intergenerational effect of parental education on children's educational attainments in China and further explores the patterns of intergenerational education transmission across different dimensions using the 2013 Chinese Health and Retirement Longitudinal Study. We find that, as expected, parental education is positively correlated with the educational attainment of the subsequent generation; however, rural parents generally have greater marginal associations with children's education as compared to their urban counterparts. Further, though daughter's educational attainment is more sensitive to their mother's rather than father's education, the intergenerational transmission coefficient is higher between

child's schooling and father's schooling, compared to corresponding mothers. This same pattern emerged for both urban and rural population. Moreover, a closer comparison between sons and daughters also reveal a noticeable gender discrepancy, as girls in general are more sensitive and elastic to family resources. In order to determine the causal impact of parental education, we next use an instrumental variable approach. The Cultural Revolution that occurred between 1966 and 1976 was a large-scale political upheaval that significantly disrupted education for a generation of youth. The school disruption that happened during the Cultural Revolution can thus be treated as an exogenous variation uncorrelated to parental abilities. The restricted sample contains children whose parents either were direct victims of the Cultural Revolution in terms of education disruption or had no direct educational impact yet experienced this political episode. In general, we observe a positively significant educational relationship across all parent-child pairs. Particularly, parents who encountered the Cultural Revolution had adversely impacted the educational attainments of their offspring. Although after controlling for an augmented set of explanatory variables, the significance of parental education effect diminished when estimated with the instrumental variable approach. This potentially implies parental transmission of education is predominantly due to heterogeneity in other alternative environmental factors and little causal educational interpretation can be generated from the yielded results.

Filmer, D., Habyarimana, J., & Sabarwal, S. (2020). ***Teacher Performance-based Incentives and Learning Inequality***. <https://doi.org/10.1596/1813-9450-9382>

Gruber, N. (2020). ***School Discipline across Countries: Theory, Measurement and Effect***. In *MPRA Paper* (N° 102733). Consulté à l'adresse University Library of Munich, Germany website: <https://ideas.repec.org/p/pramprapa/102733.html>

Using PISA truancy and tardiness data to generate estimates of school discipline comparable across countries, this paper finds a strong relation between both individual and school-level discipline and student performance. Furthermore, the data shows that the effect of discipline grows with class size, so that students in large classes can benefit the most from an atmosphere of discipline. This finding explains how Asian education systems in Japan, Korea, Taiwan, Hong-Kong and Singapore are top performers in international student achievement tests while having exceptionally large classes. It also implies that some Western countries, enjoying high levels of discipline but opting for small classes, are inefficient in the use of their educational resources, leading to sub-optimal results by their students.

Jakob, M., & Combet, B. (2020). ***Educational aspirations and decision-making in a context of poverty. A test of rational choice models in El Salvador***. In *University of Bern Social Sciences Working Papers* (N° 33). Consulté à l'adresse University of Bern, Department of Social Sciences website: <https://ideas.repec.org/p/bss/wpaper/33.html>

Previous research on educational aspirations and educational decision-making has mostly focused on high-income countries and thus on a relatively homogeneous socio-economic context. However, educational decision-making may be sensitive to contextual factors such as economic deprivation, a dysfunctional welfare state or poor access to credit markets - characteristics shared by most low- and middle-income countries. To better understand how economically disadvantaged individuals in developing countries make their educational choices, we conducted a survey based

on a random sample with high school students in the rural department Morazán in El Salvador, a lower middle-income country in Latin America. Our results show that regardless of the social background, almost all students aspire to pursue tertiary education, probably due to the high tertiary degree premium in earnings and the high social benefits. However, the lack of possibilities to finance their studies generally prevents the realisation of these aspirations for lower social background students. While in high-income countries, cost factors are not very important in the decision-making process, the burden of costs explains around 45 percent of the social background effect in El Salvador. Other factors such as academic confidence, expected future economic benefits, parental status maintenance wish, individual risk aversion and time discounting preferences play only a minor role.

Makiko, N., & Hirotake, I. T. O. (2020). **The Effect of Computer Assisted Learning on Children's Cognitive and Noncognitive Skills: Evidence from a Randomized Experiment in Cambodia**. In *Discussion papers* (N° 20074). Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: <https://ideas.repec.org/p/eti/dpaper/20074.html>

This paper examines the causal effects of computer-assisted learning on children's cognitive and noncognitive skills. We ran school-by-grade-level clustered randomized controlled trials at five public elementary schools in Cambodia. After confirming that the IQ scores of treated students significantly improved over just three months, we randomly reassigned those students either into treatment or control groups for an additional seven-month comparison. We find that students retain their cognitive skills during the additional seven-month treatment, but the initial gain diminishes for students who leave the program. Conversely, a meaningful effect on noncognitive skills is not detected immediately after the first three-month short-run program, but the effect appears to become significant and persists in the longer run.

Manea, R. E. (2020). **School Feeding Programmes, Education and Food Security in Rural Malawi**. In *CIES Research Paper series* (N° 63-2020). Consulté à l'adresse Centre for International Environmental Studies, The Graduate Institute website: https://ideas.repec.org/p/gii/ciesrp/cies_rp_63.html

The evidence concerning the impact of school feeding programmes on education is mixed. In this paper, I set out to investigate one of the potential reasons behind this disagreement. I argue that the prevailing food security situation at the time and place of the programme's evaluation plays a major role. I study the case of rural Malawi. I use an instrumental variable approach and propensity score matching to estimate the impact of school feeding on the extensive and intensive margins of education, i.e., the percentage of children of primary school age who are in school and the percentage of primary school enrollees who have not dropped out. I focus on villages with overlapping characteristics to avoid confounding the impact of school feeding with factors that are specific to treated villages. School feeding has increased the extensive margin of education by 7 percentage points on average, but the impact on the intensive margin is relatively limited. When I distinguish between food-secure and food-insecure areas, not only do I find a larger impact on the extensive margin of schooling in food-insecure areas, but I also uncover a significant increase of 2 percentage points in the intensive margin of education in these same areas. I conclude that school feeding programmes bear an impact on education as long as they also intervene to relax a binding food constraint.

McCoy, S., Byrne, D., & Connor, P. O. (2020). **Gender Stereotyping in Parents' and Teachers' Perceptions of Boys' and Girls' Mathematics Performance in Ireland**. In *Working Papers* (N° 202010). Consulté à l'adresse Geary Institute, University College Dublin website: <https://ideas.repec.org/p/ucd/wpaper/202010.html>

This paper is concerned with the underlying question of what shapes the assessment of children's mathematical ability: focusing particularly on parents' and teachers' perceptions of that ability in the context of children's attainment (measured using standardised mathematics tests). We suggest that such perceptions may reflect the impact of gender stereotypes: overestimating boys' and underestimating girls' achievements in the area. The influence of the children's own interests, attitudes and behaviour on these gender stereotypical perceptions are also explored. The paper draws on the Growing Up in Ireland study, providing rich data on children, their families and school contexts. The results show that as early as nine years old, girls' performance at mathematics is being underestimated by teachers and primary care givers alike relative to boys'. While teacher (and parent) judgments reflect children's attitudes towards school and academic self-concept, as well as their actual performance, there remains a notable gender differential in judgements. The findings raise concerns for girls' subsequent mathematics performance and for their academic self-concept in a society where mathematics is highly valued as an indicator of intelligence. Importantly, in the context of the move towards teacher-assessed grading in many education systems during the COVID-19 pandemic, understanding, and challenging, gender-stereotyping by both parents and teachers becomes critically important.

Melianova, E., Parandekar, S. D., Patrinos, H. A., & Volgin, A. (2020a). **Returns to Education in the Russian Federation : Some new Estimates**. <https://doi.org/10.1596/1813-9450-9387>

Melianova, E., Parandekar, S., Patrinos, H. A., & Volgin, A. (2020b). **Returns to Education in the Russian Federation: Some New Estimates**. In *IZA Discussion Papers* (N° 13726). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13726.html>

This paper presents new estimates of the returns to education in the Russian Federation using data from 1994 to 2018. Although the returns to schooling increased for a time, they are now much lower than the global average. Private returns to education are three times greater for higher education compared with vocational education, and the returns to education for females are higher than for males. Returns for females show an inverse U-shaped curve over the past two decades. Female education is a policy priority and there is a need to investigate the labor market relevance of vocational education. Higher education may have reached an expansion limit, and it may be necessary to investigate options for increasing the productivity of schooling.

Mingat, A. (2019). **Enfants Sans Frontières. Une perspective alternative pour penser l'aide extérieure à l'éducation**. *Revue d'Economie du Développement*, 27(1), 113-150. <https://doi.org/10.3917/edd.331.0113>

Alors qu'une partie des discussions sur l'aide au développement vise l'amélioration de la situation individuelle des enfants (qu'ils soient éduqués, vaccinés, protégés...), les actions engagées sont, pour des raisons pratiques, menées dans des relations entre agences d'aide et pays récipiendaires. Ceci peut conduire à une disjonction entre les

intentions génériques et les réalisations concrètes (et créer des difficultés en matière d'équité si la coordination des agences d'aide est « imparfaite »). L'article propose une identification des besoins individuels des enfants en éducation sur une base objectivée et sur un territoire fictif constitué de plusieurs (neuf) pays, les besoins étant évalués indépendamment du pays de résidence. Il est alors possible de confronter le volume des besoins dans chaque pays du territoire considéré avec le volume de l'aide dont il bénéficie effectivement, et de disposer ainsi d'éléments d'évaluation du dispositif global d'aide à l'éducation. Codes JEL : I22, O15.

Moshoeshoe, R. E. (2020). **Long-Term Effects of Free Primary Education on Educational Achievement: Evidence from Lesotho**. In *Policy Research Working Paper Series* (N° 9404). Consulté à l'adresse The World Bank website: <https://ideas.repec.org/p/wbk/wbrwps/9404.html>

Many Sub-Saharan African countries have instituted free primary education policies, and this has led to a significant increase in the primary school enrollment rate. However, many children who are in school are not learning. It is not clear whether free primary education policies have contributed to the decline in the quality of education and whether these learning effects are long-lasting. This paper addresses the latter question and estimates the long-term effects of free primary education on educational achievement in Lesotho where the program was phased-in on a grade-by-grade basis, beginning with grade one in 2000. The timing of the implementation created changes in program coverage across age (and grade) groups over time. A semiparametric difference-in-differences strategy is employed that exploits these variations to identify the long-term effects of the free primary education policy on educational achievement, using university examinations records data for student cohorts with and without free primary education. The results indicate that the effect of free primary education on academic performance is bounded between 2 and 19 percentage points, implying that the program increased enrollment without hurting education quality.

Oosterbeek, H., ter Meulen, S., & van der Klaauw, B. (2020). **Long-Term Effects of School-Starting-Age Rules**. In *IZA Discussion Papers* (N° 13751). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13751.html>

To study the long-term effects of school-starting-age rules in a setting with early ability tracking, we exploit the birth month threshold used in the Netherlands. We find that students born just after the threshold perform better at the end of primary school than students born just before it. This translates into increased placement in high ability tracks in secondary education. This difference diminishes gradually during subsequent stages, and we find no effect on the highest attained educational level. Those born just before the threshold enter the labor market somewhat younger and therefore have more labor market experience and higher earnings at any given age until 40. We conclude that early ability tracking does not harm long-term outcomes of children who were, for exogenous reasons, placed in a lower track.

Parinduri, R. A. (2017). **Does Education Improve Health? Evidence from Indonesia**. *Journal of Development Studies*, 53(9), 1358-1375. <https://ideas.repec.org/a/taf/jdevst/v53y2017i9p1358-1375.html>

I examine the effects of education on health in Indonesia using an exogenous variation in education induced by an extension of Indonesia's school term length in 1978–1979, a

natural experiment that fits a regression discontinuity design. I find the longer school year increases educational attainment and wages, but I do not find evidence that education improves health. I explore some mechanisms through which education may affect health, but education does not seem to promote healthy lifestyles, increase the use of modern healthcare services, or improve access to health insurance; if anything, education improves only cognitive capacity.

Pugatch, T., & Wilson, N. (2020). **Nudging Demand for Academic Support Services: Experimental and Structural Evidence from Higher Education**. In *IZA Discussion Papers* (N° 13732). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13732.html>

More than two of every five students who enroll in college fail to graduate within six years. Prior research has identified ineffective study habits as a major barrier to success. We conducted a randomized controlled advertising experiment designed to increase demand for academic support services among more than 2,100 students at a large U.S. public university. Our results reveal several striking findings. First, the intervention shifted proxies of student attention, such as opening emails and self-reported awareness of service availability. However, the experimental variation indicates that approximately one-third of students are never attentive to student services. Second, advertising increased the use of extra practice problems, but did not affect take-up of tutoring and coaching, the other two services. Structural estimates suggest that transaction costs well in excess of plausible opportunity costs explain the differences in service use. Third, the characteristics of advertising messages matter. Several common nudging techniques—such as text messages, lottery-based economic incentives, and repeated messages—either had no effect or in some cases reduced the effectiveness of messaging.

Serneels, P., & Dercon, S. (2020). **Aspirations, Poverty and Education: Evidence from India**. In *IZA Discussion Papers* (N° 13697). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13697.html>

This paper investigates whether aspirations matter for education, which offers a common route out of poverty. We find that mother aspirations are strongly related to the child's grade achieved at age 18. The relation is nonlinear, suggesting there is a threshold, and depends on caste, household income and the village setting. The coefficients remain large and significant when applying control function estimation, using first born son as instrument. A similar strong relation is observed with learning outcomes, including local language, English and maths test results, and with attending school, but not with attending private education. These results are confirmed for outcomes at age 15. The findings provide direct evidence on the contribution of mother aspirations to children's education outcomes and point to aspirations as a channel of intergenerational mobility. They suggest that education outcomes can be improved more rapidly by taking aspirations into account when targeting education programmes, and through interventions that shape aspirations.

Shrestha, V., & Shrestha, R. (2020). **Multigenerational Effects of Education Reform: Mother's Education and Children's Human Capital in Nepal**. *The World Bank Economic Review*, 34(3), 698-729. <https://doi.org/10.1093/wber/lhy036>

Abstract. The impact of national efforts to increase supply of education, such as Nepal's National Education System Plan, may vary across social groups due to

Aspects psychologiques de l'éducation

Chen, X., He, J., & Fan, X. (2019). **Applicability of the Ego-Resilience Scale (ER89) in the Chinese Cultural Context: A Validation Study.** *Journal of Psychoeducational Assessment*, 38(6), 675-691. <https://doi.org/10.1177/0734282919889242>

This study examined the cross-cultural validity of the Ego-Resilience Scale (ER89) in the Chinese cultural context. The ER89 was translated and culturally adapted into Chinese by following the psychometric validation procedures, in an adolescent sample (N = 943) of 13- to 18-year-olds. A series of psychometric analyses were conducted, including exploratory factor analysis (EFA), confirmatory factor analysis (CFA), analysis for measurement invariance across gender groups, analysis for criterion-related validity evidence, and internal consistency reliability estimates. The results supported the use of ER89 scale in the Chinese cultural context (ER89-C). The empirical findings suggest a two-factor structure of ER89-C (openness to life experiences [OL] and optimal regulation [OR]). The findings also revealed that ER89-C has the expected correlations with external and theoretically related constructs. Overall, ER89-C is shown to possess favorable psychometric characteristics for its use as an assessment tool for ego-resilience level of Chinese adolescents.

Colvin, K. F., Gorgun, G., & Zhang, S. (2020). **Comparing Interpretations of the Rosenberg Self-Esteem Scale With 4-, 5-, and 101-Point Scales.** *Journal of Psychoeducational Assessment*, 38(6), 762-766. <https://doi.org/10.1177/0734282920915063>

The Rosenberg Self-Esteem Scale was administered with a 1–4, 1–5, or 0–100 scale to 819 participants, to compare score interpretations across the different versions. A rating scale utility analysis revealed that the categories in the 101-point scale were used inconsistently; based on the analysis, adjacent categories were collapsed resulting in a 7-point scale with almost identical psychometric properties as the original. The interpretations based on the 101-point scale could lead to misinterpretations when compared with the 4- and 5-point versions.

Danneel, S., Geukens, F., Maes, M., Bastin, M., Bijttebier, P., Colpin, H., ... Goossens, L. (2020). **Loneliness, Social Anxiety Symptoms, and Depressive Symptoms in Adolescence: Longitudinal Distinctiveness and Correlated Change.** *Journal of Youth and Adolescence*, 49(11), 2246-2264. <https://doi.org/10.1007/s10964-020-01315-w>

Loneliness, social anxiety symptoms, and depressive symptoms are internalizing problems that are highly intertwined and often co-occur during adolescence. This overlap and co-occurrence raises the question whether three different labels are used for the same underlying phenomenon. The present study adopts a comprehensive approach to this issue by investigating the development of the three phenomena simultaneously. Specifically, this study aimed to investigate (1) the developmental trend for all three internalizing problems separately, (2) whether they are best described by a single developmental trend, (3) how they co-develop across adolescence, and (4) gender differences in this co-development. The analyses were run in three three-wave longitudinal samples of adolescents with one-year intervals in order to verify the robustness of the findings. Sample 1 (roughly ages 15, 16, and 17) comprised 549 adolescents (63% girls), and Samples 2 and 3 (roughly ages 13, 14, and 15) comprised

811 adolescents (46% girls) and 1101 adolescents (52% girls), respectively. Latent growth curve modeling for the three phenomena separately showed either small increases or stable patterns. A comparison of a Multiple Indicator Latent Growth Model (MILGM) with a Parallel Process Latent Growth Curve Modeling (PPLGCM) showed that the three internalizing problems followed unique, but related, developmental trends across adolescence. The intercepts of the three phenomena were positively correlated with one another in all samples and increases in loneliness were associated consistently with increases in social anxiety symptoms. Only in Sample 3 evidence was found for a similar association between loneliness and depressive symptoms and between social anxiety symptoms and depressive symptoms. Except for differences in initial levels, gender differences in the development of the three problems were limited. Overall, the results of the present study clearly indicate that the three internalizing problems are longitudinally distinct from one another, but co-develop across adolescence.

Flett, G. L., & Nepon, T. (2019). **Mattering Versus Self-Esteem in University Students: Associations With Regulatory Focus, Social Feedback, and Psychological Distress.** *Journal of Psychoeducational Assessment*, 38(6), 663-674.
<https://doi.org/10.1177/0734282919890786>

Although research has established that feelings of not mattering are associated with distress, the factors and processes that contribute to these associations have not received much consideration. The current study was conducted to address three themes. First, mattering was evaluated from a motivational perspective by examining mattering and regulatory focus. Second, the uniqueness of low mattering in predicting distress was investigated when considered along with other predictors (i.e., self-esteem and regulatory focus). Finally, a negative inferential style involving perceptions of negative social feedback was tested as a cognitive mediator of the link between mattering and distress. Mattering was correlated moderately with a promotion self-regulation focus. Regression analyses showed that mattering was also linked uniquely with distress beyond the variance predicted by self-esteem and regulatory focus. In addition, the association between low mattering and distress was mediated by negative social feedback. Our findings highlight the need for further investigation of mattering as a unique contributor to distress and the factors associated with mattering.

Forthmann, B., Grotjahn, R., Doebler, P., & Baghaei, P. (2019). **A Comparison of Different Item Response Theory Models for Scaling Speeded C-Tests.** *Journal of Psychoeducational Assessment*, 38(6), 692-705.
<https://doi.org/10.1177/0734282919889262>

As measures of general language proficiency, C-tests are ubiquitous in language testing. Speeded C-tests are quite recent developments in the field and are deemed to be more discriminatory and provide more accurate diagnostic information than power C-tests especially with high-ability participants. Item response theory modeling of speeded C-tests has not been discussed in the literature, and current approaches for power C-tests based on ordinal models either violate the model assumptions or are relatively complex to be reliably fitted with small samples. Count data models are viable alternatives with less restrictive assumptions and lower complexity. In the current study, we compare count data models with commonly applied ordinal models for modeling a speeded C-test. It was found that a flexible count data model fits equally well in absolute and relative terms as compared with ordinal models. Implications and feasibility of count data models for the psychometric modeling of C-tests are discussed.

Gagné, A.-S., Blackburn, M.-È., Auclair, J., Jean, M., Brault, M.-C., & Dion, J. (2020). **Appearance Esteem Trajectory According to Three Different Sources of Support Among Adolescents Over a School Year.** *Journal of Youth and Adolescence*, 49(11), 2190-2202. <https://doi.org/10.1007/s10964-020-01324-9>

Although social support has been linked to body satisfaction, there has been little research on the effect of differential sources of support on the trajectory of appearance esteem over time. To address this gap, this study explored changes in adolescents' appearance esteem to perceived social support over one year. Data were collected from 339 Canadian adolescents (54.57% females) in Grade 7 (Mage = 12.05) and Grade 10 (Mage = 15.14). Multilevel growth modeling revealed that perceived social support from fathers was not associated with appearance esteem, whereas mothers' support had the strongest effect on appearance esteem, consistently over time. Friends' support was also related to an increase in the appearance esteem trajectory, but only for older students. Overall, this prospective study provides a better understanding of the unique contribution of three different sources of social support during adolescence for preventing negative appearance esteem, beyond the effects of other related variables.

Kalkbrenner. (2020). **Peer-to-Peer Mental Health Support on Community College Campuses: Examining the Factorial Invariance of the Mental Distress Response Scale.** *Community College Journal of Research and Practice*, 44(10-11), 757-770. <https://doi.org/10.1080/10668926.2019.1645056>

The number of community college students reporting mental health disorders increased from approximately 40% to 49% between 2014 and 2016. Peer-to-peer mental health support, for example, recognize and refer, initiatives have utility for promoting college student mental health on four-year universities. The potential efficacy of peer-to-peer mental health support, however, has not been extended to the community college student population. The primary aim of the present study was to test the psychometric properties of the Mental Distress Response Scale (MDRS) with a national random sample, stratified by age, gender, generational status, and ethnicity, of community college students. The MDRS is a screening tool for appraising responses to encountering a peer in mental distress. A multiple-group confirmatory factor analysis supported the factorial invariance of the MDRS across a number of demographic characteristics associated with college student mental health. The researcher also identified demographic differences in community college students' MDRS scores. Findings contribute to the community college knowledge base by providing support for the utility of the MDRS for enhancing interventions geared towards promoting peer-to-peer mental health support. Implications for how the MDRS can be used to promote the cultural sensitivity of peer-to-peer mental health support on community college campuses are discussed.

Knowles, C., Murray, C., Gau, J., & Toste, J. R. (2019). **Teacher-Student Working Alliance Among Students With Emotional and Behavioral Disorders.** *Journal of Psychoeducational Assessment*, 38(6), 753-761. <https://doi.org/10.1177/0734282919874268>

Children with emotional and behavioral disorders (EBD; N = 182) and their teachers (N = 76) completed an instrument designed to assess the quality of their classroom working alliance. Confirmatory factor analyses conducted on student and teacher data, based

on prior research conducted with normative samples, confirmed a two-factor model of classroom working alliance among students with EBD and their teachers. Follow-up analyses of student and teacher scores on items and constructs indicated that students reported greater bonding and greater task/goal alliance than did their teachers. This finding suggests that students with EBD had more positive views of their relationship than did teachers. The implications of these findings for future research are discussed.

Lewno-Dumdie, B., & Hajovsky, D. B. (2019). **Do Global Ability Composites Differentially Predict Academic Achievement Across Gender?** *Journal of Psychoeducational Assessment*, 38(6), 706-723. <https://doi.org/10.1177/0734282919892731>

The present study examined whether global ability influences on reading, writing, and math achievement are generalizable across gender in children and adolescents in Grades 1 to 4 (n = 1,276), 5 to 8 (n = 1,265), and 9 to 12 (n = 1,042) using multiple group structural equation modeling with the standardization samples for the Woodcock-Johnson IV. Results showed a small female advantage in writing achievement across grade levels. The General Intellectual Ability (GIA) composite showed some evidence of slope bias with math achievement, and the Fluid-Crystallized (Gf-Gc) composite showed some evidence of slope bias with math and reading achievement. The GIA and Gf-Gc composite scores showed evidence of intercept bias mostly in the area of writing achievement. Findings are generally consistent with previous research showing minimal gender bias in global intelligence predicting achievement.

McClain, M. B., Harris, B., Schwartz, S. E., & Golson, M. E. (2019). **Evaluation of the Autism Spectrum Rating Scales in a Diverse, Nonclinical Sample.** *Journal of Psychoeducational Assessment*, 38(6), 740-752. <https://doi.org/10.1177/0734282919880051>

Despite the changing racial/ethnic demographics in the United States, few studies exist that evaluate autism spectrum disorder (ASD) screening and diagnostic assessment measures for their cultural and linguistic responsiveness. The purpose of this study was to evaluate the structure of the Autism Spectrum Rating Scales (ASRS) in a diverse sample of parents with children (nonclinical sample) between the ages of 6 and 18 years (N = 405). Confirmatory factor analyses, factor correlations, and the evaluation of item loadings were used to examine the structure of the ASRS across cultural groups. Results yielded cross-cultural differences. Implications and directions for future research are discussed.

Merry, M. S. (2020). **On Making Up Our Mind: What School Choice Is Really About.** *Theory and Research in Education*, 18(2), 250-252. <https://doi.org/10.1177/1477878520920751d>

Solomon, B. G., Payne, L. L., Campana, K. V., Marr, E. A., Battista, C., Silva, A., & Dawes, J. M. (2019). **Precision of Single-Skill Math CBM Time-Series Data: The Effect of Probe Stratification and Set Size.** *Journal of Psychoeducational Assessment*, 38(6), 724-739. <https://doi.org/10.1177/0734282919894096>

Comparatively little research exists on single-skill math (SSM) curriculum-based measurements (CBMs) for the purpose of monitoring growth, as may be done in practice or when monitoring intervention effectiveness within group or single-case research. Therefore, we examined a common variant of SSM-CBM: 1 digit × 1 digit multiplication. Reflecting how such measures are often used in contemporary research and practice, we examined the comparative reliability of three representative SSM-CBM set sizes of 8, 16, and 32 unique problems. In a separate study, we investigated the

possible benefit of stratifying problems within operation and probe relative to random assignment. Findings suggest that SSM-CBM slope reliability benefits from explicit stratification and that set size is a relevant consideration. Implications for the selection and interpretation of SSM-CBMs when engaging in practice and research are discussed.

