

Veille de l'IREDU



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Acquisition de compétences

Andreu, S., Cioldi, I., Conceicao, P., Eteve, Y., Fabre, M., Le Breton, S., ... Wuillamier, P. (2019). *Evaluations 2019 Repères CP, CE1 : premiers résultats* (p. 70). Consulté à l'adresse DIRECTION DE L'ÉVALUATION, DE LA PROSPECTIVE ET DE LA PERFORMANCE website:

https://cache.media.education.gouv.fr/file/doctrav2019/05/6/dt2019e03_1198056.pdf

Atstaja, D. (2019). *Acquiring « green » competencies in the study process* (Proceedings of International Academic Conferences N° 9811428). Consulté à l'adresse International Institute of Social and Economic Sciences website:

<https://econpapers.repec.org/paper/sekiacpro/9811428.htm>

Research background: The 7th Environment Action Plan promotes a long-term objective of 'Living well, within the limits of our planet' based on a 2050 vision centred on ecological limits, a circular economy, and society's resilience. It is of a great importance to gather the understanding of global trends and risks as well as future skills that are crucial for a well-developed circular economy. It is important to integrate the life-cycle thinking throughout all the stages of economy and education plays one of the key roles in ensuring comprehensive transition towards circular economy model. Purpose of the article: The aim of the current paper is to identify what skills, knowledge and competencies students should acquire in the study process and to formulate guidelines for human resource development through higher education according to requirements of a circular economy. Methods: The research is based on theoretical analysis of the scientific literature in circular economy field, analysis of statistical data and questionnaire survey. Findings & Value added: The surveyed business executives (1829 respondents in Latvia, Lithuania and Estonia) point out that informational and educational measures are needed on the circular economy. Decision making, system thinking, learning by doing, competences, skills and knowledge, values, awareness raising and problem based learning were identified by respondents as the most important skills that should be acquired during the study process. The findings support the need for developing a study course with integrated the life-cycle thinking which will help to develop professional qualities and competencies of future professionals.

Berger, J.-L., & Karabenick, S. (2019). *Une affaire de métacognition : l'autoévaluation des stratégies d'apprentissage par questionnaire*. *e-JIREF*, 5(1), 67-85.

<http://journal.admee.org/index.php/ejiref/article/view/181>

Duroisin, N., Mengue-Topio, H., & Beauset, R. (2019). *Évaluation des stratégies autorégulatrices mises en oeuvre par des élèves de l'enseignement primaire ordinaire et de l'enseignement secondaire spécialisé en situation de jeu*. *e-JIREF*, 5(1), 5-24.

<http://journal.admee.org/index.php/ejiref/article/view/178>

Gottsmann, L. (2019). *La construction d'un agir compétent en Éducation Physique : analyse de l'expérience des élèves et du processus de typification des connaissances*. Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02311142/document>

La compétence est entendue comme un agir compétent efficace et situé dans une famille de situations, constitué de connaissances expérientielles et typicalisées. L'objectif de notre travail est d'analyser le processus de typification des connaissances

des élèves, à partir de leur expérience vécue, et d'identifier des conditions favorables et défavorables à la construction de compétences en lien avec les attendus de l'enseignant. Ce travail s'inscrit dans le cadre théorique et méthodologique du cours d'action (Theureau, 2006) postulant que l'activité est cognitive, située et se transforme au fil des expériences des individus à travers des structures archétypes (Gal-Petitfaux & Durand, 2001). Nous avons recueilli trois types de données: a) les documents de planification de l'enseignant; b) les données d'enregistrement de l'activité des élèves et de l'enseignant en classe; c) les données de verbalisation des élèves au cours d'entretiens d'auto-confrontation post-séance. Nous avons ensuite retranscrit ces données afin de repérer plusieurs dimensions expérientielles chez les élèves: le Representamen, l'Engagement et les connaissances mobilisées et transformées. Ce repérage a permis ensuite d'analyser la dynamique de typification des connaissances au cours de chaque leçon et d'en identifier les conditions favorables et défavorables par rapport aux attendus de l'enseignant en termes de compétence visée. Deux études de cas ont été menées, l'une en collège (classe de 3e) en Tennis de Table, et l'autre en lycée (classe de Terminale générale) en Basket-ball. Les résultats ont mis en évidence plusieurs catégories de connaissances typifiées par les élèves, renvoyant aux règles du jeu, à l'évaluation de son niveau de jeu et des autres élèves ou encore à la qualité du jeu. Plusieurs conditions mises en place par l'enseignant favorisent la typification des connaissances: a) la stabilité des situations sur le plan des règles du jeu; b) la mise en place d'outils de repérage tout au long d'une séquence; c) des artefacts qui sont en lien avec les buts des élèves; d) des interactions entre les élèves favorisées par un objectif commun; e) des interactions avec l'enseignant qui questionnent leurs préoccupations pour ensuite les aider à transformer leurs connaissances. La typification des connaissances par les élèves a parfois été freinée par plusieurs éléments: a) une perception de la familiarité focalisée sur les règles du jeu; b) un détournement de certains artefacts par rapport à l'utilisation attendue par l'enseignant; c) des consignes délivrées par l'enseignant qui ne font pas sens pour l'élève. Ces résultats sont discutés autour de trois questions: la perception de la familiarité par les élèves, les conditions d'introduction des artefacts et la forme des interactions au sein de la classe. Plusieurs pistes professionnelles sont envisagées autour des caractéristiques des situations favorables à la construction d'un agir compétent.

Hanin, V., & Nieuwenhoven, C. V. (2019). **Rôle des régulations interactives entre pairs dans le développement d'une expertise adaptative en résolution de problèmes: une étude de cas.** *e-JIREF*, 5(1), 87-111.
<http://journal.admee.org/index.php/ejiref/article/view/182>

Kankaraš, M., & Suarez-Alvarez, J. (2019). **Assessment framework of the OECD Study on Social and Emotional Skills.** <https://doi.org/10.1787/5007adef-en>

The OECD's new Study on Social and Emotional Skills aims to provide policy makers, educators, families and communities with a comprehensive set of tools to foster students' social and emotional learning. The Study's assessment framework – presented in this paper – is a result of an extensive literature review of previous research, existing frameworks and assessment approaches in the area of social and emotional skills. The framework, developed by a team of experts in various domains, incorporates evidence from psychology, education, organisational sciences, sociology, economy, and public policy. This framework describes the objectives, characteristics and expected outcomes of the Study. It presents the conceptual model of social and emotional skills

assessed in the Study, their development, malleability and predictive value. The framework also discusses how factors in students' family, school and peer environment influence their social and emotional skills' development along with the contextual questionnaires designed to gather this information. The framework also presents the Study's design, assessment approach, instrument development process, sampling procedures and data collection methods.

Kaplan, J. (2019). **Coévaluation entre pairs apprenants comme échafaudage de la régulation du processus de l'apprentissage.** *e-JIREF*, 5(1), 47-65. <http://journal.admee.org/index.php/ejiref/article/view/180>

Mercier-Brunel, Y., Lopez, L. M., & Cartier, S. C. (2019). **Introduction – L'évaluation dans l'apprentissage autorégulé et la régulation des apprentissages (TOME 1).** *e-JIREF*, 5(1), 1-3. <http://journal.admee.org/index.php/ejiref/article/view/175>

Mo, J. (2019). **How does PISA define and measure reading literacy?** <https://doi.org/10.1787/efc4d0fe-en>

Every three years, the education community around the world eagerly awaits the release of the latest results from PISA. In addition to student proficiency in reading, mathematics and science, this December will see the publication of results on equity in education systems, school climate and students' well-being. PISA rotates the main subject of assessment every three years, and the PISA 2018 assessment, like the PISA 2000 and 2009 assessments, focused on reading. The PISA definition of reading literacy has remained much the same over this period; in 2018, it can be summarised as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. But how people read has changed since 2009. Reading now involves not only the printed page but also electronic formats. This has led to a proliferation in the amount of text encountered every day, making it all the more important that students be able to discern between fact and opinion, and navigate through different sources of text in order to construct meaning.

Poumay, M., Jamin, V., & Georges, F. (2019). **Rendre compte de sa compétence dans un portfolio: mieux comprendre les besoins des étudiants pour mieux les accompagner.** *e-JIREF*, 5(1), 25-46. <http://journal.admee.org/index.php/ejiref/article/view/179>

Aspects économiques de l'éducation

Abayasekara, A., & Gunasekara, N. (2019). **Determinants of youth not in education, employment or training: Evidence from Sri Lanka.** *Review of Development Economics*, 23(4), 1840-1862. <https://doi.org/10.1111/rode.12615>

The presence of a large proportion of youth neither in education, employment, or training (NEET) signals problems in a country's education and labor market systems, and has wide-ranging negative consequences, extending beyond the individual to the economy and society. Using Sri Lankan Labour Force Survey data for the year 2016 and binomial and multinomial logistic regression models, in this paper we provide the first estimates of NEET-related risk factors in Sri Lanka. Key risk factors of becoming NEET

include being female, being of ethnic and religious minorities, belonging to the older 20 to 24 age group, having very low or very high levels of education, being illiterate in English, belonging to a low-income household or one headed by a male, having young children, and living in more remote areas. Our findings hold several important policy implications for reducing the NEET rate in Sri Lanka and engaging more youth in education and in the labor force.

Andrews, R. J., & Stange, K. M. (2019). **Price Regulation, Price Discrimination, and Equality of Opportunity in Higher Education: Evidence from Texas.** *American Economic Journal: Economic Policy*, 11(4), 31-65. <https://doi.org/10.1257/pol.20170306>

We assess the importance of price regulation and price discrimination to low-income students' access to opportunities in public higher education. In 2003, Texas shifted tuition-setting authority away from the state legislature to public universities themselves. In response, most institutions raised sticker prices and many began charging more for high-earning majors, such as business and engineering. We find that poor students actually shifted toward higher earning programs following deregulation, relative to non-poor students. Deregulation facilitated more price discrimination through increased grant aid and enabled supply-side enhancements, which may have partially shielded poor students from higher sticker prices.

Barseghyan, L., Clark, D., & Coate, S. (2019). **Peer Preferences, School Competition, and the Effects of Public School Choice.** *American Economic Journal: Economic Policy*, 11(4), 124-158. <https://doi.org/10.1257/pol.20170484>

This paper develops a new economic model of public school choice. The key innovation is to model competition between schools in an environment in which parents have peer preferences. The analysis yields three main findings. First, peer preferences dampen schools' incentives to exert effort in response to competitive pressure. Second, when peer preferences are sufficiently strong, choice can reduce social welfare. This is because choice is costly to exercise but aggregate peer quality is fixed. Third, given strong peer preferences, choice can reduce school quality in more affluent neighborhoods. We conclude that peer preferences weaken the case for choice.

Bergbauer, A. B. (2019). **Conditions and Consequences of Education – Microeconomic Analyses.** Consulté à l'adresse <http://www.ifo.de/publikationen/2019/monographie-autorenschaft/conditions-and-consequences-education-microeconomic>

Diese Studie wurde von Annika B. Bergbauer während ihrer Zeit am ifo Zentrum für Bildungsökonomik erstellt. Die Studie wurde im März 2019 fertiggestellt und im Juli 2019 als Promotionsschrift an der Volkswirtschaftlichen Fakultät der Universität München angenommen. Sie besteht aus vier eigenständigen Kapiteln, die mittels empirischer Methoden bildungsökonomische Fragestellungen erörtern. Das erste Papier verbindet Bildungsmaße mit ökonomischer Entwicklung.

Carrell, S. E., Hoekstra, M., & West, J. E. (2019). **The Impact of College Diversity on Behavior toward Minorities.** *American Economic Journal: Economic Policy*, 11(4), 159-182. <https://doi.org/10.1257/pol.20170069>

This paper estimates the impact of racially diverse peers on white males' subsequent behavior toward minorities. To overcome selection bias, we exploit data from the US Air

Force Academy where students are randomly assigned to autonomous peer groups. A randomly assigned increase in freshman black peer ability causes white men to more frequently choose a black roommate in their sophomore year, after reassignment to a new peer group with a different set of black peers. We also find increased exposure to black students from the middle and top of the high school performance distribution, but not the bottom, increases future interactions.

Figlio, D., Giuliano, P., Özek, U., & Sapienza, P. (2019). **Long-Term Orientation and Educational Performance**. *American Economic Journal: Economic Policy*, 11(4), 272-309. <https://doi.org/10.1257/pol.20180374>

Long-Term Orientation and Educational Performance by David Figlio, Paola Giuliano, Umut Özek and Paola Sapienza. Published in volume 11, issue 4, pages 272-309 of *American Economic Journal: Economic Policy*, November 2019, Abstract: We study the role of Long-Term Orientation on the educational attain...

Haeringer, G., & Ichim, V. (2019, octobre 24). **Gradual College Admission**. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02330435>

We study multi-period college admission problems where, at each period, a matching is computed and students have option to either finalize their matches or participate to the next period. Students participating to an additional run of the matching mechanism can submit a new preference list to the matching clearinghouse. Such gradual matching systems can adequately account for an additional source of heterogeneity among participants, like scheduling constraints or withdrawals. We identify the conditions under which such systems first produce incentives to participate to additional runs of the matching mechanism and second yield to stable matchings (with a stability concept adapted to this environment). We use our results to evaluate the former French college admission system, where students could finalize their matches at different dates up to two months ahead the final date.