Swee, G., Shochet, I., Cockshaw, W., & Hides, L. (2020). **Emotion Regulation as a Risk Factor for Suicide Ideation among Adolescents and Young Adults: The Mediating Role of Belongingness.** *Journal of Youth and Adolescence*, 49(11), 2265-2274. <https://doi.org/10.1007/s10964-020-01301-2>

Thwarted belongingness is an established predictor of suicide ideation. Emerging theory suggests belongingness may be a crucial pathway through which risk factors such as dysfunctional emotion regulation influence suicide ideation. This study examined whether belongingness mediated the relationship between emotion regulation and suicide ideation in young people (16–25 years). Participants (n = 1699; 63.6% females, M = 20.24 years, SD = 2.45 years) completed measures of these constructs, including the emotion regulation domains of internal-functional, internal-dysfunctional, external-functional, and external-dysfunctional. Belongingness mediated over half of the association between three emotion regulation domains and suicide ideation (internal-functional: 55.6%, internal-dysfunctional: 54.1%, and external-functional: 64.8%). Consistent with current etiological suicidality models, results suggest low belongingness is an important precursor to suicide ideation in young people, and that there is an inter-relationship between emotional regulation styles and belongingness.

Tian, M., Luo, T., & Cheung, H. (2019). **The Development and Measurement of Block Construction in Early Childhood: A Review.** *Journal of Psychoeducational Assessment*, 38(6), 767-782. <https://doi.org/10.1177/0734282919865846>

Children's block building has long been a focus of psychological research, in part because block building skills are thought to be useful indicators of other abilities such as representational thinking. Block building skills are assumed to progress through developmental stages and a number of measures have been developed to assess these skills. In this article, we critically review the literature on two topics related to children's block building. First, we examine the literature on developmental changes in block play with a focus on the approximate age trends for various block construction abilities. Second, we provide an overview of the scales used to assess block construction complexity such as the Block Building Measure, Building Performance Coding, and Block Structure Complexity Scoring Instrument and propose a conceptual model of the skills involved in block building. Based on this review, we recommend ways to refine existing research methods, improve scale validity, and combine different indices to establish a more comprehensive measure of children's block construction.

Yun, H.-Y., & Juvonen, J. (2020). **Navigating the Healthy Context Paradox: Identifying Classroom Characteristics that Improve the Psychological Adjustment of Bullying Victims.** *Journal of Youth and Adolescence*, 49(11), 2203-2213. <https://doi.org/10.1007/s10964-020-01300-3>

The healthy context paradox—an unexpected pattern in which victims' psychological adjustment worsens as the overall level of victimization in a classroom or school declines—implies that reducing the frequency of bullying or victimization incidents does not do enough to help victims of bullying. In light of this finding, it is imperative to

identify protective factors that alleviate victimization-related distress in the peer ecology. The current study examines classroom-level peer victimization and peer-defending behaviors as moderators of the association between individual-level victimization and psychological adjustment. These classroom-level moderators were tested with a sample of 1373 adolescents (40% girls, Mage: 14 years) from 54 classrooms in South Korean middle schools. Consistent with past findings documenting the healthy context paradox, the results of multilevel modeling indicated that victimized youth experienced a lower level of depressive symptoms in classrooms where victimization was more common. Most importantly, bullied students reported fewer depressive symptoms, on average, in classrooms with relatively high levels of bully-oriented (i.e., confronting the bully), rather than victim-oriented (i.e., comforting the victim), defending behavior. These findings provide a more nuanced understanding of the role of peers' defending behaviors toward bullied adolescents and have significant implications for anti-bullying interventions.

Aspects sociaux de l'éducation

Ahlberg, J. (2020). **The theory and politics of school choice.** *Theory and Research in Education*, 18(2), 238-242. <https://doi.org/10.1177/1477878520920751a>

Banda, R. M. (2020). **From the inside looking out: Latinas intersectionality and their engineering departments.** *International Journal of Qualitative Studies in Education*, 33(8), 824-839. <https://doi.org/10.1080/09518398.2020.1735565>

STEM disciplines remain highly White and male-dominated, particularly in regards to engineering. The climate, as a result, for women of color in engineering remains to be 'bitter' cold due to their intersectionality. A case study was employed to understand how 11 Latinas experience their intersectionality within a STEM context in their pursuit of an undergraduate engineering degree. Findings suggest that engineering departments must increase the representation and visibility of Latinas, must seek ways to increase meaningful faculty and student interaction, and must re-examine how grading policies heighten the competitive nature within their respective departments.

Baule, S. M., & Leeper, T. (2020). **Navigating Student Gender Identity Issues.** *Journal of Cases in Educational Leadership*, 23(4), 77-86. <https://doi.org/10.1177/1555458920942809>

This case study provides a summary of a district leader's dilemma on how to approach a number of gender identity issues that are raised within the first few months of his new superintendency. It identifies the various facets of policy and practice that need to be addressed in light of gender no longer being considered as a simple binary choice. Then discussed is how school administrators work with a variety of constituent groups to navigate implementing the necessary changes to policy and practices. Teaching notes and suggested class activities are included.

Bittencourt, T. (2020). **Social class and the construction of international mindedness: A comparative study of International Baccalaureate schools in Ecuador.** *Journal of Research in International Education*, 19(2), 91-105. <https://doi.org/10.1177/1475240920954046>

The purpose of this paper is to examine how students inhabiting distinctive social spaces and experiencing considerably different material realities define, value and problematize the concept of international mindedness. Drawing on a larger multi-sited ethnographic study of two International Baccalaureate schools in Ecuador, the study found that while students from distinct social backgrounds provided similar definitions of what international mindedness entails, they differed notably in what they considered to be the value and potential pitfalls of embodying the concept as a personal disposition. These differences emerged primarily as a result of how students related to their immediate surroundings and the assumptions they made about their future lives. Focusing on students' constructions of 'place' and their imagined futures provides an important insight into how students engage with international mindedness specifically, and the International Baccalaureate more broadly. Furthermore, it attests to why matters related to 'social class' deserve a greater degree of scholarly attention.

Contreras Aguirre, H. C., Gonzalez, E., & Banda, R. M. (2020). **Latina college students' experiences in STEM at Hispanic-Serving Institutions: framed within Latino critical race theory.** *International Journal of Qualitative Studies in Education*, 33(8), 810-823. <https://doi.org/10.1080/09518398.2020.1751894>

In the last 20 years, Latina undergraduate college students have increased their enrollment and degree attainment. However, in science, technology, engineering, and mathematics (STEM) disciplines Latinas remain highly underrepresented. The study aims to gain more insight into the roles that peers, faculty, and family play in Latina students' persistence in STEM fields at two selected Hispanic-Serving Institutions (HSIs). Using Latino Critical Race Theory, Latinas reflected on their experiences in male-dominated STEM disciplines.

Cordazzo, P., & Sembel, N. (2020). **Quand la marge interpelle la norme.** *Agora débats/jeunesses*, N° 86(3), 43-60. <http://www.cairn.info/revue-agora-debats-jeunesses-2020-3-page-43.htm>

La précarité étudiante qui se manifeste de façon spectaculaire aujourd'hui s'inscrit dans le long terme de la massification des études supérieures et de l'extension du déclassement dans les sociétés occidentales. Les données régulièrement publiées par les observatoires de la vie étudiantes (OVE) ont consacré l'existence de ce phénomène. Ses dimensions financière, résidentielle, familiale, migratoire, ses variations selon les catégories sociales questionnent les politiques publiques d'enseignement supérieur, de jeunesse et de prise en compte des inégalités sociales et de genre. La « formidable demande de culture générale » identifiée il y a vingt-cinq ans reste peut-être la piste la plus forte et la plus actuelle à accompagner pour relever le défi de cette précarité paradoxale.

Culp, J. (2020). **Discourse ethics, epistemology, and educational justice: A reply to Harvey Siegel.** *Theory and Research in Education*, 18(2), 151-173. <https://doi.org/10.1177/1477878520947040>

This article explores the contribution of Jürgen Habermas' discourse theory of morality, politics, and law to theorizing educational justice. First, it analyzes Christopher Martin's discourse-ethical argument that the development of citizens' discursive agency is required on epistemic grounds. The article criticizes this argument and claims that the moral importance of developing discursive agency should be justified instead on the basis of moral grounds. Second, the article examines Harvey Siegel's critique of

Habermas' moral epistemology and suggests that Siegel neglects that the epistemic justification of moral claims proceeds differently from the epistemic justification of assertoric claims. Finally, the article presents a discourse-theoretic conception of educational justice that defends the importance of discursively justifying norms of educational justice through properly arranged structures of justification.

Delay, C. (2020). **L'apprentissage pour « horizon » ou comment les élèves des classes populaires intériorisent le sens de leur orientation contrariée.** *Formation emploi*, n° 150(2), 27-54. <http://www.cairn.info/revue-formation-emploi-2020-2-page-27.htm>

Cet article étudie les choix d'orientation des élèves des classes populaires aspirant à entrer en apprentissage salarié en fin de scolarité obligatoire. Mobilisant une approche ethnographique, il montre comment s'intériorise dans la durée, au contact des enseignants en classe, puis lors d'un processus de socialisation professionnelle partielle et incomplète en stage, un sens de sa place. La confrontation des choix désirés à ceux finalement réalisés permet de saisir un important groupe d'aspirants contrariés dont la frustration variable est paradoxalement générée par le système scolaire helvétique, organisé en filières fortement hiérarchisées.

Denave, S., Renard, F., & Noûs, C. (2020). **Des socialisations professionnelles tramées par des logiques scolaires: les CAP coiffure et métiers de l'automobile en lycée.** *Formation emploi*, n° 150(2), 145-165. <http://www.cairn.info/revue-formation-emploi-2020-2-page-145.htm>

Cet article étudie la spécificité de la socialisation professionnelle dans les formations au CAP (Certificat d'aptitude professionnelle) coiffure et métiers de l'automobile, effectuées sous statut scolaire. Il montre que des logiques proprement scolaires façonnent tant les modalités de la socialisation (mode scolaire de transmission des savoirs et savoir-faire, socialisation anticipatrice et scolarisation des stages) que les appropriations de ces formations par les lycéens. Du fait du recrutement différencié de ces spécialités, les lycéens des métiers de l'automobile se montrent plus rétifs à l'ordre scolaire que les lycéennes de la spécialité coiffure.

Depoilly, S. (2020). **Filles en lycée professionnel: quand la socialisation juvénile peut bousculer les socialisations, scolaire et professionnelle.** *Formation emploi*, n° 150(2), 79-96. <http://www.cairn.info/revue-formation-emploi-2020-2-page-79.htm>

À partir d'une enquête ethnographique au long cours conduite dans des lycées professionnels préparant à des domaines de spécialités variés, cet article interroge certains des principes socialisateurs, à la croisée des mondes scolaire et professionnel, qui gouvernent la formation des filles des milieux populaires. S'éclairent ainsi des mécanismes proprement scolaires qui participent à la reproduction de la division sociale et sexuelle du travail. Mais cet article se propose aussi d'interroger ce que les filles font de ce que l'on fait d'elles. Loin d'être les objets passifs de cette entreprise de façonnage de leurs corps et de leurs conduites, les filles se l'approprient et en font un usage propre en y opposant, en certains contextes et à certaines conditions, leur propre système de normes, de valeurs et de pratiques.

Dunning-Lozano, J. L., Peguero, A. A., & Thai, M. (2020). **Immigrant Generation, School Procedural Justice, and Educational Attainment.** *Sociological Inquiry*, 90(4), 732-764. <https://doi.org/10.1111/soin.12349>

There is much educational concern about the disproportionate punishment of racial/ethnic minority students within U.S. public schools. Research evidence indicates that school punishment exacerbates the already-known racial/ethnic inequalities within the educational system. What remains uncertain is if and how school punishment, justice, and fairness are moderating educational attainment for the children of immigrants. This study utilizes data from the Education Longitudinal Study of 2002 and incorporates multilevel analysis to examine how school punishment, justice, and fairness influence the educational attainment of children of immigrants. The study draws on straight-line and segmented assimilation frameworks to evaluate variation in these effects by immigrant generation. Findings do suggest that improved school procedural justice and fairness could enhance educational attainment as well as ameliorate the detrimental impact of school punishment; however, these patterns are segmented by immigrant generation and race/ethnicity.

Eliasson, K., Haapanen, M., & Westerlund, O. (2020). **Regional concentration of university graduates: The role of high school grades and parental background.** *European Urban and Regional Studies*, 27(4), 398-414. <https://doi.org/10.1177/0969776420923133>

In this paper, we analyse long-term changes in the regional distribution and migration flows of university graduates in Finland and Sweden. This study is based on detailed longitudinal population register data, including information on high school grades and parental background. We find a distinct pattern of skill divergence across regions in both countries over the last 3 decades. The uneven distribution of human capital has been reinforced by the mobility patterns of university graduates, for whom regional sorting by high school grades and parental background is evident. Our findings indicate that traditional measures of human capital concentration most likely underscore actual regional differences in productive skills.

Gauthier. (2020). **A Renewed Examination of the Stigma Associated with Community College Career and Technical Education.** *Community College Journal of Research and Practice*, 44(10-11), 870-884. <https://doi.org/10.1080/10668926.2020.1758835>

This phenomenological, comparative case study examines the continued stigma associated with community college CTE along with the stigmatization of those enrolled in these programs. The study cultivated 24 participants who were categorized into two cases, students and alumni; another case included community college administrators. All participants have direct exposure or oversight of a career and technical program. The following research question was used to help guide and focus the study, are community college CTE programs stigmatized? Data reveals that CTE programs remain stigmatized in that these programs are perceived to be for the less able and that the programs themselves contribute to the demoralization of higher education. Data also reveals that community colleges in an effort to organize and support students, they implicitly contribute to the stigmatization of career and technical education.

Gleyse, J. (2020). **Le genre de l'école en France : de la mixité à l'inégalité occultée: Expérimentations et propositions de transformations.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343189444?utm_source=phplist&utm_campaign=message_29949&utm_medium=email&utm_content=lienTitre

L'ouvrage étudie la question des « programmes cachés » d'éducation dans l'école en France au travers des préjugés et des stéréotypes liés aux inégalités des filles et des

garçons et au genre. À cet effet, il tente de revenir sur la genèse historique et anthropologique du concept de genre tout comme sur celle de l'avènement de la mixité dans l'enseignement primaire et secondaire en France. En produisant un certain nombre d'histoires ou de biographies singulières, il montre notamment comment, paradoxalement, c'est fréquemment par le truchement du monde ecclésiastique que les premières femmes pourront obtenir une éducation suffisante et s'orienter vers une émancipation féminine.

Gonzalez, E. (2020). **Foreword: understanding Latina/o resilience.** *International Journal of Qualitative Studies in Education*, 33(8), 791-795.
<https://doi.org/10.1080/09518398.2020.1783016>

Gonzalez, E., Ortega, G., Molina, M., & Lizalde, G. (2020). **What does it mean to be a Hispanic-Serving Institution? Listening to the Latina/o/x voices of students.** *International Journal of Qualitative Studies in Education*, 33(8), 796-809.
<https://doi.org/10.1080/09518398.2020.1751896>

The purpose of this study is to examine what the Hispanic-Serving Institution (HSI) designation means to Hispanic college students at a Research One four-year university. This qualitative case study used one-on-one interviews with Hispanic undergraduate and graduate students to explore their experiences and perceptions of what it means to be an HSI and how the HSI designation can affect their collegiate experience. The study was guided by Museus's culturally engaging campus environments model to help identify what strategies can enhance the educational experiences of Hispanic students attending an HSI. The findings of this paper only include data from students of this particular HSI. The overarching themes that emerged include a sense of belonging through campus organizations, the presence of Latina/o/x faculty, and institutional diversity.

Grubbs. (2020). **Does Cooling Out Still Apply? Community Colleges and Educational Expectations.** *Community College Journal of Research and Practice*, 44(10-11), 819-834.
<https://doi.org/10.1080/10668926.2020.1724573>

"Cooling out" is the theoretical process in which community college counselors and faculty seek to adjust the academic goals of low achieving students. Though the rationale behind the concept has changed since it was proposed almost 70 years ago, it is still relevant in the present political environment in which leaders are stressing community colleges as ways to increase higher education opportunities for the public. This research uses data from the 2002 Educational Longitudinal Study to investigate the effects of enrolling in and taking classes at a community college on the likelihood of a student achieving his or her 12th grade higher educational aspiration. About 65% of students who started at a community college had aspired in high school to get a bachelor's degree. This study found that starting at community colleges or receiving associate degrees has a negative effect on the likelihood that students meet or exceed their bachelor's degree aspirations within eight years after high school. In contrast, more hours earned improves the likelihood of meeting their aspirations. Furthermore, students who are from a low socio-economic background, or earn low grades, are more likely to not meet their educational aspirations. This research highlights the importance for practitioner interventions for community college students to help more meet their educational aspirations.

Huang, F. L. (2020). **Prior Problem Behaviors Do Not Account for the Racial Suspension Gap**. *Educational Researcher*, 49(7), 493-502. <https://doi.org/10.3102/0013189X20932474>
At the end of 2018, Obama-era disciplinary guidance aimed at reducing the use of suspensions in schools (especially for minorities and students with disabilities) was revoked by the U.S. Department of Education. A key piece of research supporting the decision was based on the analyses of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K), which showed that the racial suspension gap was not really about race but resulted from the differential behavior exhibited by Black and White students. We reanalyzed the public-use ECLS-K and provide syntax for our analyses to show that the findings were primarily due to sample selection bias. Several alternative model specifications were tested and continued to show the persistence of the race-based suspension gaps regardless of model or measure used.

Jarraud, F. (9 octobre, 2020). **L'Unesco appelle à renforcer l'éducation des filles**. Consulté 12 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/09102020Article637378262165292129.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504971

Dans un nouveau rapport publié le 9 octobre, l'Unesco souligne les progrès de l'éducation des filles dans le monde. Depuis 1995, 180 millions de filles de plus se sont inscrites dans l'enseignement primaire et secondaire. « Cependant, malgré une augmentation à tous les niveaux de l'éducation, les filles sont toujours plus susceptibles d'être exclues que les garçons, et cette exclusion s'est accrue en raison de la pandémie actuelle », souligne l'organisation. « Il est donc essentiel que les gouvernements s'attaquent à la discrimination persistante pour parvenir à l'égalité pour la prochaine génération de filles ». L'Unesco recommande d'éliminer les inégalités dans l'accès à l'éducation et de soutenir la scolarisation des filles enceintes. « Tous les enseignants, conseillers scolaires et professionnels doivent recevoir une formation pour les aider à comprendre leurs propres attitudes et comportements en matière de genre. Au niveau mondial, le pourcentage de femmes étudiant l'ingénierie ou les TIC est inférieur à 25 % dans plus des deux tiers des pays », écrit l'Unesco. "Tous les programmes et manuels scolaires doivent représenter les femmes d'une manière qui ne perpétue pas les stéréotypes de genre.

Jarraud, F. (2020, octobre 2). **Yann Forestier : L'école en perspective**. Consulté 2 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/02102020Article637372208777189359.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504813

Peut-on synthétiser l'histoire de l'Ecole depuis la IIIème République et les plus récentes recherches en sociologie de l'éducation? Yann Forestier, professeur d'histoire géographie et chargé de cours à Rennes 2, le fait avec « L'école en perspective » (L'Harmattan). De cette synthèse particulièrement limpide se dégage une vision de l'Ecole, de ses enjeux et de ses conflits. Rarement on aura eu accès de façon aussi claire et rapide à ce qui se joue aujourd'hui dans l'évolution de l'Ecole. Yann Forestier revient sur quelques uns des sujets traités dans l'ouvrage.

Jones, & Sáenz. (2020). **Enacting a Latino Male-Serving Organizational Identity: The Role of HSI Community Colleges.** *Community College Journal of Research and Practice*, 44(10-11), 835-853. <https://doi.org/10.1080/10668926.2020.1741475>

Hispanic-serving institutions (HSIs) increasingly provide educational opportunities for underrepresented groups such as Latinx students; however, their categorization as minority-serving institutions is a function of their enrollment data rather than an explicit commitment to serving specific cultural needs. The authors of this study add to the literature on HSIs by further recognizing the need for community colleges to delve further into the different experiences of Latino males based on the intersection of race and gender. This study as part of the Texas Education Consortium for Male Students of Color explored how HSI community college might express a commitment to serving Latino males through the design and implementation of programming. The authors utilized a framework including concepts of HSI organizational identity, norms of racism in higher education, and gendered racism to conceptualize a Latino male-serving organizational identity. Findings revealed that colleges should go beyond Latino male outcomes to create a culture of commitment embedded throughout the college and not just isolated to men of color programming. This research has implications for the significant role that HSI community colleges can take in becoming leaders in serving Latino males through a purposeful and intentional commitment.

Justice, B. (2020). **American public education: Race, religion, and illusion.** *Theory and Research in Education*, 18(2), 246-250. <https://doi.org/10.1177/1477878520920751c>

Khalil, L., & Kelly, A. (2020). **The practice of choice-making: applying Bourdieu to the field of international schooling.** *Journal of Research in International Education*, 19(2), 137-154. <https://doi.org/10.1177/1475240920954045>

This paper presents findings from a recent study on choice-making among teachers, school leaders and parents in a for-profit British international school in Kuwait. Using a Bourdieusian field analysis, the choice-making of the various stakeholders is investigated to reveal their positionality within the school's social space, to examine the resources they hold and the capitals in which they are willing to invest. We find that choices made by, and within, an international school reveal symbolic violence, and a 'taken-for-granted understanding' that this form of schooling (British- rather than American-style international schooling) is superior. Participants in the study included teachers, parents, graduating class students and school leaders. Teachers and parents were a representative mix of local (both Arab and non-Arab) and expatriate. The study makes an important contribution to the body of knowledge relating to international schools, in its theoretical framework and its inclusion of the wider stakeholder population, which together generate a deeper understanding of professional practice in the international school context.

Labadie, F. (2020). **L'action publique en direction des jeunes : à quand le changement ?** *Agora débats/jeunesses*, N° 86(3), 77-95. <http://www.cairn.info/revue-agora-debats-jeunesses-2020-3-page-77.htm>

Cet article s'intéresse à l'expansion de l'action publique en direction des jeunes depuis vingt-cinq ans. Il montre combien l'institutionnalisation s'est renforcée avec la territorialisation de celle-ci, aboutissant à un mille-feuille de dispositifs complexe, illisible et générateur d'inégalités intragénérationnelles et territoriales. Le recours à une approche transversale n'a pas permis la mise en cohérence attendue et a, au

contraire, conduit à un statu quo cognitif, empêchant la formulation de réformes structurelles.

Merle, P. (2020). **Les inégalités scolaires (1995-2020)**. *Agora débats/jeunesses*, N° 86(3), 25-41. <http://www.cairn.info/revue-agora-debats-jeunesses-2020-3-page-25.htm>

Cet article a pour objet l'analyse des inégalités scolaires d'accès au baccalauréat et à l'enseignement supérieur selon l'origine sociale des élèves et leur sexe. Au cours de la période 1995-2020, les inégalités d'accès au baccalauréat se caractérisent par une ouverture sociale des séries générales. Au niveau de l'enseignement supérieur, une ouverture sociale modérée des filières non sélectives est concomitante de la stabilité, voire de la fermeture sociale, de l'accès aux filières sélectives. Les inégalités scolaires selon le sexe se caractérisent notamment par une moindre inégalité d'accès des filles à la terminale scientifique et aux filières de l'enseignement supérieur les plus masculines.

Moquet, C. (2020). **La SEGPA : des socialisations professionnelles précoces au collège**. *Formation emploi*, n° 150(2), 55-78. <http://www.cairn.info/revue-formation-emploi-2020-2-page-55.htm>

La section d'enseignement général et professionnel adapté (SEGPA) se situe en amont des scolarités et formations professionnelles en lycée ou en centre de formation d'apprentis. Elle comporte des enseignements professionnels, ateliers et stages, qui ont lieu durant la 4e et la 3e. Malgré son inscription en collège et les représentations qui lui sont associées, la SEGPA est bien professionnelle au sens où elle soumet déjà des collégiens à des socialisations professionnelles. Elle est le lieu d'une fabrication de futurs élèves de « petits » CAP (certificat d'aptitude professionnelle) en lycée (polyvalents et peu sélectifs) et de dispositions professionnelles renvoyant à des postes subalternes, d'exécution et polyvalents.

Murdoch, J. (2020). **L'Analyse des parcours de formation : du secondaire au supérieur à l'épreuve des comparaisons internationales (Canada, France, Suisse)** (HDR, Université de Strasbourg). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/tel-02962447>

Palomin, L. (2020). **The missing piece in higher education: Latina/o/x parent involvement in the pre-college preparation process from the South Texas border region**. *International Journal of Qualitative Studies in Education*, 33(8), 887-897. <https://doi.org/10.1080/09518398.2020.1783468>

This qualitative study examines Latina/o/x parents' perceptions and involvement in the pre-college process from the South Texas border region. Researchers have expressed student success and the likelihood of students pursuing postsecondary education is dependent on the level of parent involvement. As student demographics and enrollment rates continue to shift in education, parent involvement has received attention from policymakers, practitioners, and researchers as a discussion topic to advance educational outcomes for students of color, specifically for Latina/o/x students. Although existing literature on parent involvement is not new, Latina/o/x parents' experiences and contribution to their student's success have been absent from the literature. In which has constructed a deficit perspective in which places the responsibility on Latina/o/x parents for their student's success. This paper aims to examine how Latina/o/x parents are involved and contribute to their student's success

to identify how school settings can leverage and include parents in collective efforts that support students.

Peugny, C. (2020). **Génération, jeunesse et classes sociales**. *Agora débats/jeunesses*, N° 86(3), 11-24. <http://www.cairn.info/revue-agora-debats-jeunesses-2020-3-page-11.htm>

Cet article propose une synthèse des travaux qui ont questionné la jeunesse sous l'angle des inégalités au cours des vingt-cinq dernières années. Dans les années 1990, la question des inégalités entre les générations prend une place importante, portée par la comparaison du sort des générations nées dans les années 1960 avec celui des premières cohortes du baby-boom. Pour autant, les générations demeurent fracturées par les inégalités sociales : pour rendre compte de la situation des générations successives de jeunes, il convient d'articuler la prise en compte des inégalités intergénérationnelles et celle des inégalités intragénérationnelles. À partir de la fin de la décennie 2000, des travaux réalisés en comparaison européenne fournissent quant à eux des outils indispensables à la compréhension de la manière dont les politiques publiques ont un effet sur ces deux types d'inégalités.

Qaqish, Grant, & Bowles. (2020). **Success Factors that Shape Black Male Transfer and Academic Experiences in Engineering**. *Community College Journal of Research and Practice*, 44(10-11), 885-898. <https://doi.org/10.1080/10668926.2020.1771628>

Although many Black male students begin their collegiate experience at community colleges, a greater understanding of their four-year transfer experience is needed. This qualitative narrative study critically explores pathways of Black male engineering students who transferred from community colleges to four-year research-intensive institutions. The following research question guided the study: How do personal, social, and environmental factors shape the transfer experiences of Black male engineering students who attend four-year institutions? Thirteen engineering students between the ages of 21 and 56, with a mean age of 26 years, were selected for semi-structured interviews. Complementary data from online demographic surveys, researcher observation guides, memos, and field notes were obtained. The researcher used the constant comparative method to analyze and interpret data. Findings indicate that collaborative interactions within engineering communities of practice, especially with other transfer students, foster the development of Black male transfer students' engineering mind-sets and complex problem-solving skills. Study habits and/or peer-led study groups established at community colleges translated to the four-year institution, influencing engineering student-success and enhancing knowledge through communities of practice. Lastly, participants' responses suggest that faculty and staff interactions can influence their academic, social and professional experiences on campus. This study suggests the importance of communities of practice in the development of Black male transfer students' engineering career at four-year institutions.

Quinn, D. M. (2020). **Experimental Effects of "Achievement Gap" News Reporting on Viewers' Racial Stereotypes, Inequality Explanations, and Inequality Prioritization**. *Educational Researcher*, 49(7), 482-492. <https://doi.org/10.3102/0013189X20932469>

The "achievement gap" has long dominated mainstream conversations about race and education. Some scholars warn that the discourse around racial gaps perpetuates stereotypes and promotes the adoption of deficit-based explanations that fail to

appreciate the role of structural inequities. I investigate through three randomized experiments. Results indicate that a TV news story about racial achievement gaps (vs. a control or counterstereotypical video) led viewers to express more exaggerated stereotypes of Black Americans as lacking education (Study 1 effect size = .30 SD; Study 2 effect size = .38 SD) and may have increased viewers' implicit stereotyping of Black students as less competent than White students (Study 1 effect size = .22 SD; Study 2 effect size = .12 SD, ns). The video did not affect viewers' explicit competence-related racial stereotyping, the explanations they gave for achievement inequalities, or their prioritization of ending achievement inequalities. After 2 weeks, the effect on stereotype exaggeration faded. Future research should probe how we can most productively frame educational inequality by race.

Roberts. (2020). **Racism in Remediation: How Black Students Navigate Stereotypes to Achieve Success in Developmental Mathematics.** *Community College Journal of Research and Practice*, 44(10-11), 701-721.
<https://doi.org/10.1080/10668926.2019.1640143>

This qualitative study explores how Black students in community college developmental mathematics navigate stereotypes about their abilities and succeed. I apply stereotype management, a conceptual framework typically used to explain how minoritized groups in K-12 settings and universities succeed despite negative labeling. Using data from a narrative study about Black students who succeeded in developmental mathematics, this study features eight participants (two females and six males) and reveals (a) implicit and explicit offenses endured from faculty and peers in math classrooms; (b) behaviors prompting management practices; and (c) strategies employed to navigate the offenses. Results suggest that despite participants' ability to navigate discriminatory behaviors, emotional stressors shaped their perceptions about the treatment Black students withstand in these courses. Implications address negative relations between Black students and their Latinx peers and faculty and provide strategies to support students, particularly those whose mathematics abilities are questioned.

Saux-Pénault, E. L. (2020). **Légitimité et pouvoir d'agir des enseignants qui éduquent à l'égalité des sexes.** *Spirale - Revue de recherches en éducation*, N° 66(3), 165-182.
<http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-165.htm>

L'objet de cet article est de montrer comment un dispositif de recherche-action formation, dans une dynamique d'empowerment, a pu accompagner l'appropriation, par l'ensemble des professeurs des écoles ayant participé à cette formation, de la demande qui leur est faite d'éduquer leurs élèves à l'égalité des sexes. Le dispositif analysé a permis, d'une part, de passer outre les résistances initiales des acteurs de la recherche-action et, d'autre part, d'identifier, avec ces derniers, des raisons et moyens d'agir qui ont conduit à la transformation de leurs pratiques.

Schiff, C. (2020). **Les trajectoires scolaires des élèves migrants: entre capacités d'adaptation et contextes d'accueil** (p. 13-21).
<https://doi.org/10.4000/books.enseditions.15752>

Schmitt, A. (2020). **Les usages sociaux de la pratique du surf et de la voile légère en contexte scolaire en France et en Californie: processus de socialisation et rapports**

sociaux de sexes et de classes (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02965204>

Ce travail de thèse propose une analyse sociologique des rapports sociaux de sexes et de classes dans les pratiques scolaires du surf et de la voile légère en France et en Californie. Si, dans le cadre de la pratique scolaire des sports nautiques, ces deux systèmes scolaires témoignent d'une conception de l'égalité et d'une politique éducative à bien des égards différentes, car fondamentalement liées aux caractéristiques historiques, politiques et sociales de chaque contexte, ils expriment dans les textes une même préoccupation et font face dans les faits à une même difficulté, assurer l'égalité pour tou.te.s dans l'accès à la culture, nautique notamment, puis plus foncièrement à l'intégration et la réussite sociale de leurs élèves. L'analyse qualitative, mêlant des entretiens et des observations ethnographiques a permis de mettre en lumière au fur et à mesure des expériences croisées de socialisation des jeunes pratiquant.e.s, des parents et des encadrants, le poids des déterminismes sociaux de sexes et de classes dans la fabrication et/ou le maintien des inégalités, mais également le jeu complexe des dispositions sociales par lequel il est possible de les infléchir. Si la domination masculine caractérise les rapports sociaux de sexes entre jeunes dans la répartition des vagues en surf et des tâches au sein de l'équipage du bateau, si elle s'accommode parfaitement des objectifs compétitifs et performatifs poursuivis par les encadrant.e.s et les parents, certain.e.s acteur.trice.s résistent, voire redéfinissent par moments ces rapports sociaux de sexes laissant percevoir une pratique des sports nautiques plus égalitaire.

Sy, H. (2020). **Enfants de paysans pauvres à l'université publique: Auto exclusion des exclus de l'intérieur**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343210148?utm_source=phplist&utm_campaign=message_30019&utm_medium=email&utm_content=lienTitre

En incluant le monde rural dans son terrain de recherche et en faisant des enfants des paysans pauvres son objet d'étude, l'analyse de l'auteur semble se désinscrire de la tendance dominante de la sociologie de l'éducation qui porte souvent un intérêt quasi exclusif aux classes sociales caractéristiques de l'espace urbain. La réalité est que l'offre scolaire en milieu rural est largement insuffisante par rapport à la population scolarisable, et globalement, par ses filières, la formation professionnelle des enseignants, la qualité des infrastructures et l'organisation des classes, elle fait des établissements des lieux de relégation, et des enfants de paysans pauvres des exclus de l'intérieur contraints de construire leur carrière scolaire par des redoublements et diverses formes d'auto-exclusion.

Thomas, V. (2020). **"How Dare You!" African American Faculty and the Power Struggle With White Students**. *Journal of Cases in Educational Leadership*, 23(4), 115-126. <https://doi.org/10.1177/1555458920945762>

Higher education institutions are hiring more Intellectuals of Color to diversify their faculty. However, the diverse faculty presents an adverse dynamic between White male students and Black female professors. White students tend to exhibit disruptive, intimidating behavior toward Black faculty. Historical stereotypes, prejudices, biases, racism, oppression, and White supremacist attitudes and beliefs displayed in society express itself in the classroom. Black faculty face unique challenges in comparison with their White colleagues when teaching White students. White students more frequently disrespect and challenge the competency of Black faculty while disrupting the

classroom learning environment. Meanwhile, Black faculty must display a high level of emotional labor to cope with the daily stressors.

Valenzuela, A. (2020). **STEM diversity and student Latina/o resilience: a reflection.** *International Journal of Qualitative Studies in Education*, 33(8), 898-904. <https://doi.org/10.1080/09518398.2020.1786188>

This reflection explores the contributions to this special issue in order to derive an overarching sense on the many difficulties that Latinas attending universities designated as Hispanic Serving Institutions (HSIs) face in STEM fields where their abilities are not only questioned, but they also get marginalized, deprived of opportunities that are customarily available to their white, male peers. Notwithstanding their "HSI" designation, their systemic isolation and exclusion in Eurocentric institutions, while challenging, are frequently offset either by familial or cultural resources that allow them to persist. A major point is that though Latina students' resiliency is a noteworthy attribute and research finding, it would be less necessary if university classrooms and departments themselves were more inclusive, affirming, and asset-based spaces to begin with.

Wong. (2020). **An Empirical Illustration of Social Legitimation through Hegemony: Narratives of Students from a Community College on Seeking a Transferal in Hong Kong.** *Community College Journal of Research and Practice*, 44(10-11), 771-786. <https://doi.org/10.1080/10668926.2019.1680462>

It is argued that social legitimation is possible through hegemony whereby people of a given social system see the system as legitimate through the naturalness of a way of thinking about issues of all kinds. But, how this naturalness is articulated against a certain context is empirically under-explored. This study attempts to address this issue by referring to the narratives of 39 students from a community college on their transferal experiences against the neo-liberal capitalist context of contemporary Hong Kong for an illustration. Community colleges in Hong Kong – unlike their counterparts in the USA serving multiple functions – are essentially viewed as an inferior institution where students who fail to get into university through public examinations seek a second chance through the transfer function of associate degree; consequently, an associate degree is basically not valued as a terminal degree but for its transfer function, serving to bridge community-college students to university, local, or overseas. Given this perceived role and view of community colleges, five plots – all operating with a 'loser-winner' framework – of the narratives of community-college students are distinguished. Moreover, three common themes emerging from the narratives are also discussed: education is naturally an instrumental means to social success; the talented and industrious will inevitably be rewarded; and, there is no fair system. The hegemonic aspect of instrumentalism, meritocracy, and the inevitability of inequality embedded in neo-liberalism is demonstrated in respondents being adaptive in a neo-liberal capitalist context and their pragmatic views on educational and/or social success.

Climat de l'école

Araos, E. G. E., & Uchasara, H. J. M. (2020). **School violence and levels of learning achievement in a public educational institution in Puerto Maldonado.** *Puriq*. <https://doi.org/10.37073/puriq.2.3.86>

El objetivo fue establecer la relación que existe entre la violencia escolar y los niveles de logro de aprendizaje de los estudiantes del quinto ciclo de una institución educativa pública de Puerto Maldonado. El enfoque de investigación fue cuantitativo, el diseño no experimental y el nivel relacional. Los instrumentos de recolección de datos fueron el Test AVE y el Acta Consolidada de Evaluación. Los resultados indican que existe una relación inversa y significativa entre la violencia escolar y los niveles de logro de aprendizaje ($r_s = -0,297$; $p = 0,021 < 0,05$). Se concluyó que los altos niveles de violencia escolar están relacionados con los bajos niveles de logro de aprendizaje.

Bohn, J., Holtmann, J., Luhmann, M., Koch, T., & Eid, M. (2020). **Attachment to Parents and Well-Being After High School Graduation: A Study Using Self- and Parent Ratings.** *Journal of Happiness Studies*, 21(7), 2493-2525. <https://doi.org/10.1007/s10902-019-00190-y>

Parental attachment is associated with well-being in early emerging adulthood. The present study is the first to measure attachment from multiple perspectives by obtaining attachment ratings from both children and parents, allowing us to examine discrepancies between both attachments in the relationship and the association of those discrepancies with well-being. We used a large sample of 558 young emerging adults and 405 parents to assess self- and parent ratings of different facets of attachment and well-being. Using 15 structural equation models, we were able to show that security, trust, communication, and relatedness (but not dependency) are associated with the emerging adult's subjective happiness, life satisfaction, and psychological flourishing. Moreover, psychological flourishing was higher for adult children whose parents were more attached to them than would be expected on basis of the child's attachment.

Demol, K., Leflot, G., Verschueren, K., & Colpin, H. (2020). **Revealing the Transactional Associations among Teacher-Child Relationships, Peer Rejection and Peer Victimization in Early Adolescence.** *Journal of Youth and Adolescence*, 49(11), 2311-2326. <https://doi.org/10.1007/s10964-020-01269-z>

Peer victimization is a persistent problem in early adolescents' peer relationships that is related to various difficulties in the short and long run. Previous studies have investigated whether relationships with peers and teachers predict victimization, but to date, few studies have examined the simultaneous contribution of both classroom-based relationships to victimization over time. Therefore, this study investigated how peer rejection and teacher-child relationships uniquely predict peer victimization over the course of one school year in upper elementary school. The transactional associations among teacher-child relationships, peer rejection, and relational and physical victimization were examined in a sample of 692 children (36 classes; $M_{age} = 10.28$; range: 7.92-13.14; 48.4% female). Teacher-child relationship quality and peer victimization were measured by student self-report, peer rejection by peer-report. Cross-lagged analyses showed that rejection predicted victimization from wave 1 to wave 2. In turn, more victimization predicted more rejection throughout the whole school year. More supportive teacher-child relationships predicted less victimization. Additionally, more victimization (wave 1) predicted less supportive relationships with teachers (wave 2). Peer rejection and teacher-child relationships were found to have unique, additive effects on victimization in early adolescence over time. Therefore, to effectively intervene in victimization processes, relationships with both peers and teachers need to be considered.

Duarte, B. J. (2020). **Forced Back into the Closet: A (Queer) Principal's Attempt to Maintain Queer Erasure.** *Journal of Cases in Educational Leadership*, 23(4), 20-34. <https://doi.org/10.1177/1555458920956310>

This case adds to a lack of research that considers the intersection of queer identities and educational leadership. The case narrative demonstrates the complex nuances of two negotiated professional queer identities. In addition, the case considers the consequences of queer erasure on the existing heteronormative culture of schooling. The teaching notes review the literature on queer school professionals and provide a background for understanding the geographical and historical considerations of LGBTQ+ (lesbian, gay, bisexual, transgender, transsexual, queer) identities in schools. The author concludes with a plea to both heterosexual and queer school leaders and those who prepare them to reflect on their position and responsibilities within a heteronormative and heterosexist field. The activities and discussion questions are designed with these aims in mind.

Holfeld, B., & Baitz, R. (2020). **The Mediating and Moderating Effects of Social Support and School Climate on the Association between Cyber Victimization and Internalizing Symptoms.** *Journal of Youth and Adolescence*, 49(11), 2214-2228. <https://doi.org/10.1007/s10964-020-01292-0>

Although the link between cyber victimization and internalizing symptoms is well established, questions remain about the factors that may describe this association and whether they differ by gender. In the current study, the mediating and moderating roles of social support (peers, family) and experiences of school climate (i.e., students' feelings of safety and caring within the school environment) were examined on the association between cyber victimization and internalizing symptoms among early adolescent boys and girls. Participants included 1151 students (51.4% boys) aged 10 to 16 (Mage = 12.7, SD = 0.93). Results from a hierarchical regression model indicate moderation effects of peer support and school climate; higher levels of cyber victimization were more strongly associated with internalizing symptoms when adolescents reported lower levels of peer support whereas higher levels of cyber victimization were more strongly associated with internalizing symptoms when adolescents reported more positive experiences of school climate. Structural mediation models show partial mediation effects with higher levels of cyber victimization associated with lower levels of peer support, lower levels of family support, and poorer experiences of school climate respectively, which in turn, were associated with more internalizing symptoms. The findings highlight the importance of creating safe and supportive environments at home and at school to promote healthy development during early adolescence, however, these efforts may not benefit adolescents who experience repeated cyber victimization.

la Roi, C., Dijkstra, J. K., Kretschmer, T., Savickaitė, R., & Veenstra, R. (2020). **Peers and Homophobic Attitudes in Adolescence: Examining Selection and Influence Processes in Friendships and Antipathies.** *Journal of Youth and Adolescence*, 49(11), 2229-2245. <https://doi.org/10.1007/s10964-020-01298-8>

Homophobic attitudes and behavior are a widespread problem among adolescents, but what the role of peer relationships such as friendships and antipathies is in shaping these attitudes remains unclear. Therefore, this study examined to what extent homophobic attitudes are influenced by friends' and foes' homophobic attitudes, and

whether homophobic attitudes serve as a selection criterion for the formation of friendships and antipathies. Participants came from three Dutch high schools across two waves (wave 1 November 2014, wave 2 March/April 2015, ages 11–20, N = 1935, 51.5% girls). Stochastic actor-oriented models were estimated for testing hypotheses. The results showed that adolescents adjusted their homophobic attitudes to their friends' homophobic attitudes, but homophobic attitudes were not consistently related to friendship selection. Further, findings indicated that being dissimilar in homophobic attitudes increased the likelihood to dislike cross-sex peers. Together, the findings suggest that adolescents' homophobic attitudes were to some extent subject to peer influence, but homophobic attitudes did not steer who adolescents befriended or disliked.

Li, R., Yao, M., Liu, H., & Chen, Y. (2020). **Chinese Parental Involvement and Adolescent Learning Motivation and Subjective Well-Being: More is not Always Better.** *Journal of Happiness Studies*, 21(7), 2527-2555. <https://doi.org/10.1007/s10902-019-00192-w>

Parental involvement in education has been positively associated with children's academic development and well-being, but whether high parental involvement, regardless of its form, always yields desirable results in adolescent development remains debatable. The purpose of this study was to investigate the integral contributions of parental involvement, autonomy support, and psychological control in predicting adolescent learning motivation (i.e., achievement goals and academic engagement) and subjective well-being (SWB) by implementing a person-centered approach. Participants included 3378 Chinese adolescents (Mage = 15.60, SD = 1.55; 1513 boys), who completed a survey. Results revealed four parenting profiles: high control–low involvement (Profile 1; 7.55%), moderate all (Profile 2; 50.65%), high all (Profile 3; 4.00%), and high autonomy support–moderate involvement (Profile 4; 37.80%). Adolescents in Profile 4 were more adaptive, more engaged, and happier than those in other profiles; and those in Profile 1 were more maladaptive, a condition relating to poorer development. Although adolescents in Profile 3 also perceived both high involvement and autonomy support from parents, they actually exhibited levels of learning motivation and SWB similar to those in Profile 2 and experienced higher performance-avoidance goals, negative affect, and lower life satisfaction relative to Profile 4. Findings suggest that more perceived parental involvement is not always better because the effectiveness of involvement partly depends on the approach that parents take.

Martin, J., & Beese, J. (2020). **The Bus Incident.** *Journal of Cases in Educational Leadership*, 23(4), 3-19. <https://doi.org/10.1177/1555458920942808>

This case is based on the real incidents occurring in Oakland, California in the fall of 2013. The case was adapted to occur within a school setting, and the schools and district noted within are entirely contrived for the purposes of this case. However, the original bus number, 57, was retained to pay homage to the real victims. Intimidation, bullying, and harassment that take place in schools greatly affect lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth. LGBTQ students, who experience school-based discrimination and harassment, experience more negative academic outcomes and psychological struggles than their non-LGBTQ peers.

Mazalto, M. (2020). **Concevoir des espaces scolaires pour le bien-être et la réussite: Édition actualisée.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre->

[9782343210636?utm_source=phplist&utm_campaign=message_30019&utm_medium=email&utm_content=lienTitre](https://doi.org/10.1080/10668926.2019.1706668)

La première édition du livre, paru en 2017, a démontré l'influence de l'architecture scolaire pour faciliter la transmission des connaissances, cultiver des relations apaisées, favoriser le plaisir d'apprendre grâce au bien-être de tous. Mais aujourd'hui, notre démarche doit être actualisée car les espaces scolaires sont modifiés en profondeur pour répondre aux nouveaux défis, notamment : protéger les élèves et les adultes de la pandémie de coronavirus toujours active, s'adapter à l'irruption en force de l'outil numérique qui s'impose à tous les niveaux, lutter contre le réchauffement climatique en remplaçant le macadam par de la végétation vivante.

Pan, B., Zhang, L., Ji, L., Garandeanu, C. F., Salmivalli, C., & Zhang, W. (2020). **Classroom Status Hierarchy Moderates the Association between Social Dominance Goals and Bullying Behavior in Middle Childhood and Early Adolescence.** *Journal of Youth and Adolescence*, 49(11), 2285-2297. <https://doi.org/10.1007/s10964-020-01285-z>

Social dominance goals represent desires to be powerful and prominent among peers. Previous studies have documented that endorsing social dominance goals is positively associated with bullying behavior. However, little is known about how classroom context moderates the social dominance goals–bullying association. The present study examined the role of classroom status hierarchy in the longitudinal association between social dominance goals and bullying in a sample of 1,603 children attending 17 grade 3 classrooms (n = 558, 46.2% girls, Mage = 9.33 years, SD = 0.44), 15 grade 4 classrooms (n = 491, 45.0% girls, Mage = 10.31 years, SD = 0.38) and 16 grade 7 classrooms (n = 554, 49.3% girls, Mage = 13.2 years, SD = 0.46) in China, followed for 1 year. Classroom peer status hierarchy was assessed by the within-classroom standard deviation in perceived popularity. Social dominance goals were obtained through self-reports. Bullying was measured via peer nomination. The multilevel models revealed that social dominance goals at Wave 1 predicted increases in bullying at Wave 2 only in classrooms with higher status hierarchies, after controlling for gender, grade, classroom size, and classroom gender distribution. These findings indicate that children who strive for social dominance goals are more likely to bully others when power is less equally distributed in the classroom.

Potter, Moschella, Moynihan, & Smith. (2020). **Sexual Violence among LGBTQ Community College Students: A Comparison with their Heterosexual Peers.** *Community College Journal of Research and Practice*, 44(10-11), 787-803. <https://doi.org/10.1080/10668926.2019.1706668>

Although community colleges enroll nearly half of the undergraduate population in the U.S., scarce research exists on the sexual violence perpetrated against their student body, especially those students who identify as lesbian, gay, bisexual, and queer (LGBQ). Findings from an ARC3 (Administrator-Researcher Campus Climate Collaborative) Climate Survey, which was administered at seven community colleges in a Northeastern state, indicate high rates of sexual violence reported by community college students, particularly among students who identify as LGBQ, compared to their heterosexual counterparts. Almost two-thirds (63.6%) of non-heterosexual participants reported some form of sexual violence since they enrolled at their community college, with more than 35% of this demographic reporting two or more forms of sexual violence during that same time period. Additionally, LGBQ students who reported sexual

violence had significantly lower well-being scores and perceptions of campus climate (e.g., perceptions of safety).

Sadeghi, A., & Mahdavi, F. (2020). **Social-Cognitive Predictors of Iranian College Students' Academic Well-Being**. *Journal of Career Development*, 47(5), 579-591. <https://doi.org/10.1177/0894845319826275>

The purpose of this study was to examine the application of Lent and Brown's social-cognitive model in predicting academic well-being of Iranian students. A total of 400 undergraduate students (252 female students and 148 male students) completed the measures of academic satisfaction, self-efficacy, environmental support, goal progress, and personality traits. Path analysis indicated that the modified social-cognitive model provided good fit to the data and accounted for substantial portion of the variance in academic satisfaction. The results of path analysis showed that self-efficacy, goal progress, environmental supports, and resources both directly and indirectly had relationship with academic well-being. It was revealed that only one of the personality traits (conscientiousness) had a direct and significant correlation with students' academic well-being. However, neuroticism, conscientiousness, and extroversion had indirect and significant correlations with academic well-being through self-efficacy, environmental supports, and resources. According to the obtained findings, this research supported the role of social-cognitive variables in the academic well-being of Iranian students.

Stokes, M. N., Hope, E. C., Cryer-Coupet, Q. R., & Elliot, Erin. (2020). **Black Girl Blues: The Roles of Racial Socialization, Gendered Racial Socialization, and Racial Identity on Depressive Symptoms among Black Girls**. *Journal of Youth and Adolescence*, 49(11), 2175-2189. <https://doi.org/10.1007/s10964-020-01317-8>

Racial socialization is an important predictor of wellbeing among Black youth. Scholars have theorized that Black girls could benefit from gendered racial socialization or messages about being Black girls. However, this has not been examined empirically. The current study investigates the role of general and gendered racial socialization and racial identity attitudes on depressive symptoms among 287 Black girls between the ages of 13–17 (Mage = 15.4) in the U.S. Path analysis results demonstrated that general and gendered racial socialization about pride were directly associated with positive feelings about being Black which were negatively associated with depressive symptoms. Oppressive messages about Black women were related to negative feelings about being Black and more depressive symptoms. The implications of general and gendered racial socialization on the psychological wellbeing of Black girls are discussed.

Tamborra, T. L., Baker, A. N., Jeffries, S., Tempio, M., & Campbell, E. (2019). **Criminal Victimization Experienced While Studying Abroad: An Examination of Rates and Other Relevant Factors**. *Journal of Studies in International Education*, 24(5), 573-588. <https://doi.org/10.1177/1028315319861354>

There are growing rates of U.S. college students studying abroad and existing literature reveals that college students experience moderate to high rates of certain types of crime; however, little is known about the victimization rates of college students while studying abroad. This is the first study known to use anonymous self-report data that examines the rates of various forms of victimization experienced while studying abroad. Findings from a sample of more than 1,000 undergraduate students studying on six

continents revealed that victimization rates are low, with the exception of sexual harassment, unwanted touching, and theft. In addition, findings suggest that self-reported victimization rates vary depending upon the severity of the crime, respondents' sex, and continent of study. These findings suggest the need for further research and additional programming; suggestions are put forth.

Wrigley, T. (2020). **Education, intellect and wellbeing**. *Improving Schools*, 23(3), 207-208. <https://doi.org/10.1177/1365480220959865>

Yun, H.-Y., & Juvonen, J. (2020). **Navigating the Healthy Context Paradox: Identifying Classroom Characteristics that Improve the Psychological Adjustment of Bullying Victims**. *Journal of Youth and Adolescence*, 49(11), 2203-2213. <https://doi.org/10.1007/s10964-020-01300-3>

The healthy context paradox—an unexpected pattern in which victims' psychological adjustment worsens as the overall level of victimization in a classroom or school declines—implies that reducing the frequency of bullying or victimization incidents does not do enough to help victims of bullying. In light of this finding, it is imperative to identify protective factors that alleviate victimization-related distress in the peer ecology. The current study examines classroom-level peer victimization and peer-defending behaviors as moderators of the association between individual-level victimization and psychological adjustment. These classroom-level moderators were tested with a sample of 1373 adolescents (40% girls, Mage: 14 years) from 54 classrooms in South Korean middle schools. Consistent with past findings documenting the healthy context paradox, the results of multilevel modeling indicated that victimized youth experienced a lower level of depressive symptoms in classrooms where victimization was more common. Most importantly, bullied students reported fewer depressive symptoms, on average, in classrooms with relatively high levels of bully-oriented (i.e., confronting the bully), rather than victim-oriented (i.e., comforting the victim), defending behavior. These findings provide a more nuanced understanding of the role of peers' defending behaviors toward bullied adolescents and have significant implications for anti-bullying interventions.