Hanushek, E. A., & Woessmann, L. (2019, juillet 19). **The Economic Benefits of Improving Educational Achievement in the European Union: an Update and Extension**. Consulté 29 octobre 2019, à l'adresse Google Docs website: https://drive.google.com/file/d/1AomtW5x3jnsWhvgOSHKEPmMx8dl4YsJk/view?usp=embed_facebook

Johnson, R. C., & Jackson, C. K. (2019). **Reducing Inequality through Dynamic Complementarity: Evidence from Head Start and Public School Spending**. *American Economic Journal: Economic Policy*, 11(4), 310-349. <https://doi.org/10.1257/pol.20180510>

We compare the adult outcomes of cohorts who were differentially exposed to policy-induced changes in Head Start and K-12 spending, depending on place and year of birth. IV and sibling-difference estimates indicate that, for poor children, these policies both increased educational attainment and earnings, and reduced poverty and incarceration. The benefits of Head Start were larger when followed by access to better-funded schools, and increases in K-12 spending were more efficacious when preceded by Head Start exposure. The findings suggest dynamic complementarities, implying that early educational investments that are sustained may break the cycle of poverty.

Kim, S. won, Cho, H., & Kim, L. Y. (2019). **Socioeconomic Status and Academic Outcomes in Developing Countries: A Meta-Analysis**. *Review of Educational Research*, 89(6), 875-916. <https://doi.org/10.3102/0034654319877155>

Despite the multiple meta-analyses documenting the association between socioeconomic status (SES) and achievement, none have examined this question outside of English-speaking industrialized countries. This study is the first meta-analytic effort, to the best of our knowledge, to focus on developing countries. Based on 49 empirical studies representing 38 countries, and a sample of 2,828,216 school-age students (grades K–12) published between 1990 and 2017, we found an overall weak relation between SES and academic outcomes. Results for attainment outcomes were stronger than achievement outcomes, and the effect size was stronger in more economically developed countries. The SES-academic outcome relation was further moderated by grade level and gender. There were no differences in the strength of the relation by specific SES measures of income/consumption, education, and wealth/home resources. Our results provide evidence that educational inequalities are wider in higher income countries, creating a serious challenge for developing countries as they expand school access.

Nguyen, T. D., Kramer, J. W., & Evans, B. J. (2019). **The Effects of Grant Aid on Student Persistence and Degree Attainment: A Systematic Review and Meta-Analysis of the Causal Evidence**. *Review of Educational Research*, 89(6), 831-874. <https://doi.org/10.3102/0034654319877156>

The provision of grant aid is important to students' postsecondary opportunities and success. It is well established that grant aid increases the probability of enrollment in postsecondary education. A slate of studies in recent years has extended this research to examine whether grant aid also has an impact on persistence and degree attainment. This article presents a systematic review and meta-analysis of the best available evidence of the effect of grant aid on postsecondary persistence and degree attainment. The systematic review identifies and describes the landscape of the literature on grant aid programs and their effects on postsecondary success. A meta-analysis of 43 studies yielding 75 effect sizes estimates that grant aid increases the probability of student persistence and degree completion between 2 and 3 percentage points. When considering the dollar amount of aid, we estimate an additional \$1,000 of grant aid improves persistence and attainment by 1.5 to 2 percentage points. Suggestions for future research and implications for policy are discussed.

OCDE. (2019). **OECD Economic Surveys: Colombia**. Consulté à l'adresse OCDE website: <https://doi.org/10.1787/e4c64889-en>

Colombia has made good economic and social progress over the last two decades. Macroeconomic policies are solid and have sustained growth and smooth adjustments to shocks over the years. Maintaining and strengthening the policy framework is key to sustainable macroeconomic policies and setting the basis for higher productivity and inclusiveness. Putting Colombia on a path to stronger and more inclusive growth, and reducing dependence on natural resources, requires boosting productivity by adopting structural reforms in competition, regulations, trade policy, infrastructure, innovation, and skills. Reducing informality and boosting job-quality would extend the benefits of growth to all Colombians, underpinning economic and political support for reform.

Tchamyou, V. S., Asongu, S. A., & Odhiambo, N. M. (2019). **The Role of ICT in Modulating the Effect of Education and Lifelong Learning on Income Inequality and Economic Growth in Africa.** *African Development Review*, 31(3), 261-274. <https://doi.org/10.1111/1467-8268.12388>

This study assesses the role of information and communication technologies (ICT) in modulating the impact of education and lifelong learning on income inequality and economic growth. It focuses on a sample of 48 African countries from 2004 to 2014. The empirical evidence is based on the generalized method of moments. The following findings are established. First, mobile phone and internet each interact with primary school education to decrease income inequality. Second, all ICT indicators interact with secondary school education to exert a negative impact on the Gini index. Third, fixed broadband distinctly interacts with primary school education and lifelong learning to have a positive effect on economic growth. Fourth, ICT indicators do not significantly influence inequality and economic growth through tertiary school education and lifelong learning. These main findings are further substantiated. Policy implications are discussed.

Aspects psychologiques de l'éducation

Burns, T., & Gottschalk, F. (2019). **Educating 21st Century Children: Emotional Well-being in the Digital Age** (p. 284) [Text]. Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/educating-21st-century-children_b7f33425-en

What is the nature of childhood today? On a number of measures, modern children's lives have clearly improved thanks to better public safety and support for their physical and mental health. New technologies help children to learn, socialise and unwind, and older, better-educated parents are increasingly playing an active role in their children's education. At the same time, we are more connected than ever before, and many children have access to tablets and smartphones before they learn to walk and talk. Twenty-first century children are more likely to be only children, increasingly pushed to do more by "helicopter parents" who hover over their children to protect them from potential harm. In addition to limitless online opportunities, the omnipresent nature of the digital world brings new risks, like cyber-bullying, that follow children from the schoolyard into their homes. This report examines modern childhood, looking specifically at the intersection between emotional well-being and new technologies. It explores how parenting and friendships have changed in the digital age. It examines children as digital citizens, and how best to take advantage of online opportunities while minimising the risks. The volume ends with a look at how to foster digital literacy and resilience, highlighting the role of partnerships, policy and protection.

Chang, E. C., Yang, H., Yi, S., Xie, F., Liu, J., Ren, H., ... Chang, O. D. (2019). **Is personal growth initiative associated with later life satisfaction in Chinese college students? A 15-week prospective analysis.** *Asian Journal of Social Psychology*, 22(4), 413-418. <https://doi.org/10.1111/ajsp.12386>

Personal growth initiative (PGI) is presumed to foster positive change leading to positive psychological adjustment. Accordingly, in this study we examined PGI as a predictor of life satisfaction 15 weeks later in a sample of 152 Chinese college students. Time 1 PGI was found to explain a significant amount of unique variance in Time 2 life satisfaction, even after controlling for Time 1 life satisfaction and Time 2 PGI. Specifically, (lower)

intentional behavior and planfulness at baseline emerged as significant predictors of later life satisfaction. No evidence was found indicating that life satisfaction at Time 1 accounted for any significant amount of unique variance in PGI processes at Time 2, after controlling for baseline PGI processes and concurrent life satisfaction. Overall, the present findings are the first to demonstrate the importance of PGI as a prospective predictor of positive psychological adjustment in adults.

Charness, G., List, J. A., Rustichini, A., Samek, A., & Van De Ven, J. (2019). **Theory of mind among disadvantaged children: Evidence from a field experiment.** *Journal of Economic Behavior & Organization*, 166, 174-194. <https://doi.org/10.1016/j.jebo.2019.08.025>

Theory of Mind (ToM), the ability to correctly attribute mental states to others, is important in social interactions. We evaluate the development of ToM in about 800 mostly disadvantaged young children. We next conduct a field experiment with about 160 children in which we find that the low ToM rates for these disadvantaged children improve substantially in environments where the presence of other children is made salient. We see that ToM performance increases for both younger and older children in the treatment with strong salience, but that the treatment with weaker salience seems to be only effective in improving the ToM rates for older children.

Paumier, D., & Chanal, J. (2018). **Motivation autodéterminée, conséquences motivationnelles et hypothèse de spécificité en contexte scolaire: état des lieux, implications et perspectives.** *Revue française de pédagogie. Recherches en éducation*, (203), 111-130. <https://doi.org/10.4000/rfp.8160>

Cet article propose un état des lieux des recherches concernant la théorie de l'autodétermination et plus spécifiquement les liens observés dans la littérature entre la motivation autodéterminée et ses conséquences affectives, comportementales et cognitives dans le contexte scolaire. Cette recension montre que les résultats de ces études sont inconsistants et dépendent du choix de l'opérationnalisation de la motivation ainsi que du niveau hiérarchique considéré. Finalement, nous présentons comment l'hypothèse de spécificité permet d'expliquer cette inconsistance et quelles sont les implications de cette nouvelle hypothèse pour les chercheurs du domaine.

Plante, I. (2019). **Comprendre l'effet «Gros poisson-petit bassin» lors de la transition du primaire vers des écoles secondaires avec ou sans sélection sur le concept de soi, la motivation, l'engagement, la réussite et les aspirations scolaires des élèves.** Consulté à l'adresse FRQSC website:
http://www.frqsc.gouv.qc.ca/documents/11326/2801941/PRS_2013-2014_rapport_I.Plante_transition-primaire-secondaire.pdf/7f9491ce-d4b2-4563-b37c-b4a6384c53fe

La sélection des élèves sur la base du rendement scolaire est une pratique de plus en plus répandue au Québec, particulièrement au niveau secondaire, et ce, tant dans le secteur privé que public. Bien que l'on puisse croire que les milieux sélectifs offriront un environnement positif et stimulant aux élèves, les pratiques de sélection sont également susceptibles d'être problématiques pour diverses raisons. D'une part, en regroupant entre eux les élèves les plus performants à l'école, les pratiques de sélection contribuent à réduire la mixité des élèves autant dans les milieux publics sélectifs et privés (PEP) que dans les milieux publics ordinaires (PO). D'autre part, le fait d'être scolarisé dans un environnement sélectif entouré d'élèves performants pourrait amener les élèves à se dévaluer, en se comparant aux autres élèves performants qui les

entourent. Ce phénomène, connu sous l'appellation d'effet « Gros poisson – Petit bassin » (GPPB ; Marsh, 1987), révèle qu'à compétence égale, les élèves évoluant dans un milieu scolaire dans lequel ils sont entourés de pairs performants ont un concept de soi scolaire (CSS) et un rendement scolaire plus faibles que les élèves entourés de pairs qui le sont moins (voir par exemple Seaton et al., 2010). Ces résultats, en faveur des milieux non sélectifs, renforcent l'idée selon laquelle la mixité des élèves dans l'ensemble des milieux scolaires devrait être privilégiée, non seulement pour les élèves faibles et moyens des milieux non-sélectifs, mais également pour les élèves performants qui ne profiteraient potentiellement pas de façon optimale des milieux sélectifs tant convoités. En somme, les retombées des pratiques de sélection sur la qualité du cheminement scolaire des élèves demeurent méconnues. Ainsi, plusieurs questions restent en suspens : Quels effets la sélection Rapport d'action concertée Plante, Isabelle #179273 3 des élèves sur la base de leur rendement procure-t-elle sur leur persévérance et leur réussite scolaires ? Certains élèves, en fonction de leurs caractéristiques, profitent-ils davantage des milieux sélectifs ou non sélectifs ? Comment les pratiques sélectives affectent-elles le climat de classe et les comportements problématiques des élèves ? Afin de mieux comprendre ces enjeux sociaux et scolaires importants, le présent projet a examiné la qualité du cheminement scolaire des élèves au moment de la transition scolaire primaire-secondaire, une période durant laquelle les élèves issus d'un milieu primaire non sélectif choisissent typiquement entre un milieu secondaire public ordinaire (PO) ou un milieu public enrichi ou privé (PEP). Pour bien cerner les retombées des pratiques de sélection sur la persévérance et réussite scolaire des élèves, la présente étude s'est fondée sur un modèle Attentes-Valeur (Eccles et Wigfield, 2002). Selon cette théorie, les indicateurs de persévérance et réussite, incluant l'engagement et le rendement scolaires découlent principalement de la motivation scolaire de l'élève. Cette dernière est tributaire de deux principaux indicateurs motivationnels : les attentes de succès, qui réfèrent au concept de soi scolaire et au sentiment de compétence, ainsi que la valeur attribuée aux apprentissages ou aux tâches scolaires, regroupant l'intérêt, l'utilité et l'importance perçue. L'engagement scolaire, quant à lui, réfère aux comportements mobilisés envers la tâche scolaire proposée et peut être de nature comportementale, cognitive ou affective (Fredricks et al., 2004). Enfin, le rendement se traduit par les notes au bulletin, ce qui offre une valeur écologique accrue (Marsh et al., 2007).

Aspects sociaux de l'éducation

Andrews, R. J., & Stange, K. M. (2019). **Price Regulation, Price Discrimination, and Equality of Opportunity in Higher Education: Evidence from Texas.** *American Economic Journal: Economic Policy*, 11(4), 31-65. <https://doi.org/10.1257/pol.20170306>

We assess the importance of price regulation and price discrimination to low-income students' access to opportunities in public higher education. In 2003, Texas shifted tuition-setting authority away from the state legislature to public universities themselves. In response, most institutions raised sticker prices and many began charging more for high-earning majors, such as business and engineering. We find that poor students actually shifted toward higher earning programs following deregulation, relative to non-poor students. Deregulation facilitated more price discrimination through increased grant aid and enabled supply-side enhancements, which may have partially shielded poor students from higher sticker prices.