Évaluation des dispositifs d'éducation-formation

Dilling, Varga, & Mandernach. (2020). **Comparing Teaching and Social Presence in Traditional and Online Community College Learning Environments**. *Community College Journal of Research and Practice*, 44(10-11), 854-869. <https://doi.org/10.1080/10668926.2020.1752852>

The purpose of this study was to determine if a difference existed in students' perceptions of teaching presence and social presence between the online and traditional face-to-face learning environments as defined by the Community of Inquiry (Col) survey. A quantitative causal-comparative study design was used to survey students at a Midwest community college in the United States who had completed College 101 online or face-to-face. A total of 183 students completed the survey. The findings support prior research that an equally strong teaching presence and social presence can be achieved in the online learning environment. Practical implications and recommendations for future research are addressed.

Johnson, T., Hains, K., Hains, B., & Salazar, J. (2019). **Conceptualizing University Education Study Abroad Programs Using a Mutualistic Process**. *Journal of Studies in International Education*, 24(5), 555-572. <https://doi.org/10.1177/1028315319865787>

As we continue to develop into a more globalized society, it is an expectation that students in higher education become global citizens. While the literature supports the notion that students positively benefit from international education experiences, little research has been done to determine what role the community plays, or what effects the study abroad experience has on the community in which the student population is engaged. This study introduces an innovative conceptual framework that overlays the biological concept of symbiosis on the international education experience. This unique conceptual framework shines a light on the study abroad experience from the community's perspective, as well as illustrating positive and negative impacts of student interaction within the local community. The results indicate that not only is there a role for communities but also communities need to be included in the planning and creation of these experiences, ultimately leading to more mutually beneficial outcomes. Ideally, these findings could be used by educators to capture the community voice to create more mutualistic programs in study abroad.

López, R. M., Valdez, E. C., Pacheco, H. S., Honey, M. L., & Jones, R. (2020). **Bridging silos in higher education: using Chicana Feminist Participatory Action Research to foster Latina resilience**. *International Journal of Qualitative Studies in Education*, 33(8), 872-886. <https://doi.org/10.1080/09518398.2020.1735566>

This study takes place at a Hispanic Serving Institution (HSI) and examines the experience of women who are part of a research collective studying a Latina college mentoring program. As of Fall 2018, Latina undergraduates made up the largest group at this university, totaling more than 7,000 of 37,000 undergraduate students. In Fall 2016, a college mentoring program to support Latina undergraduates was launched by campus administrators. Out of the program, a multi-generational research collective formed where the research team uses a Chicana Feminist Participatory Action Research (CFPAR) design that engages program staff, faculty, administrators, graduate and undergraduate students in both the design of the study and the continual re-design and implementation of the college mentoring program. This paper uses the researchers' testimonios and group pláticas to share about their role in the implementation of the research using a CFPAR approach and how they have been impacted by this Latina-centered space that fosters resilience. This research has implications for faculty, staff/practitioner, and student collaboration and for how institutions can support spaces like this to better serve Latinas in higher education.

Muslim, A. B., Salim, H., & Setyarini, S. (2020). **Indonesian parental perspectives of international school partnerships involving millennial learners**. *Journal of Research in International Education*, 19(2), 106-119. <https://doi.org/10.1177/1475240920954051>

Despite being long-standing practice among schools across the world, most studies on international school partnerships focus on its benefits and challenges as perceived by teachers and students. Little emphasis has been given to parental perspectives and support, particularly among low-income families. With the increase of community involvement in education, how this partnership program may benefit the foreign language learning of millennials has become a matter of increasing concern among parents. This qualitative study explores Indonesian parents' perspectives of international school partnerships between Indonesian and Australian schools, and how these

partnerships support the learning of English as a foreign language and technology utilization. Results from questionnaires and semi-structured interviews indicate parental belief that the program reviewed is an authentic approach to foreign language learning and an appropriate mode of technology-based self-expression. To facilitate their children's learning of English and development of cross-cultural understanding, most parents, despite economic limitations, are willing to support their children's involvement in the international partnership that is the focus of this study.

Perraud-Ussel, C. (2020). **Bilan de la Fête de la science 2019**. Note d'information du SIES, (20.12). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/08/7/NI_2020-12_fete_de_la_sciences_1326087.pdf

Depuis près de 30 ans, le MESRI organise annuellement, avec la contribution de plus de mille porteurs de projet, plus de 3 000 événements au cours de sa traditionnelle Fête de la science. Ces événements, coordonnés aux échelles nationales, régionales et départementales, sont mis en oeuvre en partenariat avec 7 000 structures scientifiques, culturelles et institutionnelles (organismes de recherche, établissements d'enseignement de tout niveau, collectivités territoriales, entreprises, musées, bibliothèques, médiathèques, associations...) et l'aide de 33 000 acteurs. Ils permettent la rencontre de plus d'un million de personnes avec celles et ceux qui élaborent et vulgarisent les sciences. Organisés sur tout le territoire français, ils visent à sensibiliser les Français de tout âge à la science et ses enjeux, à promouvoir le partage des connaissances entre scientifiques et citoyens ainsi qu'à valoriser la communauté scientifique et ses productions. Des événements, simples ou de grande envergure, sont ainsi organisés, non seulement dans les plus grandes communes françaises, mais également dans les plus petites, et même à l'international. Pour permettre la mise en place de ces événements, l'État ainsi que les collectivités territoriales apportent leur soutien logistique et financier.

Marché du travail

Amar, A., Rey, O., & Vagner-Shaw, L. (2020). **L'emploi étudiant** (Rapport d'inspection N° 2019-075; p. 54). Consulté à l'adresse Inspection générale de l'éducation, du sport et de la recherche website: https://www.vie-publique.fr/sites/default/files/rapport/pdf/276357_0.pdf

En Europe comme en France, une part élevée de la population étudiante conjugue études et emploi de façon plus ou moins régulière. L'inspection générale a conduit une mission relative à l'emploi étudiant et fait le constat que l'emploi durant les études est devenu une modalité normale de la vie universitaire, qui concerne trois étudiants sur quatre à un moment ou un autre de leur parcours universitaire. La mission souligne l'intérêt du travail salarié à la fois comme aide financière complémentaire aux autres ressources de l'étudiant (famille, aides sociales, etc.) et comme expérience dans la perspective de l'insertion professionnelle, tout en montrant, à partir d'une revue des études existantes en France et au niveau international, que l'emploi étudiant n'altère pas la réussite universitaire, s'il représente moins de 15 heures de travail hebdomadaire. Elle dresse un état des lieux de l'emploi étudiant dans les établissements d'enseignement supérieur et formule des préconisations contribuant à lever, en tout ou partie, les différents freins à son développement. Elle propose ainsi de valoriser dans le

parcours de formation les compétences acquises dans ces expériences professionnelles, de mobiliser des leviers financiers complémentaires notamment auprès des collectivités territoriales, d'utiliser la contribution de vie étudiante et de campus pour financer son développement, de simplifier la gestion de ce cadre d'emploi et réduire les délais de paiement.

Tranchant, L. (2020). **Les nouveaux emplois des ouvrières et des ouvriers : des O.S. du tertiaire ?** *Connaissance de l'emploi*, (164). Consulté à l'adresse https://ceet.cnam.fr/medias/fichier/164-les-nouveaux-emplois-des-ouvrieres-et-des-ouvriers_1602589499832-pdf?ID_FICHE=1078840&INLINE=FALSE

L'ouverture à la concurrence du rail et les réformes ferroviaires récentes ont été à l'origine de conflits sociaux importants, liés aux risques de dégradation des conditions de travail et d'emploi des cheminots dans ce nouveau contexte. La libéralisation pose en effet, notamment, la question de la capacité des interlocuteurs sociaux à construire de nouvelles régulations sociales, et celle du niveau de protection qu'elles sont susceptibles de garantir aux salariés du rail. A partir d'une enquête par entretiens et observation ainsi que d'un travail sur archives, ce numéro de *Connaissance de l'emploi* revient sur ce processus de libéralisation au niveau communautaire, puis sur les initiatives des organisations syndicales et patronales européennes du rail visant à en limiter les conséquences sociales, pour en évaluer la portée. Malgré l'avancée importante qu'a constituée au milieu des années 2000 la signature d'un accord paritaire européen contraignant, les difficultés des acteurs à faire aboutir des initiatives au niveau communautaire font aujourd'hui reposer sur les acteurs nationaux de la négociation collective, mais également sur les autorités organisatrices des transports régionales ou locales, la responsabilité de définir les nouvelles règles sociales applicables aux salariés du secteur.

Vendramin, P. (2020). **Pour un monde du travail ouvert à la jeunesse.** *Agora débats/jeunesses*, N° 86(3), 61-76. <http://www.cairn.info/revue-agora-debats-jeunesses-2020-3-page-61.htm>

Le sésame de l'accès à la vie indépendante et à la citoyenneté est l'insertion dans le marché du travail, mais celle-ci se révèle laborieuse pour beaucoup de jeunes en Europe. Depuis une trentaine d'années, des politiques en faveur de l'emploi des jeunes se focalisent sur l'insertion sans prendre suffisamment en compte le rapport des jeunes au travail. Ces derniers, en dépit de conditions éprouvantes d'entrée dans la vie active, restent porteurs d'un rapport au travail relativement traditionnel, marqué d'un sens de l'éthique et du devoir, mais aussi investi d'attentes expressives fortes. Si le travail échoue de plus en plus souvent à assurer son rôle d'intégrateur social, il reste néanmoins perçu comme tel et aucune alternative au travail ne semble se dessiner. Peut-être est-il temps de réfléchir autrement à la demande de travail.

Métiers de l'éducation

Carraud, F. (2020). **Les paradoxes du « beau travail » des professeurs des premier et second degrés en France.** *Revue internationale d'éducation de Sèvres*, (84), 125-133. <https://doi.org/10.4000/ries.9613>

Comme tout travail, celui des enseignants est organisé par des croyances ou des représentations en lien avec le sens qu'ils donnent à leur activité quotidienne. Les

enquêtes montrent que le sentiment de malaise des enseignants français, certes réel, n'empêche nullement le « plaisir » ou la satisfaction au travail. Sur quelles croyances, représentations ou normes s'appuie cette satisfaction ? À partir d'une réflexion sur la notion de norme, l'article met en évidence quelques normes du « beau travail » dans les premier et second degrés en France. Il montre un débat entre la norme d'efficacité, dont la mesure ne permet pas de travailler au quotidien, et celle de l'utilité. Être enseignant, c'est être utile aux enfants et adolescents qui, sans l'enseignant, ne connaîtraient pas la « culture ». Cette notion de culture, polymorphe, instable et qui fait aussi débat, reste au cœur du métier enseignant.

Farges, G. (2020). **Croyances et pratiques des enseignants, entre acceptation des consignes et expertise professionnelle. Introduction.** *Revue internationale d'éducation de Sèvres*, (84), 53-61. <https://doi.org/10.4000/ries.9533>

Pourquoi les enseignants croient-ils que certaines pratiques valent mieux que d'autres ? Pourquoi critiquent-ils, voire refusent-ils, certaines pratiques dont l'efficacité a (parfois) été démontrée par la recherche ? Les articles réunis dans ce dossier, proposent d'interroger ensemble pratiques et croyances des enseignants dans dix systèmes scolaires et contextes socioculturels contrastés. Si le dossier met d'abord en lumière la variation des acceptions de ces deux termes, il interroge surtout le changement en éducation et les dilemmes que celui-ci soulève, entre acceptation des consignes institutionnelles et expertise professionnelle issue de la pratique.

Filipiak, E. (2020). **Connaître les croyances des enseignants pour changer leur compréhension de ce qui se passe en classe. L'exemple du Laboratoire de changement éducatif en Pologne.** *Revue internationale d'éducation de Sèvres*, (84), 145-152. <https://doi.org/10.4000/ries.9656>

Les croyances et les théories éducatives personnelles des enseignants conditionnent leurs pratiques en classe. Les échecs des réformes éducatives descendantes devraient sensibiliser les décideurs à la nécessité de baser les réformes sur la recherche-action menée avec les enseignants et d'impliquer les enseignants dans le processus de changement. L'article présente des exemples de changement réussi en Pologne dans la façon dont les enseignants pensent l'éducation. L'instauration d'un réseau apprenant d'enseignants a permis la construction d'une culture d'apprentissage de base fondée sur la co-construction, en renforçant la réflexivité, le sens d'auto-efficacité, la compréhension de ce qui se passe en classe. Le Laboratoire de changement éducatif joue un rôle particulier dans ce mouvement.

Gim, C.-C. (2020). **L'écart entre les croyances professionnelles et les pratiques pédagogiques des enseignants coréens.** *Revue internationale d'éducation de Sèvres*, (84), 75-82. <https://doi.org/10.4000/ries.9583>

En Corée, seul un faible pourcentage des meilleurs étudiants de chaque cohorte de diplômés peut intégrer la profession enseignante. Pourtant, après avoir affronté un processus complexe et une concurrence intense, les enseignants coréens ne bénéficient pas de la confiance du grand public, notamment des parents. Ils ont tendance à ne mettre en œuvre leurs pratiques d'enseignement en accord avec leurs croyances professionnelles qu'en l'absence de restrictions sociales notables. Lorsqu'ils sont confrontés aux valeurs sociétales liées à l'équité, qui mettent en avant l'objectivité et l'égalité de traitement en éducation, les enseignants tendent à mettre de côté leurs croyances professionnelles pour se conformer aux valeurs et aux attentes sociales. Il en

résulte que l'idéal d'une éducation qui aiderait chaque élève à se développer grâce à un apprentissage authentique et à une évaluation individuelle demeure inaccessible car les pratiques dites objectives et équitables d'enseignement et d'évaluation dominent la réalité de l'enseignement scolaire en Corée.

Girardet, C. (2020). **Origines et évolutions des croyances et pratiques des enseignant(e)s de la formation professionnelle en Suisse.** *Revue internationale d'éducation de Sèvres*, (84), 135-143. <https://doi.org/10.4000/ries.9633>

Cet article propose des clés de compréhension sur les origines des croyances et pratiques ainsi que sur les relations entre celles-ci en s'appuyant sur une thèse de doctorat étudiant l'évolution des croyances et pratiques de gestion de classe des enseignant(e)s de la formation professionnelle en Suisse. Trois univers de référence sont mis en lumière : l'univers des croyances préalables, l'univers de la formation pédagogique et l'univers de la pratique professionnelle. Finalement, une réflexion sur l'articulation entre ces univers est proposée.

Golann, J. W., Weiss, A., & Gegenheimer, K. (2020). **Prendre en compte les référentiels des enseignants dans la réforme éducative aux États-Unis.** *Revue internationale d'éducation de Sèvres*, (84), 63-73. <https://doi.org/10.4000/ries.9552>

Les politiques d'obligation de reddition de compte à enjeux élevés sont devenues une pièce maîtresse controversée de la réforme éducative aux États-Unis. Cette étude de cas qualitative d'une école sous contrat (charter school) appliquant une approche dite « sans excuses » examine la manière dont les enseignants réagissent aux efforts des établissements visant à contrôler étroitement leurs pratiques. Afin de rendre compatibles les méthodes pédagogiques et disciplinaires prescrites par l'établissement et leurs propres valeurs et pratiques préexistantes, les enseignants réagissent de différentes manières, choisissant de se conformer à la politique de l'établissement, de l'imiter, de l'adapter ou de la rejeter. Les résultats suggèrent que les décideurs politiques et les administrateurs doivent prendre en compte les référentiels culturels des enseignants, en leur laissant suffisamment d'autonomie et de pouvoir de décision pour modifier les pratiques, afin de les aligner sur leurs propres valeurs et compétences.

Gravé, C., Bocquillon, M., Friant, N., & Demeuse, M. (2020). **Quelles approches pédagogiques sous-tendent les pratiques des futurs enseignants belges francophones ?** *Revue internationale d'éducation de Sèvres*, (84). <https://doi.org/10.4000/ries.9673>

L'ancien débat relatif aux approches pédagogiques oppose aujourd'hui les auteurs mettant en évidence l'efficacité de l'enseignement explicite et ceux d'orientation socioconstructiviste, peu d'auteurs se revendiquant d'une approche transmissive. Cet article examine dans quelle mesure les futurs enseignants de différentes institutions de formation de Belgique francophone (hautes écoles et universités) adhèrent à ces trois approches. Sur la base d'un questionnaire adapté de celui de Wanlin et Crahay, les résultats indiquent que plus les futurs enseignants du primaire avancent dans leurs études, plus ils sont favorables à une approche socioconstructiviste et moins favorables que ceux du secondaire inférieur à une approche transmissive. Les futurs enseignants du secondaire supérieur, formés à l'université, sont le moins favorables à une approche socioconstructiviste. Quant à l'approche explicite, elle est encore peu présente dans la formation initiale des enseignants belges.

Jabr Dajani, D., Katz-Berger, H., King, M. B., Lang, L., Levy, A., & Pulvermacher, Y. (2020). **Teacher Leadership Development: Building Bridges not Borders between Israeli Jewish and Palestinian Educators.** *Journal of Research in International Education*, 19(2), 120-136. <https://doi.org/10.1177/1475240920954858>

Teacher leadership development receives considerable attention in many educational reforms across the globe. This article reports on a unique partnership in Jerusalem that brings Israeli and Palestinian educators together to cultivate teacher leaders who facilitate professional communities and support continual improvement in teaching and learning. The research design involves participatory action research and draws on theoretical frameworks of democratic education, productive professional discourse, and authentic intellectual work. Findings focus on the enhancement of multicultural training, increased depth of pedagogical discussions, and improvement in leading teacher learning communities. The conclusions consider the ways in which a few bridges are overcoming both real and perceived borders in a region of persisting cultural tension and conflict, as the teacher leaders and co-authors developed an emerging common understanding of a shared conception of professional practice across three languages, and a growing mutual respect for the 'other'.

Jarraud, F. (2020a, octobre 1). **Quel absentéisme des profs ?** Consulté 2 octobre 2020, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2020/10/01102020Article63737133979195101.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504793

« Au cours de l'année scolaire 2017-2018, environ un enseignant sur deux relevant du secteur public de l'Éducation nationale a été absent pour raison de santé, pour une durée moyenne d'environ 9 jours. Ainsi, en moyenne chaque jour ouvré, 5,6 % des enseignants sont absents », écrit la Depp dans une nouvelle Note. « Mais les enseignants ne sont pas plus absents que les autres agents de la fonction publique d'État, et ils le sont moins que les agents des fonctions publiques territoriale et hospitalière », ajoute-elle. « Environ la moitié des absences concerne des arrêts sur des périodes longues (congrés de longue durée, congrés de longue maladie, congrés maternité) ». La Depp aurait pu ajouter que le taux d'absentéisme reflète la féminisation de la profession et donc de nombreux congés de maternité. Et que le taux de CMO est inférieur à celui des salariés du privé et des autres ministères selon une étude de la Dares.

Jarraud, F. (2020b, octobre 5). **Sept profs sur dix au bout du rouleau.** Consulté 9 octobre 2020, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2020/10/05102020Article637374794975840751.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504861

« Près de sept enseignants sur dix disent déjà observer une dégradation de leur santé mentale à cause de la pandémie de la COVID-19 et des contraintes qui leur sont imposées dans leur milieu de travail », annonce le Journal de Montréal en se basant sur une enquête syndicale. « Nous ne sommes qu'au début octobre et les enseignants ont l'impression qu'ils sont déjà à l'aube des vacances de Noël tellement ils sont fatigués », a relaté la présidente du syndicat, Suzanne Tremblay. « Les trois quarts des enseignants estiment d'ailleurs que leurs tâches se sont de beaucoup alourdies depuis le début de la pandémie », ajoute le quotidien.

Jarraud, F. (2020c, octobre 6). **Salaire enseignant : La France détonne en Europe de l'ouest**. Consulté 12 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/LEXPRESSO/Pages/2020/10/06102020Article637375663577093443.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504873

Alors que le ministre promet à nouveau une revalorisation, particulièrement pour les professeurs débutants, que représente-elle vraiment ? Comment se situent les salaires des enseignants français en Europe ? Si les salaires des enseignants varient très fortement entre les 42 systèmes éducatifs européens, allant de 4000 à 90 000 euros annuels, les salaires français sont bien parmi les plus bas de l'Europe de l'ouest avec l'Italie et l'Angleterre. Ils sont aussi parmi ceux qui ont le moins augmenté entre 2017-18 et 2018-19 et qui progressent le moins avec l'ancienneté selon une nouvelle étude européenne.

Le Nevé, S. (2020, octobre 13). **Dans l'enseignement supérieur, l'heure de gloire des « ingénieurs pédagogiques »**. Consulté 15 octobre 2020, à l'adresse Le Monde.fr website: [https://www.lemonde.fr/campus/article/2020/10/13/dans-l-enseignement-superieur-l-heure-de-gloire-des-ingenieurs-pedagogiques_6055792_4401467.html?xtor=EPR-33280894-\[campus\]-20201014+12:00-\[zone_edito_1_titre_3\]](https://www.lemonde.fr/campus/article/2020/10/13/dans-l-enseignement-superieur-l-heure-de-gloire-des-ingenieurs-pedagogiques_6055792_4401467.html?xtor=EPR-33280894-[campus]-20201014+12:00-[zone_edito_1_titre_3])

Nouvelles figures de l'enseignement supérieur, ces professionnels forment de plus en plus d'enseignants aux technologies des cours à distance. Au risque, selon certains, de « dénaturer » la transmission des savoirs.

Maylor, U. (2020). **Black supplementary school leaders: Community leadership strategies for successful schools**. *Management in Education*, 34(4), 132-140. <https://doi.org/10.1177/0892020620949543>

Long established in the United Kingdom, Black supplementary schools are valued by Black parents for their ability to nurture the academic potential of Black students and achieve positive educational outcomes where mainstream schools sometimes fail. Through exploratory qualitative interviews conducted with a small group of African-Caribbean supplementary school leaders, this article seeks to understand Black supplementary school leaders' perceptions of educational leadership and supplementary school success. Utilising Yosso's perspective on 'community cultural wealth', in particular the ways in which Black communities provide and are rich in cultural/educational resources, the article examines the extent to which the leadership perceptions of Black supplementary school leaders are rooted in notions of community and serving, along with the leadership strategies they employ in creating successful schools. Such insights are especially important at a time when mainstream education continues to deliver poor educational outcomes for Black students.

Melnikova, J. (2020). **Leading complementary schools as non-profit social entrepreneurship: Cases from Lithuania**. *Management in Education*, 34(4), 149-156. <https://doi.org/10.1177/0892020620945331>

The article explores the topic of leading complementary schools as models of non-profit social enterprises, reflecting the way the sector has developed in Lithuania. Complementary schools in Lithuania provide educational services often related to language and cultural education focusing on different groups such as minorities,

immigrants and people with disabilities. They use client-focused activities to achieve social goals and maintain financial self-sufficiency. Therefore, the leadership of these organizations is of major importance. Group discussions were conducted with 32 heads of complementary schools to explore their perceptions of the entrepreneurship competencies they need to meet the challenges they face in establishing and sustaining their non-profit organizations. Viewing complementary schools as non-profit social enterprises and their leaders as social entrepreneurs contributes to the understanding of them as organizations and the wide range of competencies and practices needed to lead such schools effectively with implications for pre-service and in-post leadership development.

Mrachko, A. A., Roberts, T., LaVenita, K. N., & Horner, S. L. (2020). **A Tale of Too Many Agendas: The Recreation of a Teaching Licensure Program.** *Journal of Cases in Educational Leadership*, 23(4), 62-76. <https://doi.org/10.1177/1555458920949606>

This case study is useful for leadership for change or leadership theory in education and other disciplines. It describes the process of including multiple stakeholders in a major revision of a large educator preparation program after state legislation mandates. Student discussions can focus on change goals and patterns of planned change, leading mandated change efforts, and resistance to change. Students can focus on a leader's role in several ways: as the higher-education leader (Dean), as the field partner leader (K-12 schools), and as the faculty committee leader. The case can be used to examine laws affecting school policy, and/or school leadership and its influence on organizational culture. Students discuss the perspective of multiple roles and how the Dean can resolve the situation successfully.

Osburn, & Gocial. (2020). **Trust in Administrators among Community College Faculty Members.** *Community College Journal of Research and Practice*, 44(10-11), 899-913. <https://doi.org/10.1080/10668926.2019.1666064>

While faculty trust in administrators has been studied in K-12 schools and four-year higher education institutions (HEIs), we know little about how community college faculty view of trust. Therefore, we examine trust between community college faculty and their administrators using a multicomponent definition to determine which factors of trust are important to faculty trust in administrators so that administrators may develop trust in critical faculty-administrator relationships. The current study employed a revised version of the Higher Education Faculty Trust Inventory (HEFTI) to explore how much community college faculty trust their Chairs, Deans, and Vice Presidents/Deans of Instruction in relation to years of service and experience. The quantitative survey also collected qualitative data that were compiled on high-trust relationships to create a series of best practices that reinforce desirable components of trust. Faculty exhibited higher trust levels in administrators who interacted with them regularly, had previous faculty experience, and had been in their position for at least five years. Faculty belief that an administrator was looking to move to a different administrative position negatively impacted trust. Openness, competence, and reliability were the most-cited components of trust in high-trust relationships between faculty and administrators. The dearth of research on community college faculty has left academia without clear guidance on how to strengthen the vital relationship between faculty and their administrators. When information is not shared freely, it creates uncertainty, which can negatively impact the work relationships. Suggested best practices give administrators a way to build stronger trust relationships.

Poole, A. (2020). **Constructing International School Teacher Identity from Lived Experience: A Fresh Conceptual Framework.** *Journal of Research in International Education*, 19(2), 155-171. <https://doi.org/10.1177/1475240920954044>

This paper responds to Bailey and Cooker's (2019) paper entitled 'Exploring Teacher Identity in International Schools: Key Concepts for Research' in which the authors offer a typology of international school teachers based on interviews with non-qualified teachers. This paper builds upon the typology of international school teachers by offering a framework for researching international school teacher identity. The framework is illustrated by interview data with an expatriate teacher in a Chinese Internationalised School, both of which remain under-researched. Chinese Internationalised Schools typically cater to local middle-class elites and offer some form of international curricula, such as the International Baccalaureate Diploma, alongside study of the Chinese national curriculum. Rather than utilising a priori teacher types derived from existing typologies, the framework utilises teachers' lived experiences to inductively construct a 'snap-shot' of their teacher identity. Drawing upon postmodern approaches to teacher identity, identity is conceptualised as an ongoing dialogic process. Interview data with an international school teacher called Tyron (a pseudonym) is utilised in order to take the reader through how the framework is intended to be put into practice. The framework is an alternative approach to researching international school teachers that guides researchers away from labelling teachers by observation and instead looks at what they do and their histories. Moreover, this approach involves both the researcher and the teacher, and not, as is typically the case, only the researcher.

Sané, A. (2020). **Les croyances des enseignants africains : entre tradition et modernité.** *Revue internationale d'éducation de Sèvres*, (84), 101-114. <https://doi.org/10.4000/ries.9606>

Cet article propose une analyse réflexive sur les interrelations entre certaines croyances des enseignants africains dans leurs rapports avec leurs pratiques professionnelles. Elle a été menée à partir d'un échantillon de 117 enseignants du primaire et du secondaire de trois pays (Burkina Faso, Niger et Sénégal) et d'un questionnaire fermé, complété de quelques entretiens. L'analyse des résultats montre que l'on ne peut cerner les croyances des enseignants en s'appuyant simplement sur leur degré d'accord avec les affirmations du questionnaire, mais que les articulations qu'ils nouent entre elles doivent également être prises en compte. L'article présente brièvement les réponses données par les enseignants et propose quelques comparaisons, puis s'attache à débusquer les facteurs ou croyances qui se cachent derrière les corrélations.

Saux-Pénault, E. L. (2020). **Légitimité et pouvoir d'agir des enseignants qui éduquent à l'égalité des sexes.** *Spirale - Revue de recherches en éducation*, N° 66(3), 165-182. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-165.htm>

L'objet de cet article est de montrer comment un dispositif de recherche-action formation, dans une dynamique d'empowerment, a pu accompagner l'appropriation, par l'ensemble des professeurs des écoles ayant participé à cette formation, de la demande qui leur est faite d'éduquer leurs élèves à l'égalité des sexes. Le dispositif analysé a permis, d'une part, de passer outre les résistances initiales des acteurs de la

recherche-action et, d'autre part, d'identifier, avec ces derniers, des raisons et moyens d'agir qui ont conduit à la transformation de leurs pratiques.

Schulze, C., & Siegfried-Brookes, M. (2020). **The challenges of leading and managing German Saturday schools in the United Kingdom**. *Management in Education*, 34(4), 165-169. <https://doi.org/10.1177/0892020620953591>

Shuls, J. V., & Tipping, A. (2020). **Cross-Subsidization in Teacher Pension Benefits: Examining Rates of Return Among School Districts**. *Educational Researcher*, 49(7), 512-517. <https://doi.org/10.3102/0013189X20932454>

When pension benefits are not directly tied to contributions, some individuals may earn disproportionate returns on their retirement contributions. For instance, individuals who receive relatively larger late-career raises will receive disproportionately greater returns. For teachers, whose salaries are determined by salary schedules set by districts, these differences may be nonrandom, with larger raises accruing to teachers in more advantaged school districts. Using salary schedules from 490 school districts, the authors estimate the rate of return on contributions for each district. They then analyze the relationship between district characteristics and the rate of return. They find that the rate of return varies markedly among school districts, with larger and generally more affluent school districts benefiting. These findings demonstrate how salary structures and current pension design lead to cross-subsidization of pension benefits among school districts.

Souza, A., & Arthur, L. (2020). **The impact of leadership on the professional development of teachers in complementary schools**. *Management in Education*, 34(4), 141-148. <https://doi.org/10.1177/0892020620942509>

Leadership in complementary schools is an under-researched area. This article aims to address this gap in the literature by reporting on a study which focused on Brazilian complementary schools in the United Kingdom. Distributed leadership was initially adopted as a theoretical framework to analyse the relationship between leadership style and professional development provision. The data were collected via an online questionnaire and individual semi-structured interviews with leaders, as well as focus group interviews with teachers and teaching assistants. We report here on one of the schools and argue that the contextual constraints in which it operates led to high levels of collaboration between leaders, teachers and teaching assistants. Consequently, a Community of Practice (CoP) has developed. We discuss the benefits this CoP brings to the school and suggest that conscious efforts be made to cultivate this social unit of learning to ensure the professional development of teachers in complementary schools.

Tancoigne, E., Corbellini, J.-P., Deletraz, G., Gayraud, L., Ollinger, S., & Valéro, D. (2020). **La transcription automatique : un rêve enfin accessible ?** [Report]. Consulté à l'adresse MATE-SHS website: <https://halshs.archives-ouvertes.fr/halshs-02917916>

Le recueil de la parole est au cœur des démarches de recherches qualitatives de nombreuses disciplines de sciences humaines et sociales. Depuis la démocratisation des outils d'enregistrement dans les années 80 et surtout 90, la pratique de la transcription de l'intégralité de la parole enregistrée est devenue quasiment la norme, mais elle demande beaucoup de temps et s'avère souvent fastidieuse et un peu décourageante. À l'heure de l'intégration de modules d'intelligence artificielle aux

algorithmes de reconnaissance automatique de la parole, ces derniers progressent rapidement et le fantasme de pouvoir automatiser cette tâche longue et pénible semble se rapprocher, voire être déjà accessible. Ce rapport présente le résultat d'un travail de comparaison de 8 outils de transcription automatique (Go Transcribe, Happy Scribe, Headliner, Sonix, Video Indexer, Vocalmatic, Vocapia, You-Tube) effectué par des membres du réseau méthodologique CNRS MATE-SHS. Quatre extraits de fichiers audio de langue française ont servi de test, chacun avec ses spécificités propres : un texte lu, un cours magistral enregistré en situation, un entretien avec deux interlocuteurs, une réunion associative avec de nombreux locuteurs.

Tardif, M. (2020). **Les enseignants nord-américains face à leur formation : les croyances d'une profession subalterne**. *Revue internationale d'éducation de Sèvres*, (84), 115-123. <https://doi.org/10.4000/ries.9607>

Depuis soixante-dix ans, la formation des enseignants en Amérique du Nord a connu de nombreuses réformes : abolition des écoles normales, universitarisation, professionnalisation de la formation, etc. Pourtant, en dépit de ces réformes successives, de nombreuses enquêtes et recherches indiquent que les enseignants, hier comme aujourd'hui, croient généralement peu à la pertinence leur formation. L'objectif de ce texte est de comprendre le contexte social à l'origine de cette croyance collective, en examinant la position des enseignants au sein des rapports sociaux de subordination qu'ils entretiennent avec le système de formation à l'enseignement et les autorités politiques, académiques et économiques qui le dominent.

Thorpe, A. (2020). **Supplementary schools with connections to religious organisations in the United Kingdom: A heuristic device for school leaders and researchers**. *Management in Education*, 34(4), 157-164. <https://doi.org/10.1177/0892020620949544>

Many supplementary and complementary schools operating in the United Kingdom and other countries have connections and relationships with religious organisations. However, there is considerable variety and complexity in these links and connections. Amidst some public concerns about these schools and as so little is known about them compared with other school sectors, a new heuristic device is offered to support leadership practice in supplementary and mainstream schools, and to encourage research particularly in the areas of governance, leadership and management. The need for this heuristic is made all the more urgent because of the disengagement of the state, at various levels, from appreciation of and support for the work of these schools, compounded by the lack of knowledge and understanding of their governance, leadership and management in particular. The exclusion of supplementary schools with religious links from future research and school partnerships needs to be avoided.

Thorpe, A., Arthur, L., & Souza, A. (2020). **Leadership in non-mainstream education: The case of complementary and supplementary schools**. *Management in Education*, 34(4), 129-131. <https://doi.org/10.1177/0892020620945334>

Tremblay, S. (2020). **Les déterminants de la motivation au travail : le cas des enseignants de la formation professionnelle** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/5860/>

Les enseignants de la formation professionnelle (FP) évoluent dans un contexte de travail bien particulier. Issus de nombreux horizons du monde du travail et porteurs de cultures de pratiques de métiers variées, ils sont menés à introduire un monde scolaire au cadre clairement défini. Intégrés à la professionnalisation des enseignants en 2003 (MELS, 2001) et désormais considérés comme des enseignants à part entière, ces acteurs de la FP demeurent toutefois confrontés à une réalité de travail bien différente de leurs homologues du secteur des jeunes. Concrètement, leur environnement physique de travail, leur parcours académique et professionnel, les protagonistes qui gravitent autour d'eux et surtout leur clientèle étudiante, pour la plupart adulte et réputée volontaire à la formation, justifient cette différence. La recherche à propos des déterminants de la motivation au travail de ces enseignants de la FP nous a d'abord menée à nous intéresser à l'état de la question sur l'enseignant au sens large, étape durant laquelle certains thèmes sont nettement ressortis : le taux d'abandon de la profession, la solitude professionnelle ainsi que le manque de reconnaissance sociale sont des préoccupations largement répandues un peu partout dans le monde. Mukamurera et Balleux (2013) font état d'un malaise au sein de la profession enseignante, dû à une identité professionnelle en mutation. Parallèlement, certaines études documentent cette question de transition identitaire s'opérant plus spécifiquement chez les enseignants de la FP qui s'impose par le fait qu'ils proviennent tous, au départ, de métiers d'origine éloignés du monde de l'éducation. À la lumière de tous ces éléments, la question à laquelle cette recherche tente de répondre porte spécifiquement sur les déterminants de la motivation au travail de ces enseignants de FP. Sur le sujet de la motivation, la théorie de l'autodétermination de Deci et Ryan (1985, 2002) se veut un incontournable du monde de la recherche. Si les concepts de motivation intrinsèque, extrinsèque et d'amotivation sont plus connus, cette théorie, qui propose un continuum plus complexe incluant la notion de régulation, traite aussi des besoins essentiels d'autonomie, de compétence et d'appartenance, tout comme des concepts de locus de causalité et de niveaux hiérarchiques d'intérêt. Riche et pertinente, cette théorie largement éprouvée s'est imposée comme cadre au développement de cette étude. Cette recherche, de type qualitatif, s'inscrit dans le paradigme interprétatif (Anadòn, 2011, Gohier, 2011, Paillé, Mucchielli 2016). Elle a été menée par le biais d'entretiens semi-dirigés auprès de 6 enseignants de FP employés au sein de 4 commissions scolaire différentes. La démarche méthodologique a été effectuée dans le plus grand respect des normes éthiques universitaires en vigueur et ne dément pas le caractère subjectif propre à ce type d'étude. Les résultats révèlent d'abord que ce qui motive l'enseignant de FP à entreprendre ce virage professionnel majeur est dû, en premier lieu, à un concours de circonstances lui offrant une perspective d'amélioration de ses conditions de travail, conjugué à un désir intrinsèque de transmettre ses connaissances. Si les bagages académiques et scolaires de chacun sont très variés, lorsqu'on regarde à travers le filtre de la théorie de l'autodétermination de Deci et Ryan (1985, 2002), on constate un besoin d'autonomie bien comblé. Pour ce qui est de leur sentiment de compétence, les répondants se positionnent tout naturellement au regard de leur métier d'origine. Questionnés plus spécifiquement à propos de leur compétence à enseigner, le défi des élèves en difficulté devient unanime. Quant au sentiment d'appartenance, il est clairement associé au département au sein duquel ils oeuvrent, voire à leur CFP, mais ni à leur Commission scolaire ou au monde de l'éducation au sens large. Attention toutefois à la délicate question des collègues qui, s'ils agissent parfois comme acteurs du succès des uns, peuvent également interférer très négativement sur la motivation des autres, en

croisant notamment les notions de compétence et d'appartenance. Plus intéressant encore, les déterminants qui ont spontanément émergés des discours de chacun révèlent une représentation de l'élève comme « produit » de leur travail d'enseignant. Ils accordent à l'entreprise le pouvoir de juger de ce « produit », par le biais des rétroactions à propos des stagiaires reçus ou de nouveaux diplômés recrutés comme employés. Tous les enseignants réfèrent également à ce qu'ils qualifient unanimement de « qualité des élèves », qu'ils estiment en déclin, dû notamment à la baisse démographique actuelle et par conséquent, à la non-sélection des élèves. Chacun accorde également une large place à sa relation avec la direction du centre, qui peut s'avérer tout aussi positive que négative, selon les cas. Enfin, tous les candidats se sont dit impactés par la désuétude des programmes d'études, lesquels sont trop tardivement revus, et considérés comme déjà dépassés alors même qu'ils viennent d'être révisés, vu le rythme effréné d'évolution des entreprises.

Numérique et éducation

Bamana, A. B. (2020). **Cours en ligne : guide méthodologique de réalisation: Le cas des cours en ligne ouverts et massifs**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343209852?utm_source=phplist&utm_campaign=message_30019&utm_medium=email&utm_content=lienTitre

Cet ouvrage permet de comprendre et d'avoir le cheminement complet de la mise en oeuvre efficace, efficiente et pérenne d'un projet de cours en ligne, basé sur la démarche d'ingénierie pédagogique ADDIE (analyse, design, développement, implémentation et évaluation). On trouvera aussi présentés quelques projets de MOOC, des portails Web proposant des MOOC et des ressources éducatives libres (REL), un ensemble d'outils nécessaires à la réalisation des ressources pédagogiques, en particulier des capsules vidéo, ainsi qu'un riche glossaire de termes courants du numérique éducatif.

Boéchat-Heer, S., & Vallat, P.-O. (2019). **L'adaptation des étudiants et des formateurs à l'usage d'un ePortfolio : accompagnement et évaluation formative**. *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3843>

L'objectif de cet article est de présenter les résultats d'une recherche sur l'adaptation des étudiants et des formateurs à l'usage d'un ePortfolio durant leur formation. Plus précisément, nous souhaitons observer comment les étudiants et les formateurs se sont adaptés à l'usage du ePortfolio et comment les pratiques d'accompagnement et d'évaluation se réalisent. Nous avons administré un questionnaire à 42 étudiants, puis nous avons mené des entretiens auprès de dix formateurs et dix étudiants en fin de formation. Les résultats montrent que l'adaptation des étudiants et des formateurs à l'usage du ePortfolio se réalise difficilement et la plus-value au niveau du développement professionnel, du travail d'accompagnement et d'évaluation formative n'est pas clairement identifiée.

Carton, T., & Tréhondart, N. (2020). **La plateforme de l'éducation aux médias et à la citoyenneté**. *Spirale - Revue de recherches en éducation*, N° 66(3), 77-94.

<http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-77.htm>

À partir d'une analyse des stratégies sémiotiques et discours d'accompagnement, cet article interroge les modèles de la citoyenneté suggérés par deux plateformes numériques se réclamant d'une mission d'éducation aux médias et à la citoyenneté : la plateforme d'État Pix et la plateforme 1jour1Actu de l'éditeur Milan Presse. L'article s'appuie sur le postulat que le design des dispositifs sociotechniques n'est pas neutre quant à l'empowerment des élèves et revêt une dimension idéologique dont la conscientisation semble nécessaire en contexte pédagogique.

Chochard, Y., Simoneau, F. B., Mazalon, É., & Villien, C. (2019). **Les technologies de l'information et de la communication pour évaluer les séquences de stage : étude de cas d'un dispositif de formation professionnelle en alternance québécois.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3753>

Cet article décrit les modalités d'évaluations des stages en formation professionnelle. Il discute de l'intégration des technologies de l'information et des communications (TIC) en soutien à l'évaluation dans le cadre d'un nouveau dispositif d'alternance en cours d'implantation au Québec. À partir d'entrevues et d'observations de séances de travail, l'article identifie quatre usages prescrits du numérique lors des stages : (1) la captation d'une expérience de travail, (2) la transformation d'un objet issu d'une expérience, (3) le partage de ces expériences et objets et (4) l'enrichissement des expériences de travail. Ces usages soutiennent les évaluations formatives et sommatives (a) d'apprentissages réalisés dans le cadre des activités de travail, (b) de composantes de savoir-être au travail et (c) d'acquisition d'éléments de compétences spécifiques au nouveau programme.

Cisel, M., & Baron, G.-L. (2019). **Utilisation de tableaux de bord numériques pour l'évaluation des compétences scolaires: une étude de cas.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3883>

Au cours de la dernière décennie, deux injonctions se sont intensifiées au niveau du système scolaire français : utiliser davantage le numérique en classe d'une part, et développer « l'approche par compétences » d'autre part. Les tableaux de bord associés à des artefacts numériques ont été utilisés dans de nombreux contextes éducatifs, et se situent à la confluence de ces deux injonctions. Nous explorons au prisme de la théorie de l'activité d'Engeström les contradictions qu'induirait l'introduction d'un tel artefact dans les pratiques d'évaluation des compétences scolaires. La contribution est fondée sur une étude de cas, la conception d'une application numérique instrumentant la démarche d'investigation. Des entretiens collectifs fondés sur des maquettes sont menés avec un panel d'enseignants. Soit le coût temporel de l'appropriation du tableau de bord est jugé trop élevé pour permettre une application, soit il y a dévolution à l'artefact d'une partie trop importante du diagnostic, grâce à l'interopérabilité croissante entre outils d'évaluation. Aveugles aux caractéristiques des élèves et aux spécificités des situations didactiques, les applications risquent de produire des diagnostics aberrants.

Coen, P.-F., & Sottas, C. B. (2019). **Une typologie des traces numériques utilisées par de futurs enseignants.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3958>

Afin de construire des liens entre théorie et pratique et développer leurs capacités autoévaluatives et leur réflexivité, les étudiants de la Haute école pédagogique de Fribourg (HEP-FR) doivent élaborer un dossier d'apprentissage (DAP). Ainsi, ils sont incités à collecter des traces (photos, vidéos, papier) de leurs activités (en particulier lorsqu'ils sont en stage sur le terrain) et à les exploiter à la lumière des concepts théoriques vus durant les cours. Ce papier s'intéresse à la nature des traces récoltées sous forme numérique par les étudiants en formation et questionnent les mécanismes de collecte, de traitement de ces données et d'utilisation de ces traces dans une perspective autoévaluative et réflexive. La trace apparaît comme un indice de réalité sur lequel l'étudiant peut travailler pour acquérir un savoir sur lui-même et s'autoréguler. 15 DAP d'étudiants ont été analysés afin de repérer le rôle que les traces y jouent. Cette analyse a permis de catégoriser ces traces en deux catégories réparties en deux types : les traces complétives du discours et les traces génératives de discours.

Devauchelle, B. (2020, octobre 1). **Le confinement et les pratiques numériques des enseignants**. Consulté 2 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/01102020Article637371339930757071.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504793

Comment les enseignants ont-ils vécu le confinement ? Quelles pratiques numériques ont-ils développé ? Quelles sont leurs demandes en formation après cet événement ? Canopé publie un enquête auprès de 2000 enseignants de l'académie de Poitiers. Un enseignement : les usages du numérique restent dépendants des équipements et pas encore des questions pédagogiques.

Gremion, C., & Leroux, J. L. (2019). **L'évaluation à l'épreuve de la distance et du numérique**. *Questions Vives. Recherches en éducation*, (31). Consulté à l'adresse <http://journals.openedition.org/questionsvives/3738>

Les technologies de l'information et de la communication sont de plus en plus présentes dans notre société, changeant notre rapport à l'espace ainsi qu'au temps et modifiant considérablement les lieux et les rythmes d'apprentissage et de collaboration entre les acteurs. Les formations en régime numérique utilisent généralement les nombreuses possibilités qu'offrent ces innovations technologiques pour réinventer des ingénieries de formation (Cottier & Lanéelle, 2016). En effet, avec la numéris...

Hu. (2020). **Building an Equalized Technology-Mediated Advising Structure: Academic Advising at Community Colleges in the Post-COVID-19 Era**. *Community College Journal of Research and Practice*, 44(10-11), 914-920. <https://doi.org/10.1080/10668926.2020.1798304>

While online student services became more relevant than ever amid the COVID-19 pandemic in early 2020, community colleges need to be proactive about alternative academic advising modalities. To respond to changing student needs and post-COVID-19 uncertainties, an equalized technology-mediated advising structure can increase advising accessibility, enhance student-advisor relationship building, and support student learning. This structure highlights key components of virtual connection, pre- and post-advising reflection, and in-person or virtual synchronistic advising. With an emphasis on educational equity to address the digital divide, it also provides practical implications for community college practitioners to implement technology-mediated advising.

Hu, Ng, Tsang, & Chu. (2020). **Integrating Mobile Learning to Learning Management System in Community College**. *Community College Journal of Research and Practice*, 44(10-11), 722-737. <https://doi.org/10.1080/10668926.2019.1640146>

This article reports findings from a study that aims to understand how to integrate mobile-learning into Learning Management System (LMS) in a community college in Hong Kong. In this study, a mobile-enabled LMS named SOUL was adopted to improve students' learning engagement and academic performance. Participating students were segregated into two groups where one was prompted by the instructor to use mobile access while another group was not prompted. A survey was conducted to investigate students' use of SOUL via mobile access and the factors influencing their adoption of mobile access to SOUL based on the Unified Theory of Acceptance and Use of Technology (UTAUT) model. Semi-structured interviews were conducted with students to collect in-depth explanations regarding their experience with SOUL via mobile access. The study reveals that many students used SOUL with their mobile devices despite not being prompted. It was also found that students most frequently accessed SOUL via their mobile devices for retrieving learning resources and information owing to immediate availability and convenience brought by the notification of its native mobile app. Multiple linear regression analyses revealed that facilitating conditions and performance expectancy were the only significant predictor for unprompted and prompted mobile access, respectively. Implications on integrating mobile learning to LMS in community colleges are discussed.

Jarraud, F. (2020a, octobre 1). **Numérique : Table ronde et idées carrées**. Consulté 2 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/01102020Article63737134026539154.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504793

La formation initiale et continue du corps enseignant à l'école numérique va t-elle révolutionner l'École ? La commission de l'éducation de l'Assemblée nationale a réuni le 30 septembre Edouard Geffray, Dgesco, Alain Frugière, président du Réseau des Inspe, Marie Caroline Missir, directrice de Canopé, et Caroline Vincent, professeure en Inspe. La réunion a permis une confrontation intéressante entre le discours politique et celui des chercheurs. Si les politiques vendent le rêve de la révolution numérique, la recherche coupe facilement ces élans. Finalement même les responsables doutent des effets du numérique... tout en alimentant le rêve...

Jarraud, F. (2020b, octobre 15). **Numérique et Ecole : Mariage consommé pour le Cnesco**. Consulté 15 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/15102020Article637383439408693723.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=505075

Contrairement à ce qu'on entend souvent, 80% des enseignants français utilisent régulièrement les outils numériques en français et en maths". A quelques jours des Etats généraux du numérique, l'enquête publiée par le Cnesco le 15 octobre propose un état des lieux très précis des usages et éclaire fortement les enjeux. Le Cnesco souligne les inégalités d'équipement et de connexion dans le pays. Il examine de près l'efficacité du numérique pour les apprentissages. Il conclut en appelant à donner à

chaque élève un accès minimal au numérique et à soutenir les équipes en s'attaquant à la fois à la formation et à l'équipement.

Le Nevé, S. (2020, octobre 13). **Faire cours en ligne, un défi pour les enseignants-chercheurs**. Consulté 15 octobre 2020, à l'adresse Le Monde.fr website: https://www.lemonde.fr/campus/article/2020/10/13/faire-cours-en-ligne-un-defi-pour-les-enseignants-chercheurs_6055793_4401467.html

Des sessions de formations à distance sont organisées pour accompagner les enseignants dans la prise en main des plates-formes numériques.

Molnar, A. (2019). **Virtual schools in the US 2019** (p. 125). Consulté à l'adresse National Education Policy Center website: <https://files.eric.ed.gov/fulltext/ED595244.pdf>

Mons, N., Tricot, A., Chesné, J.-F., & Botton, H. (2020). **Numérique et apprentissages scolaires** (p. 68). Consulté à l'adresse CNESCO website: <http://www.cnesco.fr/wp-content/uploads/2020/10/Dossier-de-synthese.pdf>

Que sait-on de l'influence du numérique sur les pratiques des enseignants et sur les apprentissages scolaires des élèves en France aujourd'hui? Pour apporter des éléments de réponse à cette question d'actualité, le Cnesco publie le dossier « Numérique et apprentissages scolaires ». Fruit de deux années de travail, ce dossier, qui a mobilisé une douzaine de chercheurs porte sur les usages du numérique dans quatre disciplines scolaires (français, mathématiques, langues vivantes étrangères, géographie) et sur ses effets pour des tâches spécifiques (prendre des notes, rechercher de l'information, coopérer, apprendre à distance...). Les chercheurs se sont également intéressés à la façon dont le numérique intervient dans la relation école-familles et aux apports éventuels de son usage hors de la classe dans les apprentissages scolaires.

Natow, Reddy, & Grant. (2020). **Technology Use in Developmental Education: Experiences, Challenges, and Rationales**. *Community College Journal of Research and Practice*, 44(10-11), 738-756. <https://doi.org/10.1080/10668926.2019.1642263>

As community colleges increasingly integrate technology into developmental education, it becomes important to understand how technology is used in these programs, what challenges institutions have encountered relating to technology, and what considerations institutional leaders take into account when deciding whether and how to integrate technology in developmental education. This study explores these questions drawing from semi-structured interviews with key personnel from 31 open-access two-year public colleges, 11 broad-access four-year public colleges, and 41 state-level organizations overseeing such colleges. We find that institutions are integrating a variety of instructional, course management, and student support technologies into developmental education. In doing so, institutions have encountered a number of challenges, particularly with regard to end-user difficulties with technology. We also find that evidence of effectiveness of technology for improving educational outcomes was considered by a number of organizations in our sample when making decisions about technology use in developmental education; however, other considerations – particularly those based on costs and resources – were also quite influential. Indeed, such economic considerations were described to us more often than evidence of effectiveness by respondents discussing reasons for using technology in developmental education.

Vrillon, É. (2019). **Une nouvelle évaluation de la réussite dans les MOOC à partir de registres d'usages individuels.** *Questions Vives*, (31). <https://doi.org/10.4000/questionsvives.3933>

Le succès des MOOC a été remis en question par de faibles taux de rétention et de certification des participants. Ce constat a été largement étudié pour trouver des voies d'amélioration. La réussite a ainsi été associée à la capacité d'un individu à aller jusqu'au bout du MOOC et à obtenir une certification. Mais ces approches ne tiennent que peu compte des objectifs et intentions des participants alors que ceux-ci paraissent déterminants pour distinguer une situation d'échec d'un arrêt volontaire. Cet article présente une nouvelle approche et évaluation de la réussite partant des stratégies individuelles d'usages des MOOC. L'analyse des données d'une enquête quantitative longitudinale conduite auprès de 12 MOOC de la plateforme publique française France Université Numérique (n = 5709) permet d'identifier six différents types d'usages de MOOC dont les critères pertinents d'évaluation ne sont pas nécessairement associés à la certification ou à l'achèvement. Selon ces registres d'usages, ces taux varient et interrogent quant à l'utilisation et aux bénéfices que peuvent apporter les MOOC dans les champs de la formation initiale et professionnelle.