Blanchard, C. (2019, octobre 15). **Ecole et immigration : en finir avec les soupçons**. Consulté 22 octobre 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/ecole-immigration-finir-soupcons/00090666>

Peur, rejet : voilà les seuls prismes à travers lesquels, depuis de longues années maintenant, l'immigration est perçue en France. De ce point de vue, les derniers jours ont donné à voir un spectacle particulièrement déplorable.

Carrell, S. E., Hoekstra, M., & West, J. E. (2019). **The Impact of College Diversity on Behavior toward Minorities**. *American Economic Journal: Economic Policy*, 11(4), 159-182. <https://doi.org/10.1257/pol.20170069>

This paper estimates the impact of racially diverse peers on white males' subsequent behavior toward minorities. To overcome selection bias, we exploit data from the US Air Force Academy where students are randomly assigned to autonomous peer groups. A randomly assigned increase in freshman black peer ability causes white men to more frequently choose a black roommate in their sophomore year, after reassignment to a new peer group with a different set of black peers. We also find increased exposure to black students from the middle and top of the high school performance distribution, but not the bottom, increases future interactions.

Charness, G., List, J. A., Rustichini, A., Samek, A., & Van De Ven, J. (2019). **Theory of mind among disadvantaged children: Evidence from a field experiment**. *Journal of Economic Behavior & Organization*, 166, 174-194. <https://doi.org/10.1016/j.jebo.2019.08.025>

Theory of Mind (ToM), the ability to correctly attribute mental states to others, is important in social interactions. We evaluate the development of ToM in about 800 mostly disadvantaged young children. We next conduct a field experiment with about 160 children in which we find that the low ToM rates for these disadvantaged children improve substantially in environments where the presence of other children is made salient. We see that ToM performance increases for both younger and older children in the treatment with strong salience, but that the treatment with weaker salience seems to be only effective in improving the ToM rates for older children.

Corunet, F., & Siccic, M. (s. d.). **Estimation avancée du taux de pauvreté et des indicateurs d'inégalités**. *Insee Analyses*, (49). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4231288?pk_campaign=avis-parution

Selon la méthode d'estimation avancée basée sur la microsimulation, les inégalités de niveau de vie augmenteraient en 2018 : l'indice de Gini augmenterait de 0,005 pour s'établir à 0,294 et le ratio entre la masse des niveaux de vie détenue par les 20 % de personnes les plus aisées et celle détenue par les 20 % les plus modestes augmenterait de 0,1 pour s'établir à 4,4. Le rapport interdécile serait quasi stable à 3,5. La hausse des inégalités serait surtout liée à la forte augmentation des revenus des capitaux mobiliers désormais soumis au prélèvement forfaitaire unique, concentrés chez les plus aisés. Le taux de pauvreté augmenterait de 0,6 point en 2018, pour atteindre 14,7 % de la population. Cette hausse s'expliquerait en partie par la diminution des allocations logement dans le parc HLM en 2018, les niveaux de vie n'intégrant pas la baisse de loyer équivalente. En neutralisant l'effet de la baisse des allocations logement dans le parc social, cette hausse serait plus modérée (+ 0,2 point).

Couchot-Schiex, S. (2019). *DU GENRE EN ÉDUCATION - Pour des clés de compréhension d'une structure du social*. Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343188034&utm_source=phplist&utm_campaign=message_27967&utm_medium=email&utm_content=lienTitre

Le concept du genre est aujourd'hui d'usage courant dans l'espace public. Mais, au début des années 2000, il peinait à faire sa place dans les recherches françaises. Ce livre retrace le parcours d'un concept qui porte désormais des analyses socialement vives en éducation. Les élaborations théoriques et les analyses des données de recherche rapportées parcourent trois thématiques : l'enseignement en éducation physique et sportive, la formation des enseignants, les cyberviolences sexistes et homophobes. Toutes trois sont porteuses de futurs questionnements scientifiques établissant la dynamique des analyses de genre.

Ehlers, T., & Schwager, R. (2019). *Academic Achievement and Tracking - A Theory Based on Grading Standards* (CESifo Working Paper Series N° 7866). Consulté à l'adresse CESifo Group Munich website: <https://econpapers.repec.org/paper/cesceswps/5f7866.htm>

We present a theory explaining the impact of ability tracking on academic performance based on grading policies. Our model distinguishes between initial ability, which is mainly determined by parental background, and eagerness to extend knowledge. We show that achievements of low ability students may be higher in a comprehensive school system, even if there are neither synergy effects nor interdependent preferences among classmates. This arises because the comprehensive school sets a compromise standard which exceeds the standard from the low ability track. Moreover, if students with lower initial ability have higher eagerness to learn, merging classes will increase average performance.

Gaboriau, P. (2019). *L'enquête sociologique : Sociogenèse du fait social*. Consulté à l'adresse https://nouveautes-editeurs.bnf.fr/annonces.html?id_declaration=10000000520465&titre_livre=L%27enqu%C3%AAt%20sociologique

Un terme clé dénote aujourd'hui l'attitude sociologique, c'est l'enquête. La genèse sociohistorique de cette notion, son archéologie, permet de remonter jusqu'aux procédures inquisitoires qui en constituent le fondement. Les œuvres et les pratiques des sciences sociales ont une histoire longue que nous prolongeons. Nos méthodes même ont une inscription historique. Comment l'enquête en vint-elle à devenir centrale dans les sciences de l'humain ? Quels sont les aléas qu'elle traversa ? Renferme-t-elle toujours la même démarche ou s'agit-il d'une notion élastique, qui navigue au fil du temps, avec des particularités d'époque ?

Iribarnegaray, L. (2019, octobre 29). « Ils me disaient : "Paris, mais pourquoi ? » : pour les bacheliers des petites villes, la difficulté de faire ses études ailleurs. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/10/29/pour-les-bacheliers-des-petites-villes-la-difficulte-de-larguer-les-amarres_6017263_4401467.html

Barrières financières, manque d'information, autocensure : les freins à la mobilité sont nombreux pour les lycéens des communes rurales qui veulent étudier ailleurs.

Jarraud, F. (2019a, octobre 16). **Démocratiser l'accès au supérieur: Qu'est ce qui marche?** Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/16102019Article637068087625812607.aspx>

Alors que la ministre de l'enseignement supérieur a lancé le 14 octobre un plan pour favoriser l'ouverture sociale des grandes écoles et des universités, la question de la démocratisation s'inscrit dans l'actualité politique. Le 15 octobre, Estelle Herbaut, post doctorante de Sciences Po, a présenté au séminaire LIEPP de Sciences Po, dirigé par Elise Huillery et Carlo Barone, une étude réalisée avec Koen Geven, Banque mondiale, sur les politiques efficaces pour inciter les jeunes à s'inscrire dans le supérieur et permettre leur réussite. L'étude reste partielle: elle ne traite pas de tout ce qui devrait être fait dès l'école primaire pour réduire les inégalités sociales de réussite scolaire. Mais elle permet de trancher entre bourse sociale et bourse au mérite ou encore entre l'information sur l'orientation et l'information avec accompagnement personnalisé sur l'orientation.

Jarraud, F. (2019b, octobre 26). **UDA: Etienne Butzbach: Le défi de la mixité sociale.** Consulté 29 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/26102019Article637076787433683342.aspx>

Etienne Butzbach, coordinateur du réseau mixité à l'école pour le CNECSCO présentait le 19 octobre le rapport sur la mixité sociale à l'Université d'Autonomie (UDA) du SNUipp-FSU. Ce rapport («L'éclairage de terrain de certaines politiques locales de mixité à l'école») publié en 2018 faisait suite à la conférence de comparaison internationale sur cette thématique organisée par le CNECSCO en 2015. La commande était simple: inventorier les expérimentations existantes sur le territoire afin d'établir un référentiel des conditions de réussite d'une politique de mixité scolaire. Etienne Butzbach en a présenté quelques-unes, dont celles de Toulouse ou encore Lyon.

Johnson, R. C., & Jackson, C. K. (2019). **Reducing Inequality through Dynamic Complementarity: Evidence from Head Start and Public School Spending.** *American Economic Journal: Economic Policy*, 11(4), 310-349. <https://doi.org/10.1257/pol.20180510>

We compare the adult outcomes of cohorts who were differentially exposed to policy-induced changes in Head Start and K-12 spending, depending on place and year of birth. IV and sibling-difference estimates indicate that, for poor children, these policies both increased educational attainment and earnings, and reduced poverty and incarceration. The benefits of Head Start were larger when followed by access to better-funded schools, and increases in K-12 spending were more efficacious when preceded by Head Start exposure. The findings suggest dynamic complementarities, implying that early educational investments that are sustained may break the cycle of poverty.

Kim, S. won, Cho, H., & Kim, L. Y. (2019). **Socioeconomic Status and Academic Outcomes in Developing Countries: A Meta-Analysis.** *Review of Educational Research*, 89(6), 875-916. <https://doi.org/10.3102/0034654319877155>

Despite the multiple meta-analyses documenting the association between socioeconomic status (SES) and achievement, none have examined this question outside of English-speaking industrialized countries. This study is the first meta-analytic

effort, to the best of our knowledge, to focus on developing countries. Based on 49 empirical studies representing 38 countries, and a sample of 2,828,216 school-age students (grades K–12) published between 1990 and 2017, we found an overall weak relation between SES and academic outcomes. Results for attainment outcomes were stronger than achievement outcomes, and the effect size was stronger in more economically developed countries. The SES-academic outcome relation was further moderated by grade level and gender. There were no differences in the strength of the relation by specific SES measures of income/consumption, education, and wealth/home resources. Our results provide evidence that educational inequalities are wider in higher income countries, creating a serious challenge for developing countries as they expand school access.

Kwiek, M. (2019). **Social stratification in Higher Education: What it means at the micro-level of the individual academic scientist.** *Higher Education Quarterly*, 73(4), 419-444. <https://doi.org/10.1111/hequ.12221>

The academic profession is internally divided as never before. This cross-national comparative analysis of stratification in Higher Education is based on a sample of European academic scientists (N = 8,466) from universities in 11 countries. The analysis identifies three types of stratification: academic performance stratification, academic salary stratification, and international research stratification. This emergent stratification of the global scientific community is predominantly research-based, and internationalisation in research is at its centre; prestige-driven, internationally competitive, and central to academic recognition systems, research is the single most stratifying factor in Higher Education at the level of the individual scientist today. These stratification processes pull the various segments of the academic profession in different directions. The study analyses highly productive academics ('research top performers'), highly paid academics ('academic top earners'), and highly internationalised academics ('research internationalists') and explores the implications for individual scientists.

Meunier, B. (2019). **Contextes territoriaux et trajectoires scolaires. Le cas des filles issues des milieux ruraux.** Consulté à l'adresse <https://www.decitre.fr/livres/contextes-territoriaux-et-trajectoires-scolaires-9782343174716.html>

Cette recherche vise à étudier l'influence du contexte et du territoire et plus spécifiquement celle de la ruralité sur la trajectoire scolaire des filles issues des milieux ruraux. Elle a été conceptualisée grâce aux théories de la Reproduction, des recherches sur le genre et sur une étude long...

Meuret, D. (2019, septembre 25). **Compensatory Policies in Europe. Some lessons for Mexico ?** 7. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02327192>

Nguyen, T. D., Kramer, J. W., & Evans, B. J. (2019). **The Effects of Grant Aid on Student Persistence and Degree Attainment: A Systematic Review and Meta-Analysis of the Causal Evidence.** *Review of Educational Research*, 89(6), 831-874. <https://doi.org/10.3102/0034654319877156>

The provision of grant aid is important to students' postsecondary opportunities and success. It is well established that grant aid increases the probability of enrollment in postsecondary education. A slate of studies in recent years has extended this research to examine whether grant aid also has an impact on persistence and degree

attainment. This article presents a systematic review and meta-analysis of the best available evidence of the effect of grant aid on postsecondary persistence and degree attainment. The systematic review identifies and describes the landscape of the literature on grant aid programs and their effects on postsecondary success. A meta-analysis of 43 studies yielding 75 effect sizes estimates that grant aid increases the probability of student persistence and degree completion between 2 and 3 percentage points. When considering the dollar amount of aid, we estimate an additional \$1,000 of grant aid improves persistence and attainment by 1.5 to 2 percentage points. Suggestions for future research and implications for policy are discussed.