Zaid, A., Babori, A., & Fassi-Fihri, H. (2019). **L'évaluation comme objet de recherche dans les MOOC : prise en compte du contenu.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3807>

Cet article présente une revue de littérature sur l'évaluation dans les recherches sur les MOOC publiées entre janvier 2012 et janvier 2018. Il examine, plus spécifiquement, la manière dont les recherches antérieures prennent en compte la question de l'évaluation : est-elle mentionnée ou constituée comme objet de recherche à part entière ? De quelle évaluation traitent les recherches sur les MOOC ? L'analyse thématique de 17 revues de littérature antérieures et de 76 articles empiriques montre que l'évaluation est peu mentionnée comme objet de recherche à part entière et que le contenu est peu pris en compte dans ces recherches.

Orientation scolaire et professionnelle

Delay, C. (2020). **L'apprentissage pour « horizon » ou comment les élèves des classes populaires intériorisent le sens de leur orientation contrariée.** *Formation emploi*, n° 150(2), 27-54. <http://www.cairn.info/revue-formation-emploi-2020-2-page-27.htm>

Cet article étudie les choix d'orientation des élèves des classes populaires aspirant à entrer en apprentissage salarié en fin de scolarité obligatoire. Mobilisant une approche ethnographique, il montre comment s'intériorise dans la durée, au contact des enseignants en classe, puis lors d'un processus de socialisation professionnelle partielle et incomplète en stage, un sens de sa place. La confrontation des choix désirés à ceux finalement réalisés permet de saisir un important groupe d'aspirants contrariés dont la frustration variable est paradoxalement générée par le système scolaire helvétique, organisé en filières fortement hiérarchisées.

Moquet, C. (2020). **La SEGPA : des socialisations professionnelles précoces au collège.** *Formation emploi*, n° 150(2), 55-78. <http://www.cairn.info/revue-formation-emploi-2020-2-page-55.htm>

La section d'enseignement général et professionnel adapté (SEGPA) se situe en amont des scolarités et formations professionnelles en lycée ou en centre de formation d'apprentis. Elle comporte des enseignements professionnels, ateliers et stages, qui ont lieu durant la 4e et la 3e. Malgré son inscription en collège et les représentations qui lui sont associées, la SEGPA est bien professionnelle au sens où elle soumet déjà des collégiens à des socialisations professionnelles. Elle est le lieu d'une fabrication de futurs élèves de « petits » CAP (certificat d'aptitude professionnelle) en lycée (polyvalents et peu sélectifs) et de dispositions professionnelles renvoyant à des postes subalternes, d'exécution et polyvalents.

Reigota, M. (2020). **L'enseignement de l'écologie et l'orientation fondamentaliste au Brésil: défis quotidiens.** *Revue internationale d'éducation de Sèvres*, (84), 93-100. <https://doi.org/10.4000/ries.9596>

L'article traite de la façon dont les croyances religieuses, les visions, ou, pour reprendre l'expression de Paulo Freire, les « lectures du monde » du monde ainsi que les représentations sociales des enseignant(e)s dont les pratiques pédagogiques sont liées à l'écologie influencent le quotidien scolaire. Il se fonde sur des études menées à partir des années 1980 et rappelle le défi lié à la démocratisation du Brésil après la dictature. Dans ce contexte politique, social et culturel, il souligne l'influence de Paulo Freire et la façon dont certains groupes, qui rejettent la pédagogie freirienne, les théories scientifiques et les faits historiques, ont joué un rôle décisif dans les élections de 2018. L'article propose quelques notions (curriculum imprévisible et orientation fondamentaliste) en cours d'élaboration dans le groupe de recherche Perspective écologiste de l'éducation.

Politique de l'éducation et système éducatif

Abu-Hamour, B., & Al Hmouz, H. (2020). **Cattell-Horn-Carroll broad cognitive ability profiles for dyslexia and intellectual disability.** *International Journal of Inclusive Education*, 24(13), 1444-1460. <https://doi.org/10.1080/13603116.2018.1534999>

The Cattell-Horn-Carroll (CHC) factors of the Woodcock-Johnson Arabic Tests were studied with a group of children with dyslexia (n = 37), children with Intellectual Disability (ID) (n = 37), and average children (n = 37). A total sample of 111 Jordanian children with mean age of 116 months participated in the study. The purpose of this study was twofold: to contribute to the research examining the CHC broad cognitive abilities associated with children with mild disabilities, and to specifically shed light on the cognitive ability patterns that presumably contribute to dyslexia or ID. The findings revealed significant differences among the three groups of this study (Dyslexia, ID, and average children) on all cognitive measures, and in terms of their general intelligence. These differences were in favour of average children then children with dyslexia, and the worst performances were documented for children with ID. Interestingly, children with dyslexia/ID showed relative strengths in visual processing. Implications of the findings are also discussed.

Achituv, S., & Hertzog, E. (2019). **'Sowing the seeds of community': Daycare managers participating in a community approach project.** *Educational Management Administration & Leadership*, 48(6), 1080-1099. <https://doi.org/10.1177/1741143219873076>

This paper is based on a study of daycare center managers participating in a project aimed at changing the communal approach in early childhood education (ECE) centers. The project was implemented by the ECE system of Israel's Association of Community Centers for ages birth to three, based on the Ecological Systems Theory (Bronfenbrenner, 1979). The study aimed at learning about the managers' views and attitudes toward the project, expanding knowledge in the sphere of ECE management and proposing relevant methods for policy improvement. The study applied qualitative methodology and was based on in-depth interviews with managers who participated in the first year of the project, and on observations at the daycare centers and on the project's implementation process. The findings reveal that the managers are influenced in various ways, by the complex economic and organizational reality of their workplace. The position of the daycare managers as responsible for both implementing the project's policies and for managing the caregivers creates a complex identity informed by ambivalent attitudes toward the system and the project itself. As ECE for ages birth to three is a conspicuous subject on international public agendas, this study may help ECE policymakers improve education systems by developing solid communal policies.

Afzal Tajik, M., & Wali, A. (2020). **Principals' strategies for increasing students' participation in school leadership in a rural, mountainous region in Pakistan.** *Improving Schools*, 23(3), 245-263. <https://doi.org/10.1177/1365480220923413>

This study aimed to explore the principal's perceptions about, and strategies for, increasing students' active participation in the day-to-day affairs and decision-making at a secondary school located in a rural, mountainous region of Pakistan. By exploring the principal's leadership practices, this study aims to answer the question, 'how can school principals promote students' participation in school leadership and, in turn, how can such participation ultimately lead to a socially just and democratic community?' To us 'school leadership' is not a set of skills or positional authority that lies in one individual – the principal – but it is a practice which is widely distributed and engaged by a range of people including students in the day-to-day affairs and business of the school. Although, students' participation in curricular and co-curricular activities and decision-making processes in schools is widely studied elsewhere, there is hardly any study on this topic in the context of Pakistan, particularly with reference to rural schools. Therefore, an empirical investigation based on a qualitative case study method was conducted to collect data from the principal as well as from other members of the school community regarding the leadership practices that promote students' active participation in school affairs. The findings of the study reveal a number of interesting and contextually relevant strategies used by the principal as well as the gaps between his beliefs and practices and the challenges he faces in increasing students' participation in various activities and decisions at the school.

Apple, M. W. (2019). **Schools, Poverty, and Communities.** *Educational Policy*, 34(7), 1069-1076. <https://doi.org/10.1177/0895904819881149>

While some members of the critical education community(ies) may disagree, I think that it is imperative to read and learn from those groups of educators who may not have exactly the same politics as I do. A case in point is the book under discussion in this essay. It focuses on multiple on-the-ground initiatives that seek to provide more responsive schooling through community-school partnerships and through creating an entire range of social, health-related, and educational services that can give us a

sense of possibilities. These programs also have the potential to open the door to further democratizing movements and policies that are key elements for critically oriented educational policies and practices. Thus, even though I wanted a more critical understanding of the structural issues involved in why schools often produce inequalities, the book is still a real contribution.

Bailey, L., & Gibson, M. T. (2019). **International school principals: Routes to headship and key challenges of their role.** *Educational Management Administration & Leadership*, 48(6), 1007-1025. <https://doi.org/10.1177/1741143219884686>

Although there is an extensive literature across a range of national contexts concerning the evolving role of the school leader, little has been written about the rapidly expanding world of international school leadership. This paper focuses on the top tier of leadership of international schools by drawing on semi-structured interviews with 12 school principals in Malaysia, during which they reflected on the nature of their job and the routes they had taken to headship. It is argued that although the overwhelming majority had taken a school leadership qualification and found elements helpful, they felt that it did not adequately prepare them for their role. Several ways in which international school leadership differs significantly from educational school leadership in other contexts are identified, with principals needing to pay attention to loneliness, transience, cultural differences, governance, business elements, and managing school composition. By identifying key challenges faced by international heads, and by charting the paths that individuals take towards headship, this article seeks to understand the nature of senior leadership in international schools.

Beneke, M. R., Skrtic, T. M., Guan, C., Hyland, S., An, Z. G., Alzahrani, T., ... Love, H. R. (2020). **The mediating role of exclusionary school organizations in pre-service teachers' constructions of inclusion.** *International Journal of Inclusive Education*, 24(13), 1372-1388. <https://doi.org/10.1080/13603116.2018.1530309>

In this article, we build on the extant literature documenting efforts to reform teacher education for inclusive education in the United States to demonstrate the complexity of preparing teachers to enact inclusive education given their own educational trajectories. We draw on qualitative data from a larger study on the nature and impact of an undergraduate course in inclusive education, providing an empirical analysis of the mediating role of general education pre-service teachers' educational experiences in their constructions of inclusive education and its feasibility. Our data reveal how pre-service teachers' educational experiences within school organisations configured by professionalisation and specialisation, worked to perpetuate and legitimate the separation of general and special education. We conclude by suggesting possible efforts to prepare educators for inclusive education.

Blake, B. S., & Mestry, R. (2019). **Parental decision-making factors for school choice: A South African middle class perspective.** *Educational Management Administration & Leadership*, 48(6), 1046-1062. <https://doi.org/10.1177/1741143219880326>

The crisis in the quality of South African education is evident in a growing perception among South Africans that public schooling will not be able to enhance the educational outcomes and future of their children. This has resulted in a flight trend of learners across all types of primary and secondary education. Historically (pre-1994), South African parents were not actively involved in making choices regarding the schools their children would attend. Democracy opened the door to this possibility and

parents are increasingly formulating their own ideas and preferences of what an ideal school should be and offer their children. In eliciting an understanding of this new trend this study aimed to develop a base of knowledge regarding the factors influencing the school choice decision in the South African context as perceived by middle class parents. To this end, a quantitative study utilizing questionnaires was used to establish parental perceptions regarding those aspects they valued, feared, desired, considered and followed in making the best possible school-choice decision for their children's future. The results of the research point to a plethora of factors that drive decision-making emphasising agreement with international literature but unique and complicated in nature as often the decisions parents make in South Africa stem from consequences of apartheid policies and as such need to be understood in this specific context.

Boyer, M., & Lacroix, I. (2020). **Disparition des commissions scolaires au Québec: un nouvel équilibre?** *Revue internationale d'éducation de Sèvres*, (84), 40-45. <https://doi.org/10.4000/ries.9853>

En février 2020, l'Assemblée nationale du Québec a modifié sa Loi sur l'instruction publique en abolissant les commissions scolaires. Le gouvernement du Québec, province canadienne possédant la compétence exclusive dans les affaires éducatives sur son territoire, mettait fin à une longue tradition qualifiée par l'historien Katz, cité par Lessard (2020), de « localisme démocratique » dans la gestion de ses écoles. Dans cette tradition, la gestion – gouverne – des écoles est confiée à des commi...

Boyle, A., Flynn, M., & Hanafin, J. (2020). **Optimism despite disappointment: Irish traveller parents' reports of their own school experiences and their views on education.** *International Journal of Inclusive Education*, 24(13), 1389-1409. <https://doi.org/10.1080/13603116.2018.1530805>

This paper presents findings from a qualitative study of Irish Traveller parents' experiences of their own schooling, and their views on education. An indigenous minority ethnic group, Irish Travellers, historically and contemporaneously, have experienced disadvantage and exclusion in many domains, including education, health, housing, and employment. Traveller parents' own educational experiences may affect their expectations for their children's education. Drawing on interpretivism and critical theory, we sought in this study, the only major study undertaken about Traveller preschools in Ireland, to give voice to Irish Travellers, whose views on education are rarely heard. Focus group (n = 6) and individual (n = 6) interviews were held with 36 Traveller women and men. Three main themes emerged: the importance of Traveller identity and culture, Travellers' pride therein, and their awareness of others' low valuation of it; the hurt and disappointment Travellers feel when they recall the negativity of their own schooling experiences of unchallenging pedagogy, curricular alienation, racist name-calling, and cultural misrecognition; and the positive value that they place on education for their children. Despite being deeply disappointed by their own negative schooling experiences, and by aspects of their children's schooling, they reported considerable optimism regarding the possibilities offered by education for their own children.

Bridwell-Mitchell, E. N., & Fried, S. A. (2020). **Learning One's Place: Status Perceptions and Social Capital in Teacher Communities.** *Educational Policy*, 34(7), 955-991. <https://doi.org/10.1177/0895904818802117>

Teacher collaboration in communities is a popular instructional improvement policy. However, not all teachers are equally integrated into communities. So, they may not have the same opportunities to learn. This exploratory study of 215 urban public school teachers indicates community integration and peer learning are associated with teachers' social status—namely, the perceived ranking of their own and their colleagues' expertise. High status teachers are more frequently sought out, low status teachers less so. Teachers who perceive their own status more favorably than how their colleagues perceive it associate more with members of other communities. These same teachers report practices that are more similar to their peers. If this results from misperceptions of their own and their colleagues' expertise, then status inconsistency may not only limit access to instructional expertise but also mask the need for expertise.

Bubb, S., & Jones, M.-A. (2020). **Learning from the COVID-19 home-schooling experience: Listening to pupils, parents/carers and teachers.** *Improving Schools*, 23(3), 209-222. <https://doi.org/10.1177/1365480220958797>

In Spring 2020, schools in many countries had to close in response to the COVID-19 virus pandemic and move to remote teaching. This paper explores the views of pupils, parents/carers and teachers of 'home-school' in one Norwegian municipality, gathered through parallel online surveys in April 2020 during the peak of the COVID-19 lockdown period. It finds that adaptation happened very quickly and that home-school was well received by pupils and parents. There was more creative learning, better progress, more useful feedback and greater student independence. School leaders reported that they wanted to implement changes based on the experience of remote learning enforced by the lockdown, so that the crisis has become an opportunity for grassroots innovation.

Bush, T. (2020). **Managing a crisis: A contemporary challenge for all educational leaders.** *Educational Management Administration & Leadership*, 48(6), 959-963. <https://doi.org/10.1177/1741143220951885>

Bussu, A., & Pulina, M. (2020). **Exploring young people's perceptions about secondary school: Critical issues and improvements to prevent dropout risk in disadvantaged contexts.** *Improving Schools*, 23(3), 223-244. <https://doi.org/10.1177/1365480220940858>

Through a mixed methods approach, this article explores young people's perceptions about critical issues in secondary school and the improvements being made to prevent dropout risk. The empirical data were gathered from a representative sample of young people (14–24) in a socioeconomically disadvantaged region in the European Union. A principal component analysis assessed the most significant indicators that influence young people's scholastic experience and effectiveness of education. A content analysis was applied to identify the key critical issues and possible strategies to support young people's school satisfaction. The findings reveal a set of key indicators: interpersonal relationships, learning process, teacher role, school management, the impact of new technologies.

Cuervo, H. (2020). **Rethinking teachers' production of social justice in rural schools.** *International Journal of Inclusive Education*, 24(13), 1357-1371. <https://doi.org/10.1080/13603116.2018.1526338>

In this article I examine how teachers in a rural school in Australia produce social justice through their everyday teaching practices. Drawing on data from a qualitative study

using focus groups and semi-structured interviews, I focus on teachers' enactments of social justice pedagogies amidst social class divisions in the community. I draw on Iris Marion Young's theory of justice to illustrate how a plural social justice education that includes teaching practices that create a relational process between teachers and students should be based on a politics of distribution, recognition and participation. In particular, I am concerned with Young's formulation of plural social justice and democratic communication, and with her theorisation that issues of self-respect, self-determination and participation are not reducible to liberal theories of distributive justice that focus solely on the proper allocation of material goods. By rethinking the production of social justice in rural schools, I ultimately contribute to redressing the paucity of research on rural schooling in the field of education and to providing a better understanding of the relationship between a contested concept like justice and the everyday challenges faced by teachers endeavouring to deliver a quality education for all students in their school.

Dembo, A. (2020). **Les étudiants des écoles de commerce proposant un diplôme visé en 2018-2019, un effectif en progression depuis 5 ans.** *Note d'information du SIES*, (20.11). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/65/6/Gouv_Note_97_03_1312656.pdf

En 2018-2019, 333 écoles forment 187 400 étudiants aux métiers du commerce, de la gestion et de la vente. Trois quart de ces étudiants sont inscrits dans une école reconnue par l'État et habilitée à délivrer au moins un diplôme visé par le ministère chargé de l'enseignement supérieur. Ce sont ainsi 141 800 étudiants qui sont formés dans ces écoles de France métropolitaine et des Dom. À dispositif équivalent, les effectifs de ce groupe progressent de 6,2 % entre 2017 et 2018 et de 16,2% depuis la rentrée 2013-2014. Dans les écoles reconnues par l'État et délivrant au moins un diplôme visé, 84 % des étudiants préparent un diplôme visé de niveau bac + 3 à bac + 5 et 63% un diplôme visé de niveau bac + 5 conférant le grade de master. La part d'étudiants étrangers en mobilité internationale dans ces écoles progresse de 5,4 points entre 2013 et 2018, atteignant 17,7%. Les femmes sont toujours légèrement minoritaires et leur part reste quasiment stable sur la période (48,9% en 2018-2019).

Derobertmeasure, A., Demeuse, M., & Bocquillon, M. (2020). **L'école à travers le cinéma : Ce que les films nous disent sur le système éducatif.** Mardaga. <https://www.editions-mardaga.com/catalogue/lecole-a-travers-cinema/>

A travers le prisme du cinéma, trois experts vous offrent des pistes pour aborder le système éducatif sous un autre angle ! L'éducation est souvent au cœur des films, on peut y retrouver des écosystèmes éducatifs très différents : dans Harry Potter, Poudlard est l'allégorie du système éducatif anglais, dans Entre les Murs on perçoit les tensions palpables des milieux défavorisés. Mais est-ce que les films évoquent toutes les réalités liées à l'école ? Qu'en est-il de l'accompagnement en milieu scolaire, du développement interculturel ou de la crise de l'école ? Le cinéma est certainement la meilleure façon de prendre du recul vis-à-vis de nos modèles. Comment sont représentés les professeurs et à qui s'identifier pour adopter la posture la plus performante face aux élèves ? Cinéphiles, enseignants, éducateurs ou intéressés, découvrez une véritable réflexion pour repenser l'École de demain !

Doran, E. (2020). **How Hispanic Should Hispanic-Serving Institutions Be?** *Journal of Cases in Educational Leadership*, 23(4), 104-114. <https://doi.org/10.1177/1555458920947751>

The Board of Regents appointed President Thomas to the helm of Nuestra University, a large and urban Hispanic-Serving University. In the first years of his presidency, Nuestra achieved important milestone in its quest to better serve and graduate students from underrepresented populations. However, Thomas's hiring and presidency has faced critical questions, especially when Thomas's new strategic plan and plans for community involvement appeared to ignore the demographics both on and off-campus. This case study focuses on the potential implications for Minority-Serving Institutions when their administration does not match the demographics of their major stakeholders (i.e., students, faculty, and local school districts).

Dwyer, J. G., & Peters, S. F. (2020). **Homeschooling: A response to Ahlberg, Howell, and Justice.** *Theory and Research in Education*, 18(2), 256-259. <https://doi.org/10.1177/1477878520920751f>

European Commission, & Farnell, T. (2020). **Community engagement in higher education: trends, practices and policies: analytical report.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/071482>

This report argues (based on a comprehensive review of the literature) that universities play a crucial role in responding to societal needs, and can further enhance their societal impact at local, national and international levels through community engagement. The report proposes a broad definition of community engagement in higher education, whereby: - engagement refers to the range of ways in which university staff, students and management interact with external communities in mutually beneficial ways, either as part of teaching and research or as part of other projects and joint initiatives; - community is defined as 'communities of place, identity or interest', and thus includes among others, public authorities, businesses, schools, civil society and citizens; - societal needs addressed through community engagement refer to all political, economic, cultural, social, technological and environmental factors that influence the quality of life within society. While this report was drafted before the outbreak of the COVID-19 pandemic, the current crisis arguably makes the topic of community engagement more important than ever. The arguments presented in relation to the dimensions, good practices and benefits of community engagement will be highly relevant to policymakers and university leaders developing plans for the recovery and development of higher education in the post-crisis period.

Fernandez, F., & Burnett, C. A. (2020). **Considering the need for organizational resilience at hispanic serving institutions: a study of how administrators navigate institutional accreditation in Southern states.** *International Journal of Qualitative Studies in Education*, 33(8), 855-871. <https://doi.org/10.1080/09518398.2020.1751895>

Prior literature on resilience in the Latina and Latino community focuses on student resilience. In this paper we argue that it is also important to consider organizational resilience among the colleges and universities that enroll large percentages of Latina and Latino students. Minority-Serving Institutions (MSIs) often come under undue public scrutiny, sometimes inadvertently, when policymakers evaluate MSIs using the same standards that they use for more homogeneous institutions. In this multiple case study, we consider how structures and practices can support organizational resilience across different types of Hispanic-Serving Institutions (HSIs). Because prior research suggests that MSIs are disproportionately subjected to adverse actions from institutional accreditors, we focus on studying organizational resilience within the context of the

institutional accreditation process. Consistent with theory on organizational resilience, we find that the structures and practices that supported organizational resilience resulted from relatively ordinary adaptive processes. We discuss implications for theory and practice.

Fonds de recherche du Québec. (2020). *L'université québécois du futur : tendances, enjeux, pistes d'action et recommandations* (p. 109). Consulté à l'adresse Fonds de recherche du Québec website: <http://www.scientifique-en-chef.gouv.qc.ca/wp-content/uploads/UduFutur-FRQ-1.pdf>

Le présent document propose une nécessaire réflexion sur l'avenir de l'université québécoise au service d'une société apprenante. Il vise à préparer une activité délibérative où l'on formulera des idées directrices, des recommandations et des priorités susceptibles de guider l'action de toutes les parties prenantes de l'institution universitaire québécoise, depuis les communautés universitaires jusqu'aux instances gouvernementales en passant par la société civile. Il s'agit d'assurer que l'institution universitaire, tout en accomplissant sa mission traditionnelle, serve le Québec et le monde par une action prenant en compte les défis particuliers qui s'affirment au moment où approche le deuxième quart du XXI^e siècle. Ce document a été préparé par un groupe représentatif du monde universitaire québécois, à la demande du ministre de l'Éducation et de l'Enseignement supérieur et sous la présidence du scientifique en chef du Québec. Il convie à réfléchir, délibérer et agir de façon concertée à l'égard de notre système universitaire.

Foster, H. A., Robinson, C. L., Thomas, J. W., & Knight-Crenshaw, L. (2020). **Emotional Support Animals: How to Accommodate All Students**. *Journal of Cases in Educational Leadership*, 23(4), 127-138. <https://doi.org/10.1177/1555458920941557>

This case study is designed for use in graduate courses in student affairs and higher education administration. This case presents some of the challenges that higher education professionals face concerning policies and laws as they relate to student mental illness and emotional support animals. Requests for emotional support animals are becoming more common, and institutions must determine how to accommodate such requests as required by law, while also ensuring a safe educational environment for all students. This case highlights the complex issues that administrators must confront as well as provides students the opportunity to evaluate important issues via the deconstruction of this complex case.

Gearin, B., Turtura, J., Kame'enui, E. J., Nelson, N. J., & Fien, H. (2018). **A Multiple Streams Analysis of Recent Changes to State-Level Dyslexia Education Law**. *Educational Policy*, 34(7), 1036-1068. <https://doi.org/10.1177/0895904818807328>

This article provides an overview of recent changes to state-level dyslexia legislation. It begins by applying a variant of Kingdon's multiple streams approach to explain how the dyslexia education "policy window" came to be opened. The article then describes the most likely effects and side effects of the new laws. Likely short-term effects include (a) a greater focus in schools on dyslexia screening and intervention, (b) greater use of multitiered systems of support and explicit instruction, and (c) changes in teacher preparation and training. Possible long-term effects include a reconceptualization of what constitutes "normal" school practice.

Gravelle, F. (2020). *Nouvelle gouvernance scolaire: Impacts sur l'agir des professionnels de l'enseignement*. Presses de l'Université du Québec. <https://www.puq.ca/catalogue/livres/nouvelle-gouvernance-scolaire-3846.html>

Au cours des dernières années, la notion de gouvernance a été de plus en plus utilisée, tant au Québec, qu'en France et en Suisse pour faire référence aux nouvelles pratiques en lien avec les changements dans l'administration scolaire. Au sein des systèmes éducatifs, les modifications découlant de la modernisation de la gouvernance ont eu des effets sur l'agir des professionnels de l'enseignement. À titre d'exemple, c'est avec le plan d'action ministériel pour la réforme de l'éducation que s'est amorcée la décentralisation des pouvoirs et des responsabilités vers les établissements d'enseignement au Québec. Les neuf chapitres qui composent *Nouvelle gouvernance scolaire: impacts sur l'agir des professionnels de l'enseignement* ont pour but d'améliorer la compréhension inhérente aux changements de gouvernance scolaire. Les directions d'établissements d'enseignement ainsi que les enseignants sont appelés à répondre à des défis de plus en plus élargis (politiques scolaires, budgets, reddition de comptes, élèves à besoins particuliers, etc.). Corollairement, les exigences à leur égard, en termes de compétences professionnelles, sont de plus en plus grandes. Cet ouvrage collaboratif, issu du monde de la pratique et de la recherche, présente quelques défis vécus par les différents professionnels de l'enseignement lors de la mise en place de ces importantes mutations. Il s'adresse autant aux professionnels qu'aux chercheurs intéressés par les impacts faisant suite à un changement de gouvernance scolaire. France Gravelle est titulaire d'un doctorat en sciences sociales, spécialisé en éducation, de l'Université Paris-Est, d'une maîtrise en éducation et d'un diplôme d'études supérieures spécialisées de 2^e cycle en administration scolaire. Professeure au Département d'éducation et de pédagogie de l'Université du Québec à Montréal (UQAM), elle a auparavant occupé la fonction de professeure invitée en leadership, évaluation, programmes et politiques éducationnelles à la Faculté d'éducation de l'Université d'Ottawa, ainsi que celle de directrice du Centre de pédagogie universitaire de cette même université.

Gümüş, S., Gök, E., & Esen, M. (2019). **A Review of Research on International Student Mobility: Science Mapping the Existing Knowledge Base**. *Journal of Studies in International Education*, 24(5), 495-517. <https://doi.org/10.1177/1028315319893651>

Among the increasing number of academic publications in the field of higher education, studies focusing on internationalization of higher education are on the exponential phase in the last couple of decades. In these efforts, the research on international student mobility (ISM) has been a priority. This current review research uses science mapping tools to examine Web of Science (WoS)-indexed journal publications focusing on ISM. The purpose of the review is to demonstrate the development of ISM research in the last three decades. The findings, revealed from an examination of 2,064 publications, suggest that ISM research has significantly expanded since 2005. Findings also reveal crucial information regarding the authors' country of origin as well as country collaborations and the most influential scholars in the field by demonstrating networks around the world. Topical foci analysis is also included in the study to show current patterns in ISM research. Discussions and suggestions are expected to provide a basis for countries and international organizations in their policy development efforts related to international students and a ground and direction for future research on ISM.

Hemmer, L., & Elliff, D. S. (2019). **Leaders in action: The experiences of seven Texas superintendents before, during, and after Hurricane Harvey.** *Educational Management Administration & Leadership*, 48(6), 964-985. <https://doi.org/10.1177/1741143219873073>

The devastating impact of Hurricane Harvey on school districts along the Texas coast in 2017 required public school superintendents to provide strong, decisive leadership for their students, staff, and communities. Limited research exists on the experiences of superintendents who lead during times of crisis. The purpose of this study was to explore how superintendents understood the conditions of their leadership and decisions made before, during, and after Hurricane Harvey. Interpretative Phenomenological Analysis (IPA) was used to explore two questions: (1) how do superintendents make sense of their world and experiences during a crisis? (2) how do superintendents describe actions made in context of a crisis? Technical-adaptive leadership combined with sensemaking served as theoretical frames. Interviews and a focus group were conducted over the course of a year. Superintendents recalled their experiences chronologically, revealing leadership experiences and action that happened sequentially. Findings are separated by four distinct episodes in which superintendents enabled sensemaking and action, and featured by representative quotes and vignettes to foreground the critical issues as reported by the superintendents. The findings suggest that their experiences and action taken were situated in terms of school district vulnerability, leadership development, and networks of collaboration and advocacy.

Hutt, E., & Polikoff, M. S. (2020). **Toward a Framework for Public Accountability in Education Reform.** *Educational Researcher*, 49(7), 503-511. <https://doi.org/10.3102/0013189X20931246>

Public accountability through information disclosure is a pillar of modern education reform efforts. Despite the ubiquity of this approach, we argue that public accountability in education is undertheorized and often predictably unlikely to achieve its intended policy goals. Drawing on examples from an equity-oriented court case in California and the literatures on democratic engagement and parent use of school performance data, we propose a framework for thinking about the design of public accountability systems in education. The framework could provide guidance for policymakers considering new efforts at improving schools through the production and dissemination of educational data.

Jarraud, F. (910, 2020). **L'Unesco appelle à renforcer l'éducation des filles.** Consulté 12 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/09102020Article637378262165292129.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504971

Dans un nouveau rapport publié le 9 octobre, l'Unesco souligne les progrès de l'éducation des filles dans le monde. Depuis 1995, 180 millions de filles de plus se sont inscrites dans l'enseignement primaire et secondaire. « Cependant, malgré une augmentation à tous les niveaux de l'éducation, les filles sont toujours plus susceptibles d'être exclues que les garçons, et cette exclusion s'est accrue en raison de la pandémie actuelle », souligne l'organisation. « Il est donc essentiel que les gouvernements s'attaquent à la discrimination persistante pour parvenir à l'égalité pour la prochaine génération de filles ». L'Unesco recommande d'éliminer les inégalités dans l'accès à l'éducation et de soutenir la scolarisation des filles enceintes. « Tous les

enseignants, conseillers scolaires et professionnels doivent recevoir une formation pour les aider à comprendre leurs propres attitudes et comportements en matière de genre. Au niveau mondial, le pourcentage de femmes étudiant l'ingénierie ou les TIC est inférieur à 25 % dans plus des deux tiers des pays », écrit l'Unesco. "Tous les programmes et manuels scolaires doivent représenter les femmes d'une manière qui ne perpétue pas les stéréotypes de genre.

Jarraud, F. (2020, octobre 1). **Maths: Les élèves français décrochent**. Consulté 2 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/01102020Article637371340068883175.aspx?actId=ebwp0YMB8s1_OGEGsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504793

Les résultats de l'étude Cèdre sur les maths portant sur les écoliers de Cm2 et les collégiens de 3ème sont sans appel. A l'école comme au collège le niveau en maths baisse. La baisse est un peu plus rapide à l'école. Mais à l'école comme au collège, la moitié des élèves a maintenant un niveau faible. Ces résultats ne sont pas non plus une surprise. L'enquête internationale Timms de 2015 avait mis en évidence le très faible niveau en maths des écoliers français.

Khanal, J., Perry, F., & Park, S.-H. (2019). **Leadership practices of principals of high-performing community high schools: Evidence from Nepal**. *Educational Management Administration & Leadership*, 48(6), 1026-1045. <https://doi.org/10.1177/1741143219884076>

Empirical studies of school leadership in South Asia are limited. This qualitative study examines the ways in which principals in three award-winning community high schools enact leadership practices in their specific contexts in Nepal. The results reveal that the principals used multiple frames of leadership and were proactive towards reforms. High levels of interest, collaboration, prohibition of political activities inside the school, approachability for parents, recruitment of high-quality teachers and innovative programmes proved to be critical for success. This study has implications for how principals enact their role to transform low-performing schools into high-performing schools within a short period.

Lipscombe, K., Tindall-Ford, S., & Grootenboer, P. (2019). **Middle leading and influence in two Australian schools**. *Educational Management Administration & Leadership*, 48(6), 1063-1079. <https://doi.org/10.1177/1741143219880324>

Increasingly, educational systems are appreciating the importance of middle leaders leading educational improvement in schools. Schools depend on middle leaders to lead site-based educational development in areas including curriculum development, teacher professional learning and student learning improvement. Middle leaders are in a unique but complex position where they influence both executive leadership and teachers within the school organisation. Adopting case study methodology to investigate the practices and influence of middle leaders leading a school-based educational development project, three semi-structured interviews and artefacts from two middle leaders were collected over eight months. The theory of practice architectures afforded an examination of data to explain the conditions and arrangements enabling and constraining the middle leaders' practices of influence. The findings showed middle leaders' influence was dependent on executive leadership support, time, formal role descriptions and trusting relationship. Furthermore, the results

reveal middle leaders can influence educational development at the school level through advocating for, collaborating with, and empowering colleagues to support teacher ownership of site-based projects. Of interest, this study showed influence can be reciprocal, between middle leaders and colleagues, and between middle leaders and executive leadership.

Mercieca, D. P., & Mercieca, D. (2020). **Judgements on young children by early years practitioners: working with phronêsis.** *International Journal of Inclusive Education*, 24(13), 1431-1443. <https://doi.org/10.1080/13603116.2018.1532534>

Various instruments that have the aim of assessing children even from a very young age are constantly being developed. We argue that these instruments and assessment processes risk removing judgement from educators and teachers. Using the Aristotelian concept of phronêsis, we argue that teachers need to develop a habit of engaging with practical judgments with children. This is done through being attentive to children, that gives us the possibility to 'see the ordinary world around us' [Smith, R. 1999. 'Paths of Judgment: The Revival of Practical Wisdom.' *Educational Philosophy and Theory* 31 (3): 327-340, 334].

Miller, P. W. (2019). **'Tackling' race inequality in school leadership: Positive actions in BAME teacher progression – evidence from three English schools.** *Educational Management Administration & Leadership*, 48(6), 986-1006. <https://doi.org/10.1177/1741143219873098>

The career progression of teachers of black, Asian and minority ethnic heritage is a matter of much debate and research. Over the past decade, a body of research has confirmed that race discrimination/race inequality is a factor in the progression of teachers of black, Asian and minority ethnic heritage in England. Although it has been argued that 'Britain is not a racist nation', it nonetheless has, as described by Phillips in 2016, a '...deep sensitivity to...ethnic and cultural difference'. According to Miller, this sensitivity remains at the heart of a 'deep-rooted and continuing struggle among black, Asian and minority ethnic teachers and academics for equality and mutual recognition'. Drawing on Miller's 2016 typology of educational institutions: engaged, experimenting, initiated and uninitiated, this paper presents evidence from three English headteachers of Multi-Academy Trusts who devise, implement and embed positive actions in the recruitment, development, retention and progression of staff of black, Asian and minority ethnic heritage. The objective of this study was to examine the work of school leaders/institutions in taking steps to improve black, Asian and minority ethnic teacher progression in England, by identifying and highlighting 'what works', and how. Furthermore, by treating each school/leader as a unique 'case', this paper shows their motivation (personal and professional), experiences of 'race', school contexts and the type/s of leadership required and used in these institutional contexts to change attitudes, cultures and behaviours.

Muñoz-Martínez, Y., Monge-López, C., & Torrego Seijo, J. C. (2020). **Teacher education in cooperative learning and its influence on inclusive education.** *Improving Schools*, 23(3), 277-290. <https://doi.org/10.1177/1365480220929440>

This article presents the study of the perception of teachers and principals participating in a teacher training program about cooperative learning with the focus on the transformation of teaching practices for inclusive education. The aim is to analyze the effect of a teacher training program on teaching practices and school transformation.

We carried out an exploratory case study involving eight public schools of the Community of Madrid. Twenty-nine teachers (including principals) and two counselors agreed to participate. The process involved discussion groups, in-depth interviews, questionnaires about the training received, and analysis of documents (reports, stories, and projects). The results found that there is a positive influence on how students live together, their learning, emotional intelligence, and social relationships.

Murdoch, J. (2020). *L'Analyse des parcours de formation : du secondaire au supérieur à l'épreuve des comparaisons internationales (Canada, France, Suisse)* (HDR, Université de Strasbourg). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/tel-02962447>

Publications Office of the European Union. (2020). *Enhancing European cooperation in VET : outcomes of the Riga cycle : progress in common priorities for 2015-20*. Consulté à l'adresse Office des publications de l'Union européenne website: <http://op.europa.eu/fr/publication-detail/-/publication/5e5bb03e-f17b-11ea-991b-01aa75ed71a1>

Developments in five priority areas for VET, agreed in 2015 by the EU-28, Iceland, Norway, candidate countries, the European Commission and EU social partners, are at the centre of this report. Work in 2015-19 shows continuity with earlier national strategies and initiatives. It confirms the recent focus on apprenticeships and other forms of work-based learning, and increasing attention to widening access to VET and qualifications; these two areas have been reinforced by EU-level policy packages. The report also presents measures taken in VET teacher and trainer professional development, key competence provision, and quality assurance, including actions to make use of information on skills intelligence. Complementing this report, individual country chapters offer more detailed information on national developments. The report offers an overview of the progress made since 2015 and the state of play of VET policies in participating countries at the end of the Riga cycle, pointing out challenges for the future.

Sattin-Bajaj, C., & Roda, A. (2018). **Opportunity Hoarding in School Choice Contexts: The Role of Policy Design in Promoting Middle-Class Parents' Exclusionary Behaviors.** *Educational Policy*, 34(7), 992-1035. <https://doi.org/10.1177/0895904818802106>

Multiple studies have shown the potential for school choice policies to benefit middle-class families, often to the detriment of lower income students in the same district. Yet, there is limited research examining the role of policies in promoting inequality by encouraging exclusionary behaviors. In this article, we utilize the concept of opportunity hoarding to analyze the specific policy provisions built into New York City's elementary and high school choice plans that prompt middle-class parents to act in ways that secure advantages for their children. We find that parents' anxiety about scarcity of high-quality educational options combined with the design of the choice policies facilitated pervasive opportunity hoarding that functioned as a collective strategy of class preservation.

Schrag, F. (2020). **Evaluating a framework for policymakers.** *Theory and Research in Education*, 18(2), 211-216. <https://doi.org/10.1177/1477878520904920>

With respect to framework presented in K Shores and S Loeb's article, I answer two questions: How well does the framework map onto a real-world situation marked by conflict over fair opportunity? What use might the framework be to decision makers?

Singal, N., Sabates, R., Aslam, M., & Saeed, S. (2020). **School enrolment and learning outcomes for children with disabilities: findings from a household survey in Pakistan.** *International Journal of Inclusive Education*, 24(13), 1410-1430. <https://doi.org/10.1080/13603116.2018.1531944>

This paper presents findings from household data collected as part of the Annual Survey of Education conducted in rural Punjab in 2015, which included questions on disability developed by the Washington Group on Disability Statistics. Data reported here focuses on the disability status of children aged 5 to 16 years, their access to school and learning outcomes on basic reading and maths tasks. Our findings highlight that children who were identified by their carer/mothers as having moderate to severe disabilities were less likely to be attending school and had lower levels of learning on basic reading and maths tasks, than their peers who were not identified as having any difficulties in functioning. More importantly, our findings also suggest that being a co-resident/sibling in a household with a child with moderate to severe disabilities was associated with lower levels of basic reading and numeracy for the co-residents/siblings compared to other children. We conclude by highlighting important policy considerations and identifying areas of future research.

Thomàs-Vanrell, C., Cerdà-Navarro, A., & Salvà-Mut, F. (2020). **Les Baléares : quand le soutien relationnel favorise la poursuite des études en formation professionnelle de base.** *Formation emploi*, n° 150(2), 123-144. <http://www.cairn.info/revue-formation-emploi-2020-2-page-123.htm>

L'article analyse l'intention d'abandonner les études de formation professionnelle des filières de bas niveau d'exigence aux Îles Baléares. Il compare la cohorte d'élèves qui ont exprimé leur intention d'abandonner leur formation quelques mois après le début des cours et ceux qui ne l'ont pas envisagé. Cette analyse est menée à l'aune de leurs caractéristiques sociodémographiques et à la lumière du concept « d'engagement scolaire ». Les résultats révèlent une corrélation de ce dernier avec les contextes de vie, les parcours scolaires des jeunes et leurs attentes et motivations vis-à-vis de leur formation.

Tijani, G. (2020). **L'école entre dirigisme et professionnalisation : l'expérience tunisienne.** *Revue internationale d'éducation de Sèvres*, (84), 83-92. <https://doi.org/10.4000/ries.9586>

Dans un contexte où l'échec à l'école devient échec de l'école, le questionnement des pratiques professionnelles acquiert toute sa légitimité et sa pertinence. Il est malaisé de décrire les pratiques, de les catégoriser et surtout d'évaluer leur impact. Ce questionnement met en évidence la nécessité d'assumer la responsabilité des choix effectués. À ces difficultés viennent s'ajouter celles que posent les croyances pédagogiques en elles-mêmes et en rapport avec les pratiques. La tentation du scepticisme comme celle du dogmatisme est très grande. Sur quoi doivent se fonder les pratiques professionnelles des enseignants : les directives ou les croyances ? Les directives, en assurant l'unicité du système éducatif, ne risquent-elles pas de sacrifier l'implication des enseignants et de remettre en question l'idéal libérateur de l'école ? L'article développe ces interrogations en s'appuyant sur un questionnaire adressé aux enseignants tunisiens.

Tremblay, P. (2020). *École inclusive: conditions et applications*. Consulté à l'adresse <https://www.editions-academia.be/index.asp?navig=catalogue&obj=livre&no=66526>
Construit autour des dix exigences de l'École inclusive en tissant des liens forts entre la théorie et la pratique ainsi qu'en exemplifiant constamment les possibilités d'application, cet ouvrage intéressera, au premier plan, les étudiants en Sciences de l'Éducation, les enseignants et les directions d'école engagés, souhaitant s'engager dans cette transformation de l'École ou simplement intéressés par cette question.

Virella, P. M., & Weiner, J. M. (2020). **The Network Runs the Schools: From a Loose to a Tightly Coupled School District**. *Journal of Cases in Educational Leadership*, 23(4), 47-61. <https://doi.org/10.1177/1555458920943247>

This case study explores a central office's attempt to improve its school performance by shifting from a loosely to a more tightly coupled organization through greater oversight and standardization of practice. Educational leaders and, specifically, district-level and central office administrators often negotiate between providing schools autonomy and pursuing greater accountability and uniformity to foster improved student achievement. Educators studying this case will examine the pros and cons of both approaches as well as the potential trade-offs when shifting from one system to another or engaging in a hybrid approach on elements like teacher motivation, teacher-student relationships, school culture, and student achievement.

Watson, K. (2020). **Unspeakable: the discursive production of a 'tragic subject' among children in the early childhood classroom**. *International Journal of Inclusive Education*, 24(13), 1461-1472. <https://doi.org/10.1080/13603116.2018.1532535>

For the children in the inclusive early childhood classroom, there are acceptable, but only limited ways to speak about disability, and sometimes no way to speak. Discourses of tragedy and suffering have a pervasive, and historically resilient, association with disability in education. A subject of tragedy is discursively created in the classroom via discourses of development and special education, as one who is in need of sympathy, remediation and cure. A normal is re/produced in the classroom and as young children take up the sanctioned discourses that individualise and medicalise subjects, exclusionary practices are observed that reinforce a privileged normal and a subjugated Other. Troubling embedded discourses that privilege the normal, and pathologise the Other, exposes uncomfortable remnants from the past. Interrupting dominant discourses and rethinking the way that they subject us all provides some promise for re-imagining inclusive education.

Wenger, M., & Fassa, F. (2020). **Formation professionnelle en Suisse romande : l'impact des représentations des enseignant·e·s sur les inégalités genrées**. *Formation emploi*, n° 150(2), 97-121. <http://www.cairn.info/revue-formation-emploi-2020-2-page-97.htm>

Une étude effectuée auprès d'enseignant·e·s de la formation professionnelle initiale (FPI), en Suisse romande, a permis de mettre en avant le rôle controversé de ces agents de socialisation face à l'égalité des sexes. Les réponses de près de 300 enseignant·e·s à des questions concernant les échelles de sexisme moderne et traditionnel ont permis de révéler des différences statistiquement significatives face aux problématiques de genre. Certains groupes du corps enseignant acceptent – et probablement véhiculent – encore en partie des représentations de genre, transmettant une socialisation différentielle des sexes au monde professionnel.

Wurdinger, S., Newell, R., & Kim, E. S. (2020). **Measuring life skills, hope, and academic growth at project-based learning schools.** *Improving Schools*, 23(3), 264-276. <https://doi.org/10.1177/1365480220901968>

Eleven project-based learning charter schools participated in this correlational study. Eight have participated for 2 years and three for 1 year. The schools are affiliated with EdVisions, a non-profit organization that helps create individualized, project-based learning schools. There were five variables in this correlational study: the hope survey, self-direction rubric, collaboration rubric, math RIT scores, and reading Rasch Unit (RIT) scores. This study compared two variables at a time in attempts to determine relationship strengths. For example, hope and math, hope and reading, hope and self-direction, hope and collaboration, and so on. Growth occurred in all five variables over a 2-year period for eight schools, as well as a 1-year period for three schools. Although the hope and reading correlation, with an N of 340, was not significant with a correlation of .07, the researchers found that all other combinations of variables were significant with a p value <.01! It is evident that hope and life skills, such as self-direction and collaboration, positively impact academic achievement with math and reading test scores.

Yang, P. (2019). **Toward a Framework for (Re)Thinking the Ethics and Politics of International Student Mobility.** *Journal of Studies in International Education*, 24(5), 518-534. <https://doi.org/10.1177/1028315319889891>

In recent years, scholarship on international student mobility (ISM) has proliferated across various social science disciplines. Of late, an interest in the ethics and politics of ISM seems to be emerging, as more scholars begin to consider critically questions about rights, responsibility, justice, equality, and so forth that inhere in the thorny relationships between ISM stakeholders. To date, however, these discussions remain largely scattered. Bringing together these scattered conversations in literature, this article outlines elements of a framework for (re)thinking the ethics and politics of ISM. The proposed framework identifies eight key ISM actors between whom various ethical and political relationships arise, where these relationships range from the social to the institutional. Furthermore, the framework discusses four sets of concepts from the literature deemed pertinent in thinking further about ISM ethics and politics. This proposed framework is aimed at stimulating further conversations and efforts to make ISM more socially equitable and sustainable.

Zettelmeier, W. (2020). **L'évolution du système d'enseignement supérieur en Allemagne depuis les années 2000.** *Revue internationale d'éducation de Sèvres*, (84), 35-39. <https://doi.org/10.4000/ries.9843>

À l'occasion de l'ouverture du colloque annuel de la conférence des présidents des établissements d'enseignement supérieur allemand (Hochschulrektorenkonferenz/HRK) en novembre 2019 à Hambourg, Frank Walter Steinmeier, président de la République fédérale d'Allemagne, a rendu un vibrant hommage aux établissements d'enseignement supérieur en tant que lieux indispensables pour exercer pleinement la liberté de parole et de pensée. Selon Steinmeier, cette dernière serait menacée par « l'émotionnel... »

Pratiques enseignantes

Beaupré, S., Lefebvre, J., Champlain, Y. de, & Tardif, M. (2021). ***L'analyse réflexive en enseignement professionnel et technique: De la théorie à la pratique.*** Presses de l'Université du Québec. <https://www.puq.ca/catalogue/livres/analyse-reflexive-enseignement-professionnel-technique-3608.html>

Le présent ouvrage traite de l'analyse réflexive en éducation. Il s'adresse principalement aux professeurs et aux enseignants qui oeuvrent en formation professionnelle et technique, ainsi qu'à ceux qui se dirigent vers ce domaine d'enseignement. En outre, les étudiants actuellement inscrits dans un de ces programmes y trouveront leur compte, puisque la réalisation de ce livre s'inscrit dans une volonté de les sensibiliser à l'analyse réflexive en leur proposant des textes accessibles en lien direct avec leur cheminement.

Bihl, J. (2020). **La littératie médiatique par et pour l'empowerment.** *Spirale - Revue de recherches en éducation*, N° 66(3), 65-75. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-65.htm>

La littératie médiatique doit-elle servir l'empowerment? Comment intégrer une visée « empouvoirante » dans une activité d'éducation aux médias? Comment concevoir le rôle du pouvoir d'agir au sein d'une évaluation de la littératie médiatique? Telles sont les questions axiologiques et méthodologiques abordées dans cet article qui propose de concevoir un dispositif d'apprentissage « empouvoirant » en éducation aux médias, inspiré de l'approche du développement du pouvoir d'agir des personnes et des collectivités (DPA-PC) de Le Bossé. Les effets de ce dispositif sur le sentiment de pouvoir d'agir des adolescent.e.s sont évalués dans le cadre d'une approche par l'agir compétent permettant d'étudier la littératie médiatique au regard du triptyque « savoir agir-pouvoir agir-vouloir agir ».

Boéchat-Heer, S., & Vallat, P.-O. (2019). **L'adaptation des étudiants et des formateurs à l'usage d'un ePortfolio: accompagnement et évaluation formative.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3843>

L'objectif de cet article est de présenter les résultats d'une recherche sur l'adaptation des étudiants et des formateurs à l'usage d'un ePortfolio durant leur formation. Plus précisément, nous souhaitons observer comment les étudiants et les formateurs se sont adaptés à l'usage du ePortfolio et comment les pratiques d'accompagnement et d'évaluation se réalisent. Nous avons administré un questionnaire à 42 étudiants, puis nous avons mené des entretiens auprès de dix formateurs et dix étudiants en fin de formation. Les résultats montrent que l'adaptation des étudiants et des formateurs à l'usage du ePortfolio se réalise difficilement et la plus-value au niveau du développement professionnel, du travail d'accompagnement et d'évaluation formative n'est pas clairement identifiée.

Carraud, F. (2020). **Les paradoxes du « beau travail » des professeurs des premier et second degrés en France.** *Revue internationale d'éducation de Sèvres*, (84), 125-133. <https://doi.org/10.4000/ries.9613>

Comme tout travail, celui des enseignants est organisé par des croyances ou des représentations en lien avec le sens qu'ils donnent à leur activité quotidienne. Les enquêtes montrent que le sentiment de malaise des enseignants français, certes réel, n'empêche nullement le « plaisir » ou la satisfaction au travail. Sur quelles croyances,

représentations ou normes s'appuie cette satisfaction ? À partir d'une réflexion sur la notion de norme, l'article met en évidence quelques normes du « beau travail » dans les premier et second degrés en France. Il montre un débat entre la norme d'efficacité, dont la mesure ne permet pas de travailler au quotidien, et celle de l'utilité. Être enseignant, c'est être utile aux enfants et adolescents qui, sans l'enseignant, ne connaîtraient pas la « culture ». Cette notion de culture, polymorphe, instable et qui fait aussi débat, reste au cœur du métier enseignant.

Chochard, Y., Simoneau, F. B., Mazalon, É., & Villien, C. (2019). **Les technologies de l'information et de la communication pour évaluer les séquences de stage : étude de cas d'un dispositif de formation professionnelle en alternance québécois.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3753>

Cet article décrit les modalités d'évaluations des stages en formation professionnelle. Il discute de l'intégration des technologies de l'information et des communications (TIC) en soutien à l'évaluation dans le cadre d'un nouveau dispositif d'alternance en cours d'implantation au Québec. À partir d'entrevues et d'observations de séances de travail, l'article identifie quatre usages prescrits du numérique lors des stages : (1) la captation d'une expérience de travail, (2) la transformation d'un objet issu d'une expérience, (3) le partage de ces expériences et objets et (4) l'enrichissement des expériences de travail. Ces usages soutiennent les évaluations formatives et sommatives (a) d'apprentissages réalisés dans le cadre des activités de travail, (b) de composantes de savoir-être au travail et (c) d'acquisition d'éléments de compétences spécifiques au nouveau programme.