O'Day, J. A., & Smith, M. S. (2019). ***Opportunity for all: a framework for quality and equality in education***. Consulté à l'adresse <https://www.hepg.org/hepg-home/books/opportunity-for-all>

Drawing on decades of research, policy, and practice, Jennifer A. O'Day and Marshall S. Smith show how strategies for pursuing educational quality and equal outcomes for all students can be linked, presenting both an ambitious idea the future of American education and a comprehensive theory of change for enacting that vision. The authors argue that systemic causes require systemic solutions. Analyzing the failures of past efforts to address and remedy systemic inequality, O'Day and Smith maintain that our current standards-based policy framework needs to be connected to a continuous improvement approach to build on and scale up successes and to address gaps in outcomes. They emphasize the value of focusing on a small set of high-leverage issues that are particularly salient for underserved students, and they call for deeper coordination between schools and community-based organizations to mobilize a coherent response to in-school and out-of-school inequities. The authors outline a change strategy that incorporates a balance of pressure and support from three sources: government and administrative policy, professional accountability and networking, and collective engagement of parents and other stakeholders. The authors combine discussion of research with examples of promising practices and progress in school systems across the country, and offer opportunities for readers to begin and sustain improvement efforts.--

Perronnet, C. (2019). ***Filles et garçons face aux mathématiques à l'école primaire : le genre influence-t-il les apprentissages ?*** Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02320441>

Quelle idée saugrenue que de mettre en regard l'apprentissage des mathématiques et le sexe des élèves... Le calcul et la géométrie n'ont-ils pas rien à voir avec le fait d'être fille ou garçon ? Bref, quoi de plus neutre qu'un problème de maths ? Et pourtant... On observe depuis plus de 50 ans l'importance et la permanence des inégalités sexuées face aux mathématiques, tant du point de vue de la réussite que de celui de l'orientation. Alors qu'elles sont globalement meilleures à l'école, les filles réussissent toujours un peu moins bien que les garçons en maths et les femmes demeurent largement minoritaires dans les filières et les carrières liées à cette discipline : la proportion de mathématiciennes enseignantes et chercheuses à l'université stagne ainsi autour de 20 % depuis les années 1990. Comment comprendre ce déséquilibre sexué ? Faut-il considérer que le fait de se lancer et de réussir en mathématiques dépend de capacités innées, de compétences et de goûts que les filles auraient naturellement moins que les garçons ? L'objectif de cette conférence est de montrer

que cette « bosse des maths » n'existe pas, en apportant un éclairage sur les mécanismes sociaux qui aboutissent aux inégalités genrées. Pour cela, il s'agit d'abord de comprendre d'où viennent les inégalités devant l'apprentissage des mathématiques, en étudiant plusieurs hypothèses. On verra que ces inégalités ne s'expliquent ni par des différences cognitives, ni seulement par la simple question des performances ou par celle des attitudes et des goûts différenciés des filles et des garçons. L'analyse s'appuiera ensuite sur une enquête sociologique menée par observations et entretiens dans des écoles élémentaires pour montrer quels mécanismes concrets provoquent des situations d'échec et d'exclusion liés au genre en mathématiques. Cette étude de cas permettra enfin de réfléchir aux leviers qui favoriseraient la réussite de toutes et tous dans cette discipline.

Rayou, P. (2019). *L'origine sociale des élèves*. Consulté à l'adresse <https://www.editions-retz.com/pedagogie/domaines-transversaux/l-origine-sociale-des-eleves-9782725637778.html>

Cet ouvrage décortique les mythes et les réalités qui entourent la question de l'origine sociale des élèves. Dans la première partie, « L'école peut tout », les auteurs abordent les mythes du type : « L'école inclusive abolit les clivages sociaux », « Les parents collaborent, les enfants réussissent », « Exposer aux mêmes savoirs garantit l'égalité ». La seconde partie, « L'école n'y est pour rien », apporte des éclairages sur des mythes comme « L'école fréquentée fait toute la différence », « Les élèves de milieu populaire sont insensibles à la culture légitime », « Les héritages décident de tout ». Un ouvrage qui donne des clés pour comprendre les études scientifiques récentes et pour se former un avis éclairé.

Tieken, M. C., & Auldridge-Reveles, T. R. (2019). **Rethinking the School Closure Research: School Closure as Spatial Injustice**. *Review of Educational Research*, 89(6), 917-953. <https://doi.org/10.3102/0034654319877151>

Recent mass closings of schools have rocked cities across the United States. Though these urban closures—and widespread community protests—have made headlines, rural schools have also long experienced and opposed the closure of their schools. A large body of research examines these urban and rural closures from a variety of perspectives, including their economic motivations and policy implications. This review reexamines this literature, looking across context to show how school closure can produce spatial injustice. Advocates argue that closures further academic opportunity, efficiency, and equality. But our analysis shows that closures are unevenly distributed, disproportionately affecting places where poor communities and communities of color live, and they can bring negative effects, harming students and adults and reducing their access to an important educational and community institution. We conclude with recommendations for research and practice.

Climat de l'école

Baider, F. H. (2019). **Le discours de haine dissimulée : le mépris pour humilier**. *Deviance et Societe*, Vol. 43(3), 359-387.

Cet article explore les discours des publics engagés dans l'humiliation en ligne, utilisant notamment le mépris, émotion que nous suggérons être au cœur des discours de haine dissimulée. Nous travaillons sur des données grecques chypriotes, qui se limitent à des commentaires d'articles grand public postés sur des plateformes d'accès libre, et

focalisés sur l'immigration et la communauté non hétérosexuelle. Nous ancrions l'analyse de nos données dans une approche CADS (Computer Assisted Discourse Analysis) qui combine l'analyse critique de discours et la linguistique de corpus. Nous nous focalisons sur les tropes employés lors de commentaires négatifs, notamment la métaphore et l'ironie. Ces tropes permettent en effet à la fois d'humilier et de convaincre par leur pouvoir de catégorisation et présentent en particulier les êtres non-hétérosexuels et non-autochtones comme déviants socialement, sexuellement ou ontologiquement. Le mépris joue le rôle d'articulation argumentative dans cette recatégorisation puisque cette émotion se caractérise par le rejet de l'Autre dans une classe inférieure et par la construction du Soi dans une classe supérieure, opposition idéologique typique du processus d'aliénation sociale. Ce processus peut aboutir à la déshumanisation des individus ciblés par ces discours.

Bresson, M. (2019). **Le déploiement de programmes innovants d'amélioration du climat scolaire dans les EPLE** (Mémoire de Master, Université de Franche-Comté). Consulté à l'adresse <https://hal-univ-fcomte.archives-ouvertes.fr/hal-02324776>

Le Soutien au Comportement Positif (SCP) est une approche systémique qui induit une restructuration des pratiques éducatives. Il met notamment l'accent sur les accomplissements des élèves plutôt que sur leurs défaillances. S'il existe plusieurs études scientifiques outre-Atlantique concernant les effets du SCP, son implantation dans les établissements, sa perception par les personnels ou les parents, en France les recherches sur ces aspects restent à développer. L'objectif de ce travail consistait à questionner les freins et les leviers perçus au déploiement d'un tel programme dans les établissements scolaires français. Pour ce faire, des entretiens ont été menés auprès de professionnels de l'éducation issus d'écoles/collèges de l'académie de Besançon mettant en œuvre le SCP. Les analyses ont permis d'illustrer spécifiquement 24 facteurs connus comme influençant le déploiement d'innovations en éducation. Un facteur supplémentaire à ceux développés dans la littérature scientifique consultée a également émergé du discours des participants : la nécessité de penser l'articulation de l'innovation dans une continuité humaine, spatiale et temporelle. Les résultats présentés dans ce manuscrit permettent de mieux cerner les dimensions charnières à considérer pour le déploiement d'une approche telle que le SCP dans le contexte français. Ils offrent également des pistes d'actions et des points de vigilance auxquels être attentifs pour mettre en œuvre un tel projet.

Burns, T., & Gottschalk, F. (2019). **Educating 21st Century Children: Emotional Well-being in the Digital Age** (p. 284) [Text]. Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/educating-21st-century-children_b7f33425-en

What is the nature of childhood today? On a number of measures, modern children's lives have clearly improved thanks to better public safety and support for their physical and mental health. New technologies help children to learn, socialise and unwind, and older, better-educated parents are increasingly playing an active role in their children's education. At the same time, we are more connected than ever before, and many children have access to tablets and smartphones before they learn to walk and talk. Twenty-first century children are more likely to be only children, increasingly pushed to do more by "helicopter parents" who hover over their children to protect them from potential harm. In addition to limitless online opportunities, the omnipresent nature of the digital world brings new risks, like cyber-bullying, that follow children from the schoolyard into their homes. This report examines modern childhood, looking

specifically at the intersection between emotional well-being and new technologies. It explores how parenting and friendships have changed in the digital age. It examines children as digital citizens, and how best to take advantage of online opportunities while minimising the risks. The volume ends with a look at how to foster digital literacy and resilience, highlighting the role of partnerships, policy and protection.

Desfachelles, M., & Fortin, F. (2019). **Le sexting secondaire chez les adolescent·e·s. Origine et enjeux d'une source de cyberintimidation.** *Deviance et Societe*, Vol. 43(3), 329-357. <http://www.cairn.info/revue-deviance-et-societe-2019-3-page-329.htm?contenu=resume>

La pratique du sexting, contraction des mots « sex » et « texting », consiste à envoyer et échanger des contenus suggestifs ou sexuels. On parle de sexting secondaire lorsque le matériel est produit sans le consentement de la personne qui y figure et/ou rendu public et redistribué largement, donnant alors lieu à de la cyberintimidation. Bien que de nombreuses études se soient penchées sur cette pratique du sexting dit secondaire, celles-ci se sont souvent limitées à décrire ce phénomène sans tenter d'en distinguer les composantes. Le présent article a pour objectif de comprendre l'origine du phénomène du sexting et ses dérives ainsi que les enjeux de la réponse judiciaire qui y est associée. L'analyse de la littérature afférente a en effet permis de mettre en lumière trois éléments centraux de cette pratique : l'environnement virtuel et ses caractéristiques ; les caractéristiques des auteurs de sexting secondaire, des jeunes dont la maturité inachevée ne leur permet pas de saisir les conséquences de leur geste ; celles des victimes qui sexualisent leurs échanges et accordent une grande confiance tant à leur interlocuteur qu'aux outils utilisés pour envoyer du matériel. La réunion de ces trois éléments constitue ce que nous appelons une combinaison délétère, que l'appareil judiciaire a tenté de contrôler en utilisant une gamme de mesures allant de la décriminalisation à l'arrestation des victimes et des suspects.

Dilmaç, J. A., & Kocadal, Ö. (2019). **Prévenir le cyberharcèlement en France et au Royaume-Uni : une tâche impossible ?** *Deviance et Societe*, Vol. 43(3), 389-419. http://www.cairn.info/revue-deviance-et-societe-2019-3-page-389.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=DS_433

À travers une étude comparative entre les sites de prévention français et anglais, il s'agit dans cet article de comprendre comment le cyberharcèlement est appréhendé par les divers acteurs tant officiels que non officiels. Après avoir évoqué dans une première partie l'influence de Dan Olweus dans la conceptualisation de ce phénomène, une analyse des discours véhiculés par les sites préventifs en question est proposée : l'objectif est de voir en quels termes est décrite l'humiliation sur Internet en vue de sensibiliser les citoyens à de tels dangers. Enfin, une discussion des limites des mesures préconisées dans les deux contextes nationaux fait l'objet d'une troisième partie.

Heisig, K., & Zierow, L. (2019, août). **The Baby Year Parental Leave Reform in the GDR and Its Impact on Children's Long-Term Life Satisfaction.** Consulté à l'adresse <http://www.cesifo.org/en/publikationen/2019/working-paper/baby-year-parental-leave-reform-gdr-and-its-impact-childrens-long>

This article investigates the effects of an increase in paid parental leave — twelve months instead of six months — on children's long-term life satisfaction. The historical setting under study, namely the former German Democratic Republic (GDR), allows us

to circumvent problems of selection of women into the labor market and an insufficient or heterogeneous non-parental child care supply, which are issues many other studies on parental leave reforms face.

Jarraud, F. (2019, octobre 17). **Pascal Chazot et Anju Musafir : Une école centrée sur le bien-être**. Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/17102019Article637068953065309796.aspx>

Pascal Chazot et Anju Musafir, un français et une indienne, ont créé la Mahatma Gandhi International School en Inde, école qui, tout en respectant l'objectif d'un examen international pour ses élèves, a pour objectif de donner un autre visage à l'éducation, centré sur le bien-être individuel de chaque enfant et l'apprentissage par la diversité, cassant les codes de l'enseignement et les structures sociales indiennes. L'école met en oeuvre une pédagogie dynamique inspirée par Freinet, Piaget Vygotsky, Dewey, Krishnamurti, Sri Aurobindo et Gandhi. Recherche, training des enseignants et travail en classe constituent le tryptique interactif permanent de l'école. L'idée des fondateurs est de faire évoluer la société indienne grâce au mélange des castes et des ethnies, des origines culturelles, religieuses ou sociales: 25% des élèves viennent de milieux économiquement et socialement défavorisés et bénéficient de la gratuité (bourses complètes).

Jarraud, F. (s. d.). **Dialogue : Dépasser la violence**. Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/16102019Article637068087535968282.aspx>

« La violence à l'école a des causalités multiples... Mais au coeur de ces causalités demeure un point aveugle, soigneusement occulté par l'institution elle-même : la question de la violence intrinsèque de l'école. Elle est de deux sortes. La violence du fait de l'échec, de la sélection.. Mais aussi la violence liée à tout acte d'apprendre, si on veut bien considérer qu'apprendre c'est accepter de renoncer à ce qu'on croyait savoir ». Patrick Raymond ouvre un numéro de grande qualité de Dialogues(n°174) , la revue du GFEN. La revue donne longuement la parole à Eric Debarbieux, sans doute le meilleur spécialiste français de la violence scolaire. Il montre la vanité des plans nationaux quand les équipes sur place ne s'emparent pas du problème. Pascal Diard livre un beau texte sur la violence du « mérite » dans l'Education nationale. Comme d'habitude la revue donne la parole à des enseignants qui montrent comment gérer la violence et à quel point celle ci est liée aussi aux non dits de l'institution.

Jellab, A. (2019). **Parier sur la bienveillance à l'école. Enjeux pédagogiques et éducatifs pour la réussite et l'émancipation des élèves**. *Trema*, (52). Consulté à l'adresse <https://hal-inshea.archives-ouvertes.fr/hal-02335687v1/document>

La bienveillance à l'école s'est invitée ces dernières années dans les débats éducatifs et pédagogiques et ce, au moment où l'on réalise que non seulement le système scolaire français ne corrige pas les inégalités sociales de réussite mais aussi, il les renforce. Dans un contexte d'exacerbation de la compétition scolaire conjuguée à l'essor de nouvelles vulnérabilités, la bienveillance comme posture professionnelle et comme manière d'agir auprès des élèves peut participer judicieusement à la démocratisation scolaire à la condition de ne pas la séparer de l'exigence. Celle-ci suppose que les enseignants sont bien au fait de ce que l'école doit aux élèves et

notamment aux plus en difficulté d'entre eux, de leur rapport au savoir et de l'évaluation des apprentissages. La bienveillance doit alors être une thématique commune, et constituer le dénominateur commun d'une culture professionnelle partagée.

Macilotti, G. (2019). **Violence et humiliation à l'ère numérique : une étude en milieu scolaire**. *Deviance et Societe*, Vol. 43(3), 299-328. <http://www.cairn.info/revue-deviance-et-societe-2019-3-page-299.htm>

Cet article propose une analyse de l'agression et de l'humiliation en ligne à travers le prisme du concept de « cyberviolence ». Ces phénomènes seront examinés à partir des résultats d'une enquête par questionnaire menée auprès d'un échantillon de 900 élèves âgés de 9 à 17 ans et scolarisés dans un département du sud-ouest de la France. Il sera question d'analyser la nature et les caractéristiques de la cyberviolence en se focalisant tant sur les actes considérés comme humiliants et dégradants par les interviewés que sur leur lien avec les formes de violence plus « traditionnelles ». L'article souligne l'importance d'étudier les interactions entre expériences en ligne et hors ligne afin de comprendre les formes de violence à l'ère numérique.

Márquez-Padilla, F., Pérez-Arce, F., & Rodríguez-Castelán, C. (2019). **Moving to Safety and Staying in School: The Effects of Violence on Enrollment Decisions in Mexico**. *Review of Development Economics*, 23(4), 1624-1658. <https://doi.org/10.1111/rode.12625>

There is a vast literature documenting negative impacts of crime on human capital accumulation, which has focused on large-scale armed conflicts affecting both individuals and infrastructure. However, there is much less evidence in contexts where violence is not accompanied by the destruction of infrastructure. To fill this gap, this paper studies the effects of Mexico's War on Drugs (WoD) on individuals' schooling decisions. Our results show only small effects of violence on total enrollment of children and young adults, in contrast to recent studies which find significant negative effects for some specific age-by-gender groups. Our analysis, which aims to assess the overall impacts of the WoD on enrollment decisions and takes advantage of various rounds of administrative data, the population census, and labor force surveys, shows that many families responded to the increase in violence by migrating to less affected municipalities. However, we find that their education decisions have been quite robust as greater violence did not affect their probability of being enrolled in school. In the long term, however, it is still possible that the increase in violence affects human capital accumulation through indirect effects arising in skill acquisition in early childhood and other stages.

Worley, J., & Roshell, L. (2019). **Building, maintaining, and repairing classroom relationships: this room of earth and sky**. Consulté à l'adresse <https://www.peterlang.com/view/title/70325?format=EPDF>

« Now, more than ever, students need our support. To meet their needs, we try to influence our students to break from the mainstream by inspecting their experiences, and therefore expressing their own values. This endeavor will lead to making choices that are best for them and others. An important pillar to our teaching philosophies is supporting our students in both relating and connecting to society, to have hope and joy for meeting the day full on. We believe in allowing students the opportunity to reveal their life histories, experiences, perspectives, and expectations while themed with

the curriculum in our classes. This process will naturally build inter-subjectivity. A higher instance of inter-subjectivity will lead to meaningful relationships and higher achievement. In turn, this will lead to stronger social relatedness and connectedness. This book's purpose is simple: to quickly build classroom relationships in a metaphorical, colorful, and creative way. We try to accomplish this goal by theming our curriculum with phenomenology, experience, and values clarification (PEVC) strategies. We have written this book for all teachers and schools, PK-12 to higher education. The importance of building, maintaining, and repairing relationships is constant. It never lets up. In our work place, we have dealt with the insufferable, the unbearable. We can either give up or seek a solution. We choose to continue crafting and mending relationships. To meet the needs of a variety of educators and leaders, this book is set up in concrete, sequential, and linear fashion. It is arranged to be browsed for quick reference for the teachers who are busy and need relationship building strategies, fast »

Évaluation des dispositifs d'éducation-formation

Atteberry, A., Bassok, D., & Wong, V. C. (2019). **The Effects of Full-Day Prekindergarten: Experimental Evidence of Impacts on Children's School Readiness.** *Educational Evaluation and Policy Analysis*, 41(4), 537-562. <https://doi.org/10.3102/0162373719872197>
This study is a randomized control trial of full- versus half-day prekindergarten (pre-K) in a school district near Denver, Colorado. Four-year-old children were randomly assigned an offer of half-day (4 days/week) or full-day (5 days/week) pre-K that increased class time by 600 hours. The full-day pre-K offer produced substantial, positive effects on children's receptive vocabulary skills (0.275 standard deviations) by the end of pre-K. Among children enrolled in district schools, full-day participants also outperformed their peers on teacher-reported measures of cognition, literacy, math, physical, and socioemotional development. At kindergarten entry, children offered full day still outperformed peers on a widely used measure of basic literacy. The study provides the first rigorous evidence on the impact of full-day preschool on children's school readiness skills.

Hernández, A. S. (2018). **Modélisation d'un dispositif de prévention du décrochage : approche comparée des contextes d'enseignement supérieur en France et en Colombie.** Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02317769>
Cette recherche s'intéresse au modèle du dispositif, pour ce faire nous analyserons le cas de la prévention du décrochage dans l'enseignement supérieur en France et en Colombie. Nous faisons une étude comparative entre les deux pays, afin de couvrir l'ensemble du processus de prévention du décrochage dans le contexte universitaire. Nous nous intéressons donc au processus de prévention du décrochage qui va à partir des lois politiques éducatives qui l'impulsent jusqu'à sa mise en œuvre dans le quotidien des acteurs qui intègrent le dispositif. Le décrochage dans le cadre éducatif est un processus conduisant à un étudiant à se délier du système de formation jusqu'à l'abandonner avant d'avoir un diplôme. Les besoins et les nécessités dans le fonctionnement des universités privées et publiques sont de plus en plus évidents. Plusieurs sortes de dispositifs ont été élaborées pour aider les étudiants dans leur parcours universitaire. Notre modèle du dispositif est applicable à nos éléments empiriques. Nous visons l'élaboration d'un modèle du dispositif heuristique qui peut être aussi un outil utilisable pour connaître différents phénomènes sociaux.

Saavedra, J. E., Näslund-Hadley, E., & Alfonso, M. (2019). **Remedial Inquiry-Based Science Education: Experimental Evidence From Peru.** *Educational Evaluation and Policy Analysis*, 41(4), 483-509. <https://doi.org/10.3102/0162373719867081>

We present results from the first randomized experiment of a remedial inquiry-based science education program for low-performing elementary students in a developing country. Among third-grade students in 48 low-income public elementary schools in Metropolitan Lima who score in the bottom 50% of their school baseline science distribution, half are randomly assigned to receive remedial inquiry-based science education in after-school sessions, and the remaining half to business as usual control conditions. Assignment to treatment increased endline science achievement by 3 percentiles (0.12 SD) with greater gains for students who attended at least one remedial session, and a concentration of gains among boys. We cannot reject the null hypothesis of no indirect science achievement gains among nonparticipants.

Formation continue

Abonneau, D. (s. d.). **Redéfinir l'approche de la formation dans les entreprises artisanales.** *Education Permanente*, (220-221). Consulté à l'adresse [http://www.education-](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)

[permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)
Les entreprises artisanales forment peu leurs salariés, particulièrement dans le BTP. A en croire de nombreux auteurs, cette distance « naturelle » serait liée au profil de leurs dirigeants ou à l'effet de taille. Pourtant le rapport qu'entretiennent les très petites entreprises (TPE) à la formation continue est moins homogène qu'il n'y paraît. A partir du témoignage de dirigeants dans le cadre de l'étude conduite par l'OPCA Constructys, quatre familles de TPE ont été identifiées: réticentes, convaincues, exploratrices et stratégiques, habituées. Au-delà d'un simple état des lieux, cette consultation tend à accréditer l'hypothèse selon laquelle le comportement de formation des entreprises artisanales pourrait être amené à évoluer rapidement.

Albarelo, L., & Salmon, A. (s. d.). **La formation des adultes: entre accélération et résonance.** *Education Permanente*, (220-221). Consulté à l'adresse [http://www.education-](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)

[permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)
Dans la société accélérée, la formation continuée des adultes s'est fortement développée en remplissant deux fonctions essentielles: répondre aux besoins économiques de la société; permettre aux personnes qui n'en n'avaient pas eu la possibilité de poursuivre un cycle d'étude. Dans la modernité avancée, ces deux fonctions ont été maintenues, mais une nouvelle dimension s'y est adjointe, celle de l'aspiration à la résonance. C'est à travers ces référents théoriques d'accélération, de modernité et de résonance que la formation des adultes est ici analysée.

Ardouin, T. (s. d.). **La formation demain, un bien commun.** *Education Permanente*, (220-221). Consulté à l'adresse [http://www.education-](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)
[permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)
Interroger la « formation demain » invite à repérer les tendances du champ pour les situer dans un cadre plus large. L'article étudie les tendances perçues. L'auteur analyse

plus spécifiquement les tensions pour deux d'entre elles : la multimodalité de la formation et l'approche par blocs de compétences, au regard des apprenants, des formateurs, des entreprises et de l'environnement. Il interroge la formation demain au regard du droit à l'éducation et pose les finalités de la formation entre bien collectif, bien privé et bien individuel.

Bagorski, R. (s. d.). **Formation professionnelle pour adultes : Big Bang à tous les étages.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
La loi « pour la liberté de choisir son avenir professionnel » bouleverse le système de formation et l'organisation de l'apprentissage, en accentuant l'individualisation et l'objectif de professionnalisation. En faisant de l'employeur et des branches professionnelles les décideurs in fine, en faisant de la gestion par les compétences l'alpha et l'oméga du système, on peut craindre que le libre choix qu'elle prétend offrir au salarié ne soit qu'un vain mot. Le resserrement de la formation autour de seules préoccupations économiques préempte l'avenir de l'éducation permanente

Balcou-Debussche, M. (s. d.). **Penser la formation à partir d'une recherche-intervention.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
En prenant appui sur les apports des sciences de la santé et des sciences humaines et sociales, l'article propose un retour réflexif sur les recherches en littérature en santé depuis deux décennies, dans des contextes pluriels. Centré sur une réduction des inégalités d'accès aux savoirs en santé, le dispositif « nids d'apprentissage en contexte ordinaire » nourrit le débat scientifique et sociétal en questionnant la façon dont sont développées, en France et à l'étranger, les recherches-interventions à visée de transformation sociale.

Barbier, J.-M. (2019). **Pour une archéologie des cultures de conception de la formation.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
A partir d'une analyse des thématiques abordées par Education permanente depuis sa création, l'auteur propose une « archéologie » des modes de conception des actions de et en formation, qu'il inscrit dans une évolution plus globale de la conception des rapports entre construction et mobilisation des sujets sociaux. Trois modes, à la fois coprésents et d'émergence successive, sont ainsi distingués : se construire pour être mobilisable ; se construire en se mobilisant ; se mobiliser pour se construire. Ces trois modes d'articulation peuvent être reconnus, bien au-delà de la formation des adultes, dans tous les métiers d'aide à autrui.