Cisel, M., & Baron, G.-L. (2019). **Utilisation de tableaux de bord numériques pour l'évaluation des compétences scolaires : une étude de cas.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3883>

Au cours de la dernière décennie, deux injonctions se sont intensifiées au niveau du système scolaire français : utiliser davantage le numérique en classe d'une part, et développer « l'approche par compétences » d'autre part. Les tableaux de bord associés à des artefacts numériques ont été utilisés dans de nombreux contextes éducatifs, et se situent à la confluence de ces deux injonctions. Nous explorons au prisme de la théorie de l'activité d'Engeström les contradictions qu'induirait l'introduction d'un tel artefact dans les pratiques d'évaluation des compétences scolaires. La contribution est fondée sur une étude de cas, la conception d'une application numérique instrumentant la démarche d'investigation. Des entretiens collectifs fondés sur des maquettes sont menés avec un panel d'enseignants. Soit le coût temporel de l'appropriation du tableau de bord est jugé trop élevé pour permettre une application, soit il y a dévolution à l'artefact d'une partie trop importante du diagnostic, grâce à l'interopérabilité croissante entre outils d'évaluation. Aveugles aux caractéristiques des élèves et aux spécificités des situations didactiques, les applications risquent de produire des diagnostics aberrants.

Coddett, A., & Orr, M. T. (2020). **Using an Ecological and Systems Approach to Support Early Learning Readiness.** *Journal of Cases in Educational Leadership*, 23(4), 87-103. <https://doi.org/10.1177/1555458920947771>

This case is to help district leaders and community partners understand the complexity of pursuing a principles-based approach to improving early school readiness. Wyckoff Public Schools adopted the Boston Basics to support young children's early learning

and readiness for school. It required district leaders and partners to work across organizational and institutional sectors through trial-and-error efforts. The case describes the complexity, learning challenges, and early inquiry cycles that the district pursued to turn this model into a community-embedded educational change and student-readiness strategy. It reflects how systemic improvement theories—particularly the ecological perspective and improvement science—guided their approach and identified areas for improvement.

Coen, P.-F., & Sottas, C. B. (2019). **Une typologie des traces numériques utilisées par de futurs enseignants.** *Questions Vives. Recherches en éducation*, (31). <https://doi.org/10.4000/questionsvives.3958>

Afin de construire des liens entre théorie et pratique et développer leurs capacités autoévaluatives et leur réflexivité, les étudiants de la Haute école pédagogique de Fribourg (HEP-FR) doivent élaborer un dossier d'apprentissage (DAP). Ainsi, ils sont incités à collecter des traces (photos, vidéos, papier) de leurs activités (en particulier lorsqu'ils sont en stage sur le terrain) et à les exploiter à la lumière des concepts théoriques vus durant les cours. Ce papier s'intéresse à la nature des traces récoltées sous forme numérique par les étudiants en formation et questionnent les mécanismes de collecte, de traitement de ces données et d'utilisation de ces traces dans une perspective autoévaluative et réflexive. La trace apparaît comme un indice de réalité sur lequel l'étudiant peut travailler pour acquérir un savoir sur lui-même et s'autoréguler. 15 DAP d'étudiants ont été analysés afin de repérer le rôle que les traces y jouent. Cette analyse a permis de catégoriser ces traces en deux catégories réparties en deux types : les traces complétives du discours et les traces génératives de discours.

Devauchelle, B. (2020, octobre 1). **Le confinement et les pratiques numériques des enseignants.** Consulté 2 octobre 2020, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2020/10/01102020Article637371339930757071.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=504793

Comment les enseignants ont-ils vécu le confinement ? Quelles pratiques numériques ont-ils développé ? Quelles sont leurs demandes en formation après cet événement ? Canopé publie une enquête auprès de 2000 enseignants de l'académie de Poitiers. Un enseignement : les usages du numérique restent dépendants des équipements et pas encore des questions pédagogiques.

Duc, B., Lamamra, N., & Besozzi, R. (2020). **Les formateurs et formatrices en entreprise : impact de leur posture sur les formes de socialisation professionnelle des apprenti·e·s.** *Formation emploi*, n° 150(2), 167-188. <http://www.cairn.info/revue-formation-emploi-2020-2-page-167.htm>

En Suisse, l'apprentissage dual, qui alterne cours en école professionnelle et formation en entreprise, représente la filière de formation postobligatoire la plus empruntée par les jeunes. Nous discutons ici de son lien avéré avec le marché du travail, à partir de l'analyse des socialisations professionnelles qui s'y déroulent. Nous nous intéressons aux agents de socialisation centraux, les formateurs et formatrices en entreprise. Des analyses qualitatives (contenu thématique, typologie) permettent d'identifier différentes dimensions de la socialisation des apprenti·e·s. Elles seront ensuite articulées à des types distincts de personnes formatrices, construits sur la base de leur perception des apprenti·e·s et de leur rapport au travail. Cela mettra en évidence comment la

manière d'endosser la fonction de formation influence l'une ou l'autre des dimensions de la socialisation professionnelle.

Farges, G. (2020). **Croyances et pratiques des enseignants, entre acceptation des consignes et expertise professionnelle. Introduction.** *Revue internationale d'éducation de Sèvres*, (84), 53-61. <https://doi.org/10.4000/ries.9533>

Pourquoi les enseignants croient-ils que certaines pratiques valent mieux que d'autres ? Pourquoi critiquent-ils, voire refusent-ils, certaines pratiques dont l'efficacité a (parfois) été démontrée par la recherche ? Les articles réunis dans ce dossier, proposent d'interroger ensemble pratiques et croyances des enseignants dans dix systèmes scolaires et contextes socioculturels contrastés. Si le dossier met d'abord en lumière la variation des acceptions de ces deux termes, il interroge surtout le changement en éducation et les dilemmes que celui-ci soulève, entre acceptation des consignes institutionnelles et expertise professionnelle issue de la pratique.

Filipiak, E. (2020). **Connaître les croyances des enseignants pour changer leur compréhension de ce qui se passe en classe. L'exemple du Laboratoire de changement éducatif en Pologne.** *Revue internationale d'éducation de Sèvres*, (84), 145-152. <https://doi.org/10.4000/ries.9656>

Les croyances et les théories éducatives personnelles des enseignants conditionnent leurs pratiques en classe. Les échecs des réformes éducatives descendantes devraient sensibiliser les décideurs à la nécessité de baser les réformes sur la recherche-action menée avec les enseignants et d'impliquer les enseignants dans le processus de changement. L'article présente des exemples de changement réussi en Pologne dans la façon dont les enseignants pensent l'éducation. L'instauration d'un réseau apprenant d'enseignants a permis la construction d'une culture d'apprentissage de base fondée sur la co-construction, en renforçant la réflexivité, le sens d'auto-efficacité, la compréhension de ce qui se passe en classe. Le Laboratoire de changement éducatif joue un rôle particulier dans ce mouvement.

Frisch, M. (2020). **Engagement, développement professionnel autonome et complexité en classes inversées.** *Spirale - Revue de recherches en éducation*, N° 66(3), 95-104. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-95.htm>

Nous abordons la thématique de l'empowerment en éducation à travers l'étude d'expériences et de dispositifs expérimentaux de « classes inversées » (C.I.), dans les établissements d'enseignement secondaire à partir de deux « terrains » localisés dans la Région « Grand Est ». Notre recherche-action combine les trois formes de « pouvoir » évoquées dans l'argumentaire. Le « pouvoir de » car les enseignants mettent en œuvre une « énergie » pour être des promoteurs de changement, nous nous focaliserons ainsi sur des formes d'engagement, d'implication dans leurs organisations professionnelles ; le « pouvoir avec » car ils construisent en collectifs, dans une perspective de transformation des pratiques, ils intègrent les médias, le numérique dans leurs pratiques professionnelles ; le « pouvoir contre » car ils développent une capacité d'agir contre une certaine inertie et mènent une action transformatrice et créatrice, en élaborant des formes de développements professionnels autonomes et de réflexivités professionnelles.

Gim, C.-C. (2020). **L'écart entre les croyances professionnelles et les pratiques pédagogiques des enseignants coréens.** *Revue internationale d'éducation de Sèvres*, (84), 75-82. <https://doi.org/10.4000/ries.9583>

En Corée, seul un faible pourcentage des meilleurs étudiants de chaque cohorte de diplômés peut intégrer la profession enseignante. Pourtant, après avoir affronté un processus complexe et une concurrence intense, les enseignants coréens ne bénéficient pas de la confiance du grand public, notamment des parents. Ils ont tendance à ne mettre en œuvre leurs pratiques d'enseignement en accord avec leurs croyances professionnelles qu'en l'absence de restrictions sociales notables. Lorsqu'ils sont confrontés aux valeurs sociétales liées à l'équité, qui mettent en avant l'objectivité et l'égalité de traitement en éducation, les enseignants tendent à mettre de côté leurs croyances professionnelles pour se conformer aux valeurs et aux attentes sociales. Il en résulte que l'idéal d'une éducation qui aiderait chaque élève à se développer grâce à un apprentissage authentique et à une évaluation individuelle demeure inaccessible car les pratiques dites objectives et équitables d'enseignement et d'évaluation dominent la réalité de l'enseignement scolaire en Corée.

Girardet, C. (2020). **Origines et évolutions des croyances et pratiques des enseignant(e)s de la formation professionnelle en Suisse.** *Revue internationale d'éducation de Sèvres*, (84), 135-143. <https://doi.org/10.4000/ries.9633>

Cet article propose des clés de compréhension sur les origines des croyances et pratiques ainsi que sur les relations entre celles-ci en s'appuyant sur une thèse de doctorat étudiant l'évolution des croyances et pratiques de gestion de classe des enseignant(e)s de la formation professionnelle en Suisse. Trois univers de référence sont mis en lumière : l'univers des croyances préalables, l'univers de la formation pédagogique et l'univers de la pratique professionnelle. Finalement, une réflexion sur l'articulation entre ces univers est proposée.

Golann, J. W., Weiss, A., & Gegenheimer, K. (2020). **Prendre en compte les référentiels des enseignants dans la réforme éducative aux États-Unis.** *Revue internationale d'éducation de Sèvres*, (84), 63-73. <https://doi.org/10.4000/ries.9552>

Les politiques d'obligation de reddition de compte à enjeux élevés sont devenues une pièce maîtresse controversée de la réforme éducative aux États-Unis. Cette étude de cas qualitative d'une école sous contrat (charter school) appliquant une approche dite « sans excuses » examine la manière dont les enseignants réagissent aux efforts des établissements visant à contrôler étroitement leurs pratiques. Afin de rendre compatibles les méthodes pédagogiques et disciplinaires prescrites par l'établissement et leurs propres valeurs et pratiques préexistantes, les enseignants réagissent de différentes manières, choisissant de se conformer à la politique de l'établissement, de l'imiter, de l'adapter ou de la rejeter. Les résultats suggèrent que les décideurs politiques et les administrateurs doivent prendre en compte les référentiels culturels des enseignants, en leur laissant suffisamment d'autonomie et de pouvoir de décision pour modifier les pratiques, afin de les aligner sur leurs propres valeurs et compétences.

Gravé, C., Bocquillon, M., Friant, N., & Demeuse, M. (2020). **Quelles approches pédagogiques sous-tendent les pratiques des futurs enseignants belges francophones ?** *Revue internationale d'éducation de Sèvres*, (84). <https://doi.org/10.4000/ries.9673>

L'ancien débat relatif aux approches pédagogiques oppose aujourd'hui les auteurs mettant en évidence l'efficacité de l'enseignement explicite et ceux d'orientation

socioconstructiviste, peu d'auteurs se revendiquant d'une approche transmissive. Cet article examine dans quelle mesure les futurs enseignants de différentes institutions de formation de Belgique francophone (hautes écoles et universités) adhèrent à ces trois approches. Sur la base d'un questionnaire adapté de celui de Wanlin et Crahay, les résultats indiquent que plus les futurs enseignants du primaire avancent dans leurs études, plus ils sont favorables à une approche socioconstructiviste et moins favorables que ceux du secondaire inférieur à une approche transmissive. Les futurs enseignants du secondaire supérieur, formés à l'université, sont le moins favorables à une approche socioconstructiviste. Quant à l'approche explicite, elle est encore peu présente dans la formation initiale des enseignants belges.

Gremion, C., & Leroux, J. L. (2019). **L'évaluation à l'épreuve de la distance et du numérique**. *Questions Vives. Recherches en éducation*, (31). Consulté à l'adresse <http://journals.openedition.org/questionsvives/3738>

Les technologies de l'information et de la communication sont de plus en plus présentes dans notre société, changeant notre rapport à l'espace ainsi qu'au temps et modifiant considérablement les lieux et les rythmes d'apprentissage et de collaboration entre les acteurs. Les formations en régime numérique utilisent généralement les nombreuses possibilités qu'offrent ces innovations technologiques pour réinventer des ingénieries de formation (Cottier & Lanéelle, 2016). En effet, avec la numéris...

Hamblin, Barker, & Arghode. (2020). **A Phenomenological Approach to Explore Faculty Perceptions about Invisible Labor**. *Community College Journal of Research and Practice*, 44(10-11), 804-818. <https://doi.org/10.1080/10668926.2020.1716874>

We examined faculty perceptions of invisible labor at a large, urban, multi-campus community college. Semi-structured interviews with 16 faculty of various ranks, ages, gender, disciplines, and minority statuses were conducted and then later transcribed using NVivo. Open coding and constant comparison revealed 19 concepts, which were further grouped into five categories: academic, administrative, engagement, self-presentation, and adjunct versus full time. Secondary research questions examined the effort needed for invisible labor, what made labor invisible, and if demographic factors played a role in invisible labor. Participants highlighted time and volume of work as factors for invisible labor. Reasons for invisibility included location, lack of understanding, and unacknowledged labor. Faculty status was the only demographic factor identified by the participants as affecting invisible labor.

Lafont, P., & Cavaco, C. (2020). **Les défis de l'évaluation dans les pratiques de reconnaissance et de validation des acquis de l'expérience (RVAE)**. L'Harmattan. <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=66974>

Le processus de reconnaissance et de validation des acquis de l'expérience a fait émerger des pratiques nouvelles d'évaluation, étayées par des méthodologies et des outils innovants. Ce numéro de Chemins de formation a pour finalité d'appréhender l'origine de ces défis et leur traduction dans la détermination des actions produites et induites par les acteurs concernés, à partir de recherches scientifiques développées dans le champ des sciences de l'éducation dans divers pays d'Europe (France, Portugal, Suisse, Belgique, Irlande).

Le Nevé, S. (2020, octobre 13). **Faire cours en ligne, un défi pour les enseignants-chercheurs**. Consulté 15 octobre 2020, à l'adresse Le Monde.fr website:

https://www.lemonde.fr/campus/article/2020/10/13/faire-cours-en-ligne-un-defi-pour-les-enseignants-chercheurs_6055793_4401467.html

Des sessions de formations à distance sont organisées pour accompagner les enseignants dans la prise en main des plates-formes numériques.

Maury, Y., & Hedjerassi, N. (2020). **Empowerment, pouvoir d'agir en éducation**. *Spirale - Revue de recherches en éducation*, N° 66(3), 3-13. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-3.htm>

Mottet, G. (2020). **Démocratisation des études et empowerment**. *Spirale - Revue de recherches en éducation*, N° 66(3), 183-194. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-183.htm>

Cet article s'intéresse à la manière dont les enseignants du primaire appréhendent les notions de pouvoir d'agir de leurs élèves, les carrières scolaires et les choix professionnels, à partir de leur rapport à la démocratisation des études. Il éclaire la manière dont ce principe est appréhendé par les acteurs scolaires et quelles limites ils lui attribuent, de même qu'il rend compte des perceptions qu'ils ont des potentialités d'empowerment de leurs élèves. L'article met en exergue trois registres mobilisés par les professionnels, qui se sont révélés à l'analyse de leurs propos et qui mettent en lumière l'imbrication des notions de volonté, de capacité intellectuelle et de recherche du bien-être dans leur rapport aux carrières scolaires de leurs élèves. Les trois registres présentés dans cet article ne s'excluent pas les uns les autres et les enseignants se retrouvent particulièrement sur celui du bien-être des élèves. La démocratisation des études semble être associée à une logique d'empowerment des élèves qu'il s'agit d'accompagner vers une formation « adéquate » au regard des capacités et des envies que les acteurs scolaires perçoivent chez ces derniers. Le propos questionne également les dimensions de l'empowerment qui sont absentes des discours des acteurs scolaires et qui participent à l'approche collective et émancipatrice. Nous nous pencherons ainsi sur les frontières qui se dessinent entre une approche sociale d'empowerment et une approche individualisante à visée capacitaire.

Redondo, C. (2020). **La place de la notion d'empowerment dans le champ de l'éducation au développement durable**. *Spirale - Revue de recherches en éducation*, N° 66(3), 151-164. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-151.htm>

Dans le champ de l'éducation au développement durable (EDD), plusieurs auteurs font référence à la notion d'empowerment (et à ses déclinaisons proches) pour mettre en lumière certains des fondements théoriques de ce champ éducatif qui existe en France depuis 2004 et qui depuis, a subi de nombreuses évolutions (institutionnelles et professionnelles), et fait l'objet de nombreux travaux de recherche. Notre travail précise dans un premier temps la place qu'occupe la notion dans le domaine éducatif de l'EDD, selon les chercheurs en éducation. Dans un second temps, il questionne la vie et la diffusion de la notion dans la pratique des professionnels qui mettent en œuvre des activités visant à éduquer et à former des apprenants au développement durable (DD). L'écart que nous constatons entre les différentes acceptions de la notion existant au niveau scientifique, et son appropriation dans les contextes professionnels invite à penser qu'il existe potentiellement des leviers pour contribuer au développement de la formation des enseignants et enrichir les pratiques en EDD.

Sané, A. (2020). **Les croyances des enseignants africains : entre tradition et modernité.** *Revue internationale d'éducation de Sèvres*, (84), 101-114. <https://doi.org/10.4000/ries.9606>

Cet article propose une analyse réflexive sur les interrelations entre certaines croyances des enseignants africains dans leurs rapports avec leurs pratiques professionnelles. Elle a été menée à partir d'un échantillon de 117 enseignants du primaire et du secondaire de trois pays (Burkina Faso, Niger et Sénégal) et d'un questionnaire fermé, complété de quelques entretiens. L'analyse des résultats montre que l'on ne peut cerner les croyances des enseignants en s'appuyant simplement sur leur degré d'accord avec les affirmations du questionnaire, mais que les articulations qu'ils nouent entre elles doivent également être prises en compte. L'article présente brièvement les réponses données par les enseignants et propose quelques comparaisons, puis s'attache à débusquer les facteurs ou croyances qui se cachent derrière les corrélations.

Tardif, M. (2020). **Les enseignants nord-américains face à leur formation : les croyances d'une profession subalterne.** *Revue internationale d'éducation de Sèvres*, (84), 115-123. <https://doi.org/10.4000/ries.9607>

Depuis soixante-dix ans, la formation des enseignants en Amérique du Nord a connu de nombreuses réformes : abolition des écoles normales, universitarisation, professionnalisation de la formation, etc. Pourtant, en dépit de ces réformes successives, de nombreuses enquêtes et recherches indiquent que les enseignants, hier comme aujourd'hui, croient généralement peu à la pertinence leur formation. L'objectif de ce texte est de comprendre le contexte social à l'origine de cette croyance collective, en examinant la position des enseignants au sein des rapports sociaux de subordination qu'ils entretiennent avec le système de formation à l'enseignement et les autorités politiques, académiques et économiques qui le dominant.

Relation formation-emploi

Rouvrais, S., Jacovetti, G., Chantawannakul, P., Suree, N., & Bangchokdee, S. (2020). **University-industry collaboration themes in stem higher education: an euro-asean perspective.** *16 Th International CDIO Conference*, pp.91-102. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02959169>

This paper analyses University-Industry collaboration models in Science, Technology, Engineering and Mathematics education. First, a review of published CDIO optional standards for University-Industry collaboration is presented. With strong industrial link requirements, the French related standards for engineering accreditation are then scrutinised, and echoed with European requirements. To broaden the perspective, the Swedish and Thai quality criteria for industry links are also reviewed. As a result, five identified University-Industry collaboration themes and criteria of requirements are mapped in a table. Three new emergent themes are also identified based on questionnaires and interviews operated during the fall 2019 in the context of a Euro-ASEAN capacity-building project. By identifying themes of collaboration with industry and business, the analysis of this paper lay the foundation of a structured relationship model for STEM universities, to be fuelled later by shared good practices among countries. The eight proposed University-Industry themes could indicate directions of development to the CDIO framework for specific optional standard definition, at a

relatively high level. This paper may also contribute to advancing 4.0 STEM-educational frameworks for curriculum guidelines aligned with skills for industry.

Réussite scolaire

Le Nevé, S. (2020, octobre 14). « **Un risque majeur de perdre le lien avec les étudiants** » : **la communauté universitaire face au décrochage**. Consulté 15 octobre 2020, à l'adresse Le Monde.fr website: [https://www.lemonde.fr/campus/article/2020/10/13/un-risque-majeur-de-perdre-le-lien-avec-les-etudiants-le-spectre-du-decrochage-hante-la-communaute-universitaire_6055872_4401467.html?xtor=EPR-33280894-\[campus\]-20201014+12:00-\[call_titre_1\]](https://www.lemonde.fr/campus/article/2020/10/13/un-risque-majeur-de-perdre-le-lien-avec-les-etudiants-le-spectre-du-decrochage-hante-la-communaute-universitaire_6055872_4401467.html?xtor=EPR-33280894-[campus]-20201014+12:00-[call_titre_1])

La rentrée dans les universités et les grandes écoles prive d'horizon pédagogique enseignants et étudiants, au risque du découragement.

Mazalto, M. (2020). **Concevoir des espaces scolaires pour le bien-être et la réussite: Édition actualisée**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343210636?utm_source=phplist&utm_campaign=message_30019&utm_medium=email&utm_content=lienTitre

La première édition du livre, paru en 2017, a démontré l'influence de l'architecture scolaire pour faciliter la transmission des connaissances, cultiver des relations apaisées, favoriser le plaisir d'apprendre grâce au bien-être de tous. Mais aujourd'hui, notre démarche doit être actualisée car les espaces scolaires sont modifiés en profondeur pour répondre aux nouveaux défis, notamment : protéger les élèves et les adultes de la pandémie de coronavirus toujours active, s'adapter à l'irruption en force de l'outil numérique qui s'impose à tous les niveaux, lutter contre le réchauffement climatique en remplaçant le macadam par de la végétation vivante.

Olivier, E., Morin, A. J. S., Langlois, J., Tardif-Grenier, K., & Archambault, I. (2020). **Internalizing and Externalizing Behavior Problems and Student Engagement in Elementary and Secondary School Students**. *Journal of Youth and Adolescence*, 49(11), 2327-2346. <https://doi.org/10.1007/s10964-020-01295-x>

Students with externalizing or internalizing behavior problems are at increased risk of underachievement and school non-completion, often due to their lower school engagement. Two studies were undertaken to assess the unique and joint (i.e., interactive) associations between behavior problems and engagement during two developmental periods; childhood and adolescence. These studies also aim to disentangle the contribution of global (externalizing and internalizing) and specific (hyperactivity/inattention, opposition/defiance, anxiety, depression) behavior problems on the global and specific aspects of student behavioral, emotional, and cognitive engagement. Study 1 was conducted among a sample of elementary school students (n = 1036; 3rd to 6th grade; mean age = 9.94 y.o.; 47.30% female; majority native Canadians) and Study 2 was conducted in secondary school (n = 1011; 7th and 8th grade; mean age = 12.93 y.o.; 55.77% female; 60.64% from immigrant background). Results of the bifactor-CFA and path analyses from both studies indicate that global externalizing behaviors were associated with lower global and specific behavioral engagement. In Study 1, global internalizing behaviors were also associated with lower global and specific cognitive engagement, whereas specific anxiety was associated with lower global and specific emotional engagement. In Study 2, specific depressive symptoms were associated with lower global and specific emotional engagement.

Together, these two studies suggest that externalizing behaviors remain risk factors for student disengagement during childhood and adolescence, but that the risk posed by internalizing behaviors increases in importance for older students.

Perraud-Ussel, C. (2020). **Parcours et réussite des étudiants en cycle ingénieur**. Note d'information du SIES, (20.12). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2020/51/8/Note_info_9_1307518.pdf

Les étudiants inscrits en 1ère année du cycle ingénieur en 2013 sont 86% à être diplômés en 3 ou 4 ans. Si neuf sur dix passent en 2ème année en 2014, 3% abandonnent ce cursus et se réorientent dans une autre formation à l'université et 6% connaissent une interruption dans leur parcours (redoublement, césure, réorientation dans un autre diplôme d'ingénieur, cursus aménagé, double diplôme...). La réussite en 4 ans au diplôme d'ingénieur varie selon le parcours et les caractéristiques des étudiants. Ainsi, 89% des bacheliers généraux décrochent le sésame contre 74% des bacheliers technologiques. La réussite des étudiants issus de classes préparatoires aux grandes écoles est supérieure de 4 points à celle des étudiants venant d'un B.T.S. ou d'un D.U.T.. Ce même écart est observé entre les étudiants et les étudiantes en faveur de ces dernières. Le type d'école d'ingénieur détermine également la réussite puisque neuf étudiants qui intègrent une école sous tutelle d'un autre ministère public sur dix sont diplômés contre 85% des étudiants dont l'école est sous tutelle du ministère de l'enseignement supérieur, de la recherche et de l'innovation.

Richard, G., Michaud, P., Paquet, F., & Poirier, S. (2020). **La Réussite Scolaire Dans l'Enseignement Collegial Québécois**. Consulté à l'adresse <https://www.pulaval.com/produit/la-reussite-scolaire-dans-l-enseignement-collegial-quebecois>

Cette étude fait la démonstration que l'avenir de nos connaissances dans ce domaine repose sur une étroite collaboration entre les chercheurs scientifiques et le ministère de l'Éducation et de l'Enseignement supérieur.

Valeurs

Carton, T., & Tréhondart, N. (2020). **La plateforme de l'éducation aux médias et à la citoyenneté**. *Spirale - Revue de recherches en éducation*, N° 66(3), 77-94. <http://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2020-3-page-77.htm>

À partir d'une analyse des stratégies sémiotiques et discours d'accompagnement, cet article interroge les modèles de la citoyenneté suggérés par deux plateformes numériques se réclamant d'une mission d'éducation aux médias et à la citoyenneté : la plateforme d'État Pix et la plateforme 1jour1Actu de l'éditeur Milan Presse. L'article s'appuie sur le postulat que le design des dispositifs sociotechniques n'est pas neutre quant à l'empowerment des élèves et revêt une dimension idéologique dont la conscientisation semble nécessaire en contexte pédagogique.