Beauvois, C. (2019). **Accompagner les transitions en mobilisant l'approche par les compétences pour garantir la liberté de choisir son avenir professionnel.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
L'accompagnement des transitions est le parent pauvre des discours actuels qui ne parlent plus que d'approche par les « compétences », soupçonnée d'être une modalité supplémentaire de la responsabilisation des seuls actifs contraints de s'adapter à un marché de l'emploi en évolution accélérée. Si ce risque existe, l'approche compétences ne mérite pourtant pas d'être ainsi caricaturée. Outre le fait

qu'elle ne pourra être mise en œuvre que si les acteurs institutionnels parviennent à se coordonner, elle est un vrai levier d'émancipation qui doit être accompagné en tant que tel, en s'appuyant sur une politique active de certification, d'identification des compétences transversales et de qualification de l'expérience

Bégin, M. S. (2019). **Qui sont les nouveaux arrivants ? Portrait d'une diversité à prendre en compte en éducation des adultes** (p. 47). Consulté à l'adresse Conseil supérieur de l'éducation website:

<https://www.cse.gouv.qc.ca/fichiers/documents/publications/EtudesRecherches/50-2105.pdf>

Cette publication contribue, avec d'autres documents de recherche, à l'établissement d'un état de situation portant sur contribution de l'éducation des adultes et de la formation continue à l'inclusion des personnes réfugiées et immigrantes. Ce dernier permettra de tirer des constats et de formuler des recommandations de nature à améliorer les interventions éducatives soutenant l'inclusion des adultes immigrants et de leurs familles au Québec. Ce document est construit à partir d'un ensemble restreint de sources et n'a pas un caractère exhaustif. Le portrait qu'il présente est appelé à évoluer et à s'enrichir dans la suite des travaux. L'objectif de cette publication est de mettre en lumière une partie de la diversité qui habite l'immigration permanente et qui se cache derrière le terme « immigrants ». Elle permet aussi de soulever quelques enjeux éducatifs qui émanent de l'analyse des données utilisées et de quelques rapports de recherche. À ce sujet, il est à noter qu'il ne cherche pas à dresser un portrait de l'offre éducative qui soutient l'inclusion des personnes immigrantes, mais bien de signaler, à partir d'un portrait de ces personnes, des interventions éducatives qui pourraient répondre à certains besoins.

Bergère, J.-M. (2019.). **Pour un retour au travail des personnes privées d'emploi : le projet Territoires zéro chômeur**. *Education Permanente*, (220-221). Consulté à l'adresse [http://www.education-](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)

[permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831)
Une expérimentation visant zéro chômeur sur dix territoires est en cours. Elle exclut les habituelles incantations pour un retour de la croissance, ne comporte aucune menace censée stimuler une motivation que l'on soupçonne être déficiente, ni d'injonction à se former. On y parle non plus de chômeur ni de demandeur d'emploi, mais de personne privée d'emploi, et on affirme que celle-ci, quelle que soit sa qualification, ne peut être tenue pour responsable du chômage. L'expérimentation Territoire zéro chômeur de longue durée, fondée sur une autre manière d'envisager le retour au travail pour les personnes privées d'emploi, souhaite aujourd'hui essayer.

CEDEFOP. (2019). **Creating lawful opportunities for adult refugee labour market mobility** (p. 92). Consulté à l'adresse Publications Office of the European Union website: https://www.cedefop.europa.eu/files/4178_en.pdf

The conceptual framework presented in this report sketches the potential, the key elements and main issues to be addressed in creating such opportunities through a skills-based complementary pathway to protection. The central element of a skills-based pathway is matching refugees' skills and qualifications and labour market needs in a potential receiving country that offers adult refugees a clear perspective of employment with a clear route to self-reliance.

CEDEFOP. (2019b). **Not just new jobs: Digital innovation supports careers.** *Briefing Note*, (9143). Consulté à l'adresse <https://www.cedefop.europa.eu/en/publications-and-resources/publications/9143>

Thanks to innovative tools, greater data availability and artificial intelligence, new approaches to career development support and self-directed learning are transforming lifelong learning. Cedefop has been looking into European countries' most recent practices in this field and has analysed the promises and challenges they hold. Read more in our latest briefing note.

Cifali, M. (2019). **Préserver se conjugue, même au futur.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Pour réfléchir au futur, l'auteure s'en tient à l'aspect de la formation se fondant sur la rencontre entre un professionnel et des personnes en quête d'un développement, d'une place, d'un savoir. Elle envisage les dimensions vers lesquelles va son inquiétude actuelle : souci de la relation, d'un soi en rapport à un autre tenu comme un sujet ; soin d'une rencontre, d'un accompagnement, d'une temporalité nécessaire pour penser et réfléchir ; maintien d'une sensibilité et d'une qualité. Plutôt que de projeter, elle sauvegarde ce qui aurait à perdurer tout en se transformant. C'est le verbe préserver que l'auteure conjugue. Avec une double question : peut-on prévenir certaines évolutions que l'on juge destructrices d'un humain ? Comment une formation des adultes pourrait-elle apporter sa contribution ?

Debruyne, P. (2019). **De quoi le CPF de transition professionnelle est-il le nom ?** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Dans la nouvelle loi sur la formation, le CPF de transition professionnelle a pris la suite du CIF. Les partenaires sociaux l'ont porté pour sécuriser les reconversions professionnelles, mais aussi dans une visée plus stratégique. C'est à une démarche d'hybridation de la VAE avec le parcours pédagogique qu'ils invitent l'ensemble des parties prenantes, pour mettre effectivement l'apprenant au centre de leurs pratiques. A partir de l'exemple du CPF T et de ses conséquences sociales, pédagogiques et financières, cet article met au jour la face cachée du travail réalisé par les partenaires sociaux – ici la CFDT – pour, reprenant les enseignements de Bertrand Schwartz, « moderniser sans exclure ».

Duclos, L. (2019). **Mises en situation en milieu professionnel : mode d'emploi.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Les périodes de mise en situation en milieu professionnel sont ouvertes à toute personne faisant l'objet d'un accompagnement. En dépit d'une détermination réglementaire détaillée, elles ne constituent pas en elles-mêmes leur propre mode d'emploi. Il est nécessaire, à cet égard, de clarifier les stratégies de mobilisation qui permettent de faire de cet outil un générateur d'opportunités pour les publics réputés éloignés de l'emploi, l'instrument par excellence de « l'expérience accompagnée », comme un support aux démarches visant à infléchir les comportements d'embauche des entreprises. De ce point de vue, le « bon usage » des PMSMP peut accroître le pouvoir de valorisation des intermédiaires du marché du travail.

Eneau, J. (2019). **Quelles perspectives pour l'autoformation ?** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Devant les injonctions plus que jamais présentes à « se former soi-même », et en prenant appui sur les fondements humanistes qui l'ont construite il y a plus de cinquante ans, l'autoformation reste, comme l'idée même d'éducation permanente, d'une étonnante actualité. Encore faudrait-il ne pas considérer l'autoformation comme une simple injonction à se « débrouiller seul », tout comme l'idée de « se former tout au long de la vie » ne saurait être asservie à une stricte production des compétences. Toutes deux visent un même horizon : un projet de société tout autant qu'un projet pour chacun.

Faulx, D. (2019). **Kurt Lewin, un penseur d'hier pour la formation de demain.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
L'enjeu de cet article est de questionner de quelle manière les théories, les concepts et les pratiques de Kurt Lewin peuvent être appliqués à la conduite du changement et à l'apprentissage. Dans le cadre d'un partenariat entre une organisation orientée vers des pratiques agricoles plus respectueuses de l'homme et de l'environnement et un service universitaire, l'auteur montre quelle conceptualisation des pratiques et quelles propositions ont résulté du croisement de l'expérience de terrain et des théories de Lewin, le tout au service de la formation d'aujourd'hui et de demain.

Filliettaz, L. (2019). **La compétence interactionnelle : un instrument de développement pour penser la formation des adultes.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Dans un contexte caractérisé par le recours croissant au langage et le renforcement des activités de services, les adultes font face à des exigences accrues en matière de conduite des interactions verbales et non verbales avec des « usagers ». Ces exigences ne laissent pas intact le champ de la formation. L'article thématise quelques-unes de ces mutations et leurs effets sur les apprentissages et la formation. L'auteur définit le concept de « compétence interactionnelle » pour cerner les exigences pratiques auxquelles les individus font face lorsqu'ils doivent ajuster leur engagement dans l'action à celui d'autres individus.

Former demain (Dossier). (2019). *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Foschia, O. (2019). **A contrepied de l'employabilité : insérer pour former.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Les stratégies d'insertion professionnelle de l'association Transfer en direction des publics en situation précaire interrogent le fonctionnement du marché du travail et de ses intermédiaires autant qu'elles ouvrent la « boîte noire » de l'entreprise et de son organisation. Prenant distance avec la notion d'employabilité et les normes de jugement qui en découlent, la démarche précise sa cible d'intervention : le milieu de travail, les conditions par lesquelles on y accède et s'y maintient. En replaçant l'analyse

du travail et de ses conditions d'exercice au cœur des transactions, elle rappelle le caractère situé des compétences et alerte sur la tentation de les évaluer ex nihilo.

Frétigné, C. (2019). **Les métiers de la formation... demain.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Pour traiter de manière prospective ce que pourraient être les métiers de la formation à moyen terme, l'auteur adopte la méthode régressive-progressive d'Henri Lefebvre. Partant du présent, il s'agit de retrouver dans le passé ses conditions de survenue pour ensuite tirer quelques fils en direction du futur. A présent, les métiers de la formation sont caractérisés par une forte segmentation de l'espace professionnel. Leur passé a été l'occasion d'un débat entre acceptation ou refus de la professionnalisation. Leur futur se dessine sous le jour d'inflexions plus que de révolutions, l'introduction du numérique ne changeant pas du tout au tout ce que former des adultes veut dire.

Gabriel, P., Avenel, C., & Perez, S. (2019). **Understanding sport teacher's relationship to continuous professional training: the case of french judo educators.** Consulté à l'adresse <https://hal.umontpellier.fr/hal-02336536>

This communication presents some results of a research project that examines associative sport teachers' perspectives about continuous professional training in the context of Judo local sport clubs and community organisations. The theoretical framework of this study is praxeological (Ardoino, 1980; Lhotellier & St-Arnaud, 1994). It is based on works that focus on the teaching profession and which lead to consider that difficulties are at the centre of the teaching work (Hélou & Lantheaume, 2008) with a satisfaction encountered directly related to the perspectives of perseverance and commitment in the occupation (Kamanzi, Tardif, & Lessard, 2015). Research also highlights the particularities of working in the sports sector. First, professional training in this context possesses its own specificities. As quoted by Cushion & alli. (2003), research demonstrated that for coaches, the primary sources of knowledge is (personal) experience and the observation of other coaches. For Monfette, Grenier, & Gosselin (2015), internships are particular moments of training which constitute decisive experiences in physical education teacher professional career. Secondly, the working environment also has a particular identity. The management rules and the profession practice conditions are mentioned in particular when it comes to the difficulty of recruiting sports educators. Marsault & alli. (2016) indicate for instance, that out of 21,612 recruitments reported in 2014, 43% were deemed difficult by the employer (versus 35.7% on average): the interweaving of work and leisure time is a major constraint that employees take into account according to their personal dispositions, and also of contextual factors. De facto, personal dispositions are another key particularity. Thus, in an environment where volunteering dominates, to exist professionally proves problematic. Falcoz & Walter (2009) show that one of the blurring of the boundaries between voluntary work and paid work is a key figure of working in a sports club. The imperative of the « gift » is essential to all, even if, as in France, educators are recruited on the basis of skills qualified by the possession of the adequate certificate. Slimani (2014) analyses what he terms an « economy of passion » to reflect the place of social and emotional conditions in equestrian-sports clubs' professional training and employment. In the world of tennis, Chifflet & Rundstadler (2002) prove as for them, that tennis instructors present different roles depending on where they are in the club spaces, their behaviours allowing them to reply to associative, federalism and

professional purposes. The existing literature on martial arts is in line with the characteristics of the teaching profession described above. For instance, Julhe & Haschar-Noé (2010) shed light on the way an initial investment in a serious hobby is linked to access to a profession perceived in terms of vocation. Data enabled them to obtain concrete information about access and exercise of the profession, testifying notably of the necessity to mobilize social resources and to look beyond the technical mastering of their activity. In that respect Julhe and Haschar-Noé precise that job stabilization require to built upon skills acquired during sport socialisation and self-taught skills, as the professional salaried or independent worker must become self-employed entrepreneur. The authors of the current presentation have realized a two years research project aimed at understanding key characteristics of Judo teachers' identity and relation to the professional activity in the context of societal changes. The analyses under publications have suggested interest for further developments focussing on continuous training. The resulting research objective is to provide valuable information to put into perspective the professional development and learning of Judo educators. The research questions raised relate to a better understanding of teachers' needs and expectations relating to continuous training activities taking into account personal characteristics and working environment.

Methodology, Methods, Research Instruments or Sources Used

The methodology is based on the premise that teachers' views on these issues are important for a number of reasons. As noted by Murray (2011), it is democratically legitimate to consult the main stakeholders of the activity, and at the same time to benefit from a particularly informed analysis of these issues (Lhotellier & St-Arnaud, 1994). 665 Judo teachers from 20 to over 66 from France were questioned through an online survey of country-level. The survey consists of a questionnaire built upon a previous phase of the research. The 188 items deal with the features of teaching activity (including status, income, perception of the activity in connection with social and family life, etc.), context of activity (including area, duration of practice, size of the community, etc.), personal training (including perception of the level of preparation, of training opportunities and of difficulties to accomplish the tasks, etc.) and personal information (ie. gender, familial status, etc.). The French Federation of Judo and Associated Disciplines (FFJDA) has advertised the survey to its teaching members. The questionnaire which was presented as a joint project involving the FFDJA and the research laboratory has been made available online for 2 months (from September to November 2018). Conclusions, Expected Outcomes or Findings

Data analysis is still in process. Teacher's comments about initial and continuous training are analysed in the light of their personal characteristics and of the features of their activity. The first observations would suggest a mixed perception of readiness to the activity and the degree of satisfaction regarding this preparation. For instance, half of the respondents thought they were « rather » well prepared to practice teaching (51%), almost 40 « quite » and less than 6% « not really ». The level readiness appears to vary with categories of needs. Elsewhere, teachers tend to consider themselves to be « rather » well-trained (respectively 54%, 47% and 51%, Khi2 very significant) whatever is the broad context of exercise (ie. rural, urban or peri-urban area). The observation of the level of satisfaction of the practitioners would be consistent with Tardif results (ibid.): the more teachers are satisfied with their teaching activity, the more they think they are « quite » well prepared for the job. The data would also provide better understanding of the relationship to continuing education and its follow-up taking into consideration personal characteristics and contexts of exercise taking into consideration the institutional environment (club, association, local community, school, university) or the hourly

volume of number of weekly hours of practice. Ultimately, this study opens ways towards a better connection between the practitioners and the continuous training offer: a more detailed and progressive adaptation of this offer in accordance with the particularities of the practitioners or a better information and communication to promote the current possibilities of training proposed by the stakeholders. It would also be interesting to discuss about the variables and the mechanisms implemented to support professional development, in a perspective of international comparison, by comparing our work with those that could be produced in countries. Such developments could provide theoretical and methodological intellectual enrichment.

Gros, L. L. (2019). **La grande école comme trait d'union dans le parcours de reconversion professionnelle des élites managériales**. Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-02335348>

Guérin, J. (2019). **Former les enseignants chercheurs à enseigner: une situation privilégiée pour penser l'université de demain**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Au moment où l'université organise de nouveaux cursus pour répondre aux besoins particuliers des étudiants, cet article examine la question de la formation des enseignants-chercheurs et de ses évolutions prévisibles. L'obligation légale de se former est envisagée comme une opportunité pour construire et penser la formation de demain. L'auteur expose une démarche de conception d'ateliers coopératifs pluriprofessionnels s'inscrivant dans un programme de recherche à visée pragmatique en sciences de l'éducation et de la formation. L'objectif est de faire des ateliers des espaces potentiels de développement, d'émancipation et de construction d'une culture d'action, où l'apprentissage est pensé comme le produit d'une activité conjointe.

Guézou, P., & Masingue, B. (2019). **Formation: que nous est-il permis d'espérer?** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

La loi « pour la liberté de choisir son avenir professionnel » bouleverse le système de formation et l'organisation de l'apprentissage, en accentuant l'individualisation et l'objectif de professionnalisation. En faisant de l'employeur et des branches professionnelles les décideurs in fine, en faisant de la gestion par les compétences l'alpha et l'oméga du système, on peut craindre que le libre choix qu'elle prétend offrir au salarié ne soit qu'un vain mot. Le resserrement de la formation autour de seules préoccupations économiques préempte l'avenir de l'éducation permanente.

Hake, B. J. (2019-a). **L'agir évaluatif entre ses deux pôles**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Ce texte reprend l'essentiel de la conférence prononcée par Yves Schwartz au 31e colloque de l'ADMEE-Europe: « Entre normalisation, contrôle et développement formatif: évaluations sources de synergies? », Lausanne 8-10 janvier 2019.

Hake, B. J. (2019-b). **L'éducation permanente et le Conseil de l'Europe: le rôle oublié des réseaux français**. *Education Permanente*, (220-221). Consulté à l'adresse

http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
L'article s'intéresse aux salariés brésiliens confrontés à l'invisibilité croissante de leur travail. L'auteure a recueilli le récit de leurs difficultés et de leurs stratégies, dans un contexte de tertiarisation, d'innovation technologique, de place croissante donnée au numérique. Son analyse met en évidence un écart paradoxal entre l'importance des compétences langagières, en particulier à l'écrit, et celle de l'expérience des salariés, et un affaiblissement de la politique de formation des jeunes et des adultes.

Marcel, J.-F., Aussel, L., & Broussal, D. (2019). **Penser la formation à partir d'une recherche-intervention**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Cette recherche-intervention vise à outiller des moniteurs d'atelier en établissement de service d'aide par le travail face aux difficultés liées aux évolutions et aux transformations de leur travail. Elle se prolonge par la conception d'une formation destinée à l'ensemble des moniteurs de l'institution, formation fortement ancrée dans l'étape initiale. Au travers de l'analyse de cette démarche, l'article interroge l'articulation entre recherche et formation, et propose la mobilisation d'un troisième terme (l'intervention), triptyque sous-tendu par la participation.

Moreira Cunha, D. (2019). **Travail et littératie : des questions en suspens**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
L'article s'intéresse aux salariés brésiliens confrontés à l'invisibilité croissante de leur travail. L'auteure a recueilli le récit de leurs difficultés et de leurs stratégies, dans un contexte de tertiarisation, d'innovation technologique, de place croissante donnée au numérique. Son analyse met en évidence un écart paradoxal entre l'importance des compétences langagières, en particulier à l'écrit, et celle de l'expérience des salariés, et un affaiblissement de la politique de formation des jeunes et des adultes.

Mottier Lopiez, L. (2019). **Penser l'évaluation des apprentissages comme une activité polysituée**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
L'article expose des éléments de réflexion sur l'évaluation polysituée des apprentissages telle qu'elle est inscrite dans des espaces socio-institutionnels et évaluatifs. Deux axes sont susceptibles d'engager une problématisation renouvelée de l'évaluation. Le premier concerne la relation référents-référés-contextes, afin d'appréhender l'activité de référentialisation au cœur de l'évaluation. Le deuxième discute la poly-contextualité de l'évaluation. Des exemples concrets sont exposés issus d'un partenariat avec un espace de formation d'employés de commerce.

Piot, T. (2019). **Former demain aux métiers de services adressés à autrui**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Le secteur des services adressés à autrui a connu des mutations radicales, passant de la sphère domestique à celle des métiers professionnalisés, sous la houlette de l'Etat (diplômes, référentiels de compétences et d'activités...). Pour former à ces métiers,

plusieurs défis sont à relever qui comportent des risques et des opportunités : un monde numérique et connecté, une population vieillissante, des clivages économiques, une société inégalitaire. Les services adressés à autrui auront à prendre en compte une fracture silencieuse qui ne pourra être réduite qu'en privilégiant, dès la formation, une approche humaniste plaçant les usagers au centre des dispositifs qui leur sont adressés.

Plenchette, M. (2019). **Des pratiques participatives en situation de travail aux effets transformateurs dans l'apprentissage du métier de formateur des professionnels de santé** (Thèse en sciences de l'éducation, Conservatoire national des arts et métiers). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02319083>

Cette recherche porte sur le processus de transformation des cadres de l'expérience (Goffman E., 1991) issue des pratiques participatives en situation de travail et ses effets sur l'apprentissage du métier de formateur des professionnels de santé. Les pratiques participatives des professionnels sont mises en objet par le choix d'une focale inscrite dans le courant de la microsociologie. L'observation des situations de travail s'est déroulée sur quatre années, par l'enregistrement de situations de travail in situ effectuées par les formateurs eux-mêmes, suivi d'entretiens de groupe et d'entretiens individuels semi-directifs. Nos référents théoriques sont issus du champ de l'apprentissage en situation de travail avec la notion de pratiques participatives (Billett S., 2016), de la théorie des communautés de pratique (Wenger E., 2005) et l'analyse des interactions avec les travaux de Goffman sur les rites de l'interaction (1974) et les cadres de l'expérience (1991). Notre hypothèse centrale consiste à penser que l'apprentissage du métier de formateur par le biais des pratiques participatives des acteurs en situation de travail suppose des processus de transformation des cadres de l'expérience. Les résultats montrent qu'un processus que nous nommons dynamique des cadres enchâssés produit une modification des positionnements professionnels des acteurs. La perception de leur environnement d'apprentissage change et leurs pratiques professionnelles se transforment.

Ria, L., & Gaudin, C. (2019). **Enseigner autrement à l'université : vers une nouvelle culture de la formation ?** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Cet article propose d'examiner les bases d'une manière de faire de la recherche en formation des adultes qui relève d'une approche micrologique de l'expérience. Il s'agit non pas de présenter une nouvelle méthode de recherche à proprement parler, ni de définir un nouveau concept scientifique, mais d'aborder les fondements d'un postulat à la fois épistémologique, théorique et méthodologique, orienté vers l'étude des transformations minuscules et des processus infinitésimaux peu observés ou auxquels il n'est pas accordé suffisamment d'importance et qui, pourtant, participent à la formation du sujet.

Santelmann, P. (2019). **La formation des adultes : fin d'un système ou fin d'un mythe ?** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

L'institutionnalisation multiforme de la formation professionnelle a altéré l'ensemble des processus collectifs et individuels d'apprentissage. La place donnée à la régulation administrative a eu comme conséquence une dévaluation des dynamiques formatives

issues de la société civile, des communautés professionnelles ou des syndicats. Les réformes successives ont fragmenté la formation continue en termes de finalités, malgré un budget imposant qui s'avère être une addition de financements divers, plus proche du trompe-l'œil que d'une politique vertébrée et ambitieuse. L'enjeu écologique et la nécessité de combiner innovations technologiques et innovations sociales supposent une réappropriation, au sein du système productif, des enjeux du développement des savoirs et des compétences, dont la reconnaissance des actions de formation en situation de travail est un signal prometteur.

Schildknecht, G., & Régnard, C. (2019). **Le Conservatoire national des arts et métiers accompagne les «seniors» dans leur maintien dans l'emploi.** Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-02321339>

Le 25 avril 2019, le président de la République a évoqué l'instauration de mesures spécifiques afin d'inciter l'ensemble de la population à travailler plus longtemps. Un peu plus tard dans l'année, le 02 juillet 2019, la ministre du travail, lors de son audition sur la réforme de l'assurance-chômage par la commission des affaires sociales de l'Assemblée nationale, annonce l'ouverture prochaine d'une concertation avec les partenaires sociaux pour que plus de «seniors» puissent travailler. Dans ce contexte, comment le Conservatoire national des arts et métiers peut-il accompagner les «seniors» dans leur maintien dans l'emploi ?

Tchamyou, V. S., Asongu, S. A., & Odhiambo, N. M. (2019). **The Role of ICT in Modulating the Effect of Education and Lifelong Learning on Income Inequality and Economic Growth in Africa.** *African Development Review*, 31(3), 261-274. <https://doi.org/10.1111/1467-8268.12388>

This study assesses the role of information and communication technologies (ICT) in modulating the impact of education and lifelong learning on income inequality and economic growth. It focuses on a sample of 48 African countries from 2004 to 2014. The empirical evidence is based on the generalized method of moments. The following findings are established. First, mobile phone and internet each interact with primary school education to decrease income inequality. Second, all ICT indicators interact with secondary school education to exert a negative impact on the Gini index. Third, fixed broadband distinctly interacts with primary school education and lifelong learning to have a positive effect on economic growth. Fourth, ICT indicators do not significantly influence inequality and economic growth through tertiary school education and lifelong learning. These main findings are further substantiated. Policy implications are discussed.

Thievenaz, J. (2019). **Pour une approche micrologique de l'expérience en formation d'adultes.** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Cet article propose d'examiner les bases d'une manière de faire de la recherche en formation des adultes qui relève d'une approche micrologique de l'expérience. Il s'agit non pas de présenter une nouvelle méthode de recherche à proprement parler, ni de définir un nouveau concept scientifique, mais d'aborder les fondements d'un postulat à la fois épistémologique, théorique et méthodologique, orienté vers l'étude des transformations minuscules et des processus infinitésimaux peu observés ou auxquels il

n'est pas accordé suffisamment d'importance et qui, pourtant, participent à la formation du sujet.

Vincent, S., & Bonal, E. (2019). **Bâtir un sociosystème de formation**. *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831
Pour exister, les organismes de formation seront contraints de changer de modèle économique. Il devront être en capacité de rechercher des fonds permettant de financer leurs investissements pédagogiques et logistiques. Que ces fonds s'inscrivent dans les grandes politiques publiques (plan d'investissement compétences, fonds européens et régionaux, etc.), ou qu'ils proviennent de fondations des grandes entreprises, du financement participatif, de l'actionnariat et de l'emprunt bancaire, la finalité sera d'assurer le financement de leur activité de recherche-développement. Du point de vue de la responsabilité et de l'éthique, partir à la recherche de partenaires marque une rupture. Un modèle de commerce éthique est à construire.

Insertion professionnelle

Barret, C., Dzikowski, C., Mazari, Z., Rouaud, P., Ryk, F., & Volle, N. (2019). **Bilan méthodologique - Enquête Génération 2010 Interrogation 2013**. *Cereq études*, (25), 151.
Ce document de travail présente un panorama complet des travaux liés à l'enquête 2013 auprès de la Génération 2010. Après une brève présentation du dispositif des enquêtes Génération et plus spécifiquement de l'enquête 2013, sont détaillées toutes les étapes de réalisation de cette enquête dans un ordre chronologique. La première étape est la constitution de la base de sondage d'élèves présumés sortants du système éducatif en 2009/2010. Il s'agit d'une base de données d'élèves collectée auprès des établissements de formation initiale situés en France. Après avoir défini un plan de sondage stratifié et équilibré, le tirage aléatoire de l'échantillon est effectué à l'aide de l'algorithme du Cube. Après une étape de préparation (développement du Cati, enrichissement des coordonnées, lettre-avis, etc.), la collecte par téléphone s'est déroulée d'avril à juillet 2013. Enfin, l'ensemble des traitements post-collecte sont décrits (création des bases de données, apurement, codification, traitement de la non-réponse et calage, etc.).

Chermann, E. (2019, octobre 28). **Les premiers jours en CDI, pour le meilleur et pour le pire**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/10/28/les-premiers-jours-en-cdi-pour-le-meilleur-et-pour-le-pire_6017216_4401467.html

Si certains jeunes diplômés sont très accompagnés, pour d'autres, cette première entrée stable sur le marché du travail peut s'avérer déroutante.

Cisse, M. (2019). **Note sur l'attrition et la déformation de l'échantillon des enquêtes - Enquête Génération 2010**. *Cereq études*, (28), 14.

La présente note a pour objectif d'analyser le taux de réponse, l'attrition ainsi que la déformation de l'échantillon au cours des enquêtes auprès de la Génération 2010, effectuées en 2013, 2015 et 2017. Après un retour sur les différentes étapes de déformation de l'échantillon et de corrections des poids au cours des enquêtes, l'attention sera portée sur les taux de réponse des différentes enquêtes avant

d'observer la déformation de l'échantillon selon les principaux points d'entrée adoptés dans les études mobilisant les enquêtes Génération. Par la suite, cette note se focalisera sur les évolutions et corrections de poids au cours de l'enquête, ainsi que sur leurs implications sur la précision d'indicateurs communs aux trois enquêtes.

Clark, A. E., & Lepinteur, A. (2019). **The causes and consequences of early-adult unemployment: Evidence from cohort data.** *Journal of Economic Behavior & Organization*, 166, 107-124. <https://doi.org/10.1016/j.jebo.2019.08.020>

We here use the employment-history data from the British Cohort Study to calculate an individual's total experience of unemployment from the time they left education up to age 30. We show that, conditional on current unemployment, this experience is negatively correlated with the life satisfaction that the individual reports at age 30, so that past unemployment scars. We also identify the childhood circumstances and family background that predict this adult unemployment experience. Educational achievement and good behaviour at age 16 both reduce adult unemployment experience, and emotional health at age 16 is a particularly strong predictor of unemployment experience for women. Both boys and girls reproduce on average their parents' unemployment, so that adult unemployment experience is transmitted between generations. We uncover evidence of a social-norm effect: children from less-advantaged backgrounds both experience more adult unemployment but are less affected by it in well-being.

Epiphane, D., Mazari, Z., Olaria, M., & Sulzer, E. (2019). **Des débuts de carrière plus chaotiques pour une génération plus diplômée - Génération 2010.** *Céreq bref*, (382), 4. Que sont devenus les jeunes sortis du système scolaire en 2010, à tous les niveaux de formation, avec ou sans diplôme ? Que nous apprennent leurs 7 premières années de vie active sur les transformations structurelles du marché du travail ? Comment la conjoncture difficile a-t-elle pesé sur leurs trajectoires ? Les derniers résultats de l'enquête Génération 2010 du Céreq offrent l'occasion d'un regard inédit sur l'intégration professionnelle d'une jeunesse toujours plus diplômée, et qui voit se creuser les écarts entre niveaux de diplômés.

Marché du travail

Academos. (2019). **La génération Z du Québec et sa vision du milieu du travail - Academos.** Consulté à l'adresse <https://academos.lpages.co/generation-z/#LB-2wktCiWZskS7Z7S8cvjBMj>

Academos publie un rapport qui dresse huit constats sur la génération Z du Québec et sa vision du milieu du travail.

Bárány, Z. L., & Siegel, C. (2019). **Job Polarization, Structural Transformation and Biased Technological Change.** *Travail et emploi*, n° 157(1), 25-44.

By reviewing our work in Bárány, Siegel (2018a, 2018b), this article emphasizes the link between job polarization and structural change. We summarize evidence that job polarization in the United States has started as early as the 1950s: middle-wage workers have been losing both in terms of employment and average wage growth compared to low- and high-wage workers. Furthermore, at least since the 1960s the same patterns for both employment and wages have been discernible in

terms of three broad sectors: low-skilled services, manufacturing and high-skilled services, and these two phenomena are closely linked. Finally, we propose a model where technology evolves at the sector-occupation cell level that can capture the employment reallocation across sectors, occupations, and within sectors. We show that this framework can be used to assess what type of biased technological change is the driver of the observed reallocations. The data suggests that technological change has been biased not only across occupations or sectors, but also across sector-occupation cells. JEL: O41, O33, J24

Berger, E., & Goussen, J. (2019). **Les salaires dans la fonction publique hospitalière**. *Insee Première*, (1778). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/version-html/4238670/ip1778.pdf>

En 2017, un agent de la fonction publique hospitalière (FPH) perçoit en moyenne 2 288 euros nets par mois en équivalent temps plein ; cette moyenne prend en compte tous les salariés des hôpitaux et des établissements médico-sociaux, qu'ils soient fonctionnaires, contractuels ou personnels médicaux. Entre 2016 et 2017, ce salaire augmente en moyenne de 0,3 % en euros constants. En 2017, les disparités salariales dans la FPH sont quasiment stables, en dépit d'un léger recul des salaires dans le haut de l'échelle. Le salaire net des femmes est inférieur de 20,5 % à celui des hommes ; à caractéristiques identiques, l'écart salarial est de 3,5 %. Pour les salariés présents toute l'année en 2016 et en 2017 chez le même employeur et avec la même quotité de travail, soit deux tiers des agents de la FPH, le salaire net moyen augmente de 1,3 % en euros constants. Ceci reflète la progression de leur ancienneté et de leur carrière.

CEDEFOP. (2019a). **Creating lawful opportunities for adult refugee labour market mobility** (p. 92). Consulté à l'adresse Publications Office of the European Union website: https://www.cedefop.europa.eu/files/4178_en.pdf

The conceptual framework presented in this report sketches the potential, the key elements and main issues to be addressed in creating such opportunities through a skills-based complementary pathway to protection. The central element of a skills-based pathway is matching refugees' skills and qualifications and labour market needs in a potential receiving country that offers adult refugees a clear perspective of employment with a clear route to self-reliance.

CEDEFOP. (2019b). **Not just new jobs: Digital innovation supports careers**. *Briefing Note*, (9143). Consulté à l'adresse <https://www.cedefop.europa.eu/en/publications-and-resources/publications/9143>

Thanks to innovative tools, greater data availability and artificial intelligence, new approaches to career development support and self-directed learning are transforming lifelong learning. Cedefop has been looking into European countries' most recent practices in this field and has analysed the promises and challenges they hold. Read more in our latest briefing note.

Clark, A. E., & Lepinteur, A. (2019). **The causes and consequences of early-adult unemployment: Evidence from cohort data**. *Journal of Economic Behavior & Organization*, 166, 107-124. <https://doi.org/10.1016/j.jebo.2019.08.020>

We here use the employment-history data from the British Cohort Study to calculate an individual's total experience of unemployment from the time they left education up to age 30. We show that, conditional on current unemployment, this experience is

negatively correlated with the life satisfaction that the individual reports at age 30, so that past unemployment scars. We also identify the childhood circumstances and family background that predict this adult unemployment experience. Educational achievement and good behaviour at age 16 both reduce adult unemployment experience, and emotional health at age 16 is a particularly strong predictor of unemployment experience for women. Both boys and girls reproduce on average their parents' unemployment, so that adult unemployment experience is transmitted between generations. We uncover evidence of a social-norm effect: children from less-advantaged backgrounds both experience more adult unemployment but are less affected by it in well-being.

Cortes, G. M. (2019). **The Individual-Level Patterns Underlying the Decline of Routine Jobs**. *Travail et emploi*, n° 157(1), 45-66.

This article reviews the findings from Cortes (2016) and Cortes, Jaimovich, and Siu (2017), which explore the micro-level patterns associated with the decline in middle-wage routine employment in the United States. I show that male workers who remain in routine jobs experience significantly slower long-run wage growth than those who switch to other occupations, even when compared to those who transition to lower-skill non-routine manual jobs. I also show that changes in the employment patterns of men with low levels of education and women with intermediate levels of education account for the majority of the decline in routine employment. Individuals with these demographic characteristics used to predominantly work in routine jobs. In more recent years, they have become increasingly likely to be out of work. JEL: J21, J23, J31, J62

Ducoudré, B., & Simonnet, V. (2019). **Polarization(s) in Labour Markets**. *Travail et emploi*, n° 157(1), 7-12. http://www.cairn.info/revue-travail-et-emploi-2019-1-page-7.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=TE_157

Gallot, P. (2019). **L'intérim, un secteur très spécialisé où le poids des multinationales étrangères est élevé**. *Insee Première*, (1777). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/version-html/4237301/ip1777.pdf>

En 2017, le secteur de l'intérim dégage un chiffre d'affaires de 31,4 milliards d'euros. Les entreprises appartenant à des multinationales étrangères réalisent près de la moitié de ce montant. Le secteur est très spécialisé. En valeur, l'activité progresse modérément entre 2007 et 2017 (+ 2,0 % en moyenne annuelle pour les unités légales du secteur), alors qu'elle avait été dynamique au début des années 2000 et surtout à la fin des années 1990. Hors effet prix, la hausse par rapport à 2007 est faible (+ 0,5 % en moyenne annuelle). L'industrie et le tertiaire sont les principaux utilisateurs de l'emploi intérimaire, le poids de la première diminuant progressivement par rapport à celui du deuxième entre 2007 et 2017. Les taux de marge demeurent bas. Fin 2016, le secteur emploie 42 900 salariés permanents et 645 000 intérimaires. Parmi les salariés permanents, la proportion de cadres et de professions intermédiaires est élevée. Le salaire horaire brut moyen des salariés permanents atteint 18 euros, soit nettement plus que celui des intérimaires (13 euros).

Heyman, F., & Sjöholm, F. (2019). **Globalization, Job Tasks and the Demand for Different Occupations**. *Travail et emploi*, n° 157(1), 67-91. http://www.cairn.info/revue-travail-et-emploi-2019-1-page-67.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=TE_157

Globalization has increased in recent decades, resulting in structural changes of production and labor demand. This paper examines how the increased global engagement of firms affects the structure of the workforce. We find that the aggregate distribution of occupations in Sweden has become more skilled between 1997 and 2013. Moreover, firms with a high degree of international orientation have a relatively skilled distribution of occupations and firms with low international orientation have a relatively unskilled distribution of occupations. High- and low-skilled occupations have increased in importance whereas middle-skilled occupations have declined with a resulting job polarization. We also discuss and analyze the role played by new technology and automatization. JEL: F10, F16; F23

Joannier, C., & Roux, S. (2019). **Mobilité internationale des jeunes docteurs en emploi.** *Note d'information du SIES*, (19.13). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/reperes/public/publicat/nr/ni1913/default.htm>

En 2014, 14 400 étudiants ont été diplômés d'un doctorat en France. La formation doctorale attire une proportion importante d'étudiants internationaux en France puisque 42 % des diplômés sont de nationalité étrangère. Un docteur diplômé sur trois occupe un poste à l'étranger trois ans après l'obtention de son doctorat en 2014. La mobilité internationale du doctorant participe à une meilleure insertion sur le marché du travail international. Ainsi, 58 % des docteurs ayant réalisé une mobilité internationale dans le cadre de leur formation doctorale sont en emploi à l'étranger trois ans après l'obtention de leur doctorat. En emploi à l'étranger, quelle que soit leur nationalité, 7 docteurs sur 10 travaillent dans le secteur académique. Les docteurs étrangers installés dans leur pays d'origine occupent majoritairement un emploi stable dans le secteur académique. Lorsqu'ils sont installés en France, les docteurs étrangers sont en majorité recrutés dans le secteur privé avec un emploi stable. De leur côté, les docteurs français travaillant à l'étranger occupent généralement un emploi non permanent dans le secteur académique.

Manning, A. (2019). **Polarization(s) in Labour Markets: Synthesis and Perspectives.** *Travail et emploi*, n° 157(1), 13-24. http://www.cairn.info/revue-travail-et-emploi-2019-1-page-13.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=TE_157

Observatoire des inégalités. (2019, octobre 24). **Chômage : les jeunes toujours aux premières loges.** Consulté 4 novembre 2019, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Chomage-les-jeunes-toujours-aux-premieres-loges>
Entre 1975 et 2018, le taux de chômage a été multiplié par quatre pour les 20-24 ans et par presque autant pour les 25-49 ans. Aujourd'hui, malgré quelques signes de reprise de l'emploi, les jeunes actifs ont deux fois plus de risque d'être au chômage que leurs aînés.

Peugny, C., & Rieucan, G. (2019). **Éditorial.** *Travail et emploi*, n° 157(1), 5-5.

Schildknecht, G., & Régnard, C. (2019). **Le Conservatoire national des arts et métiers accompagne les « seniors » dans leur maintien dans l'emploi.** Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-02321339>

Le 25 avril 2019, le président de la République a évoqué l'instauration de mesures spécifiques afin d'inciter l'ensemble de la population à travailler plus longtemps. Un peu plus tard dans l'année, le 02 juillet 2019, la ministre du travail, lors de son audition sur la réforme de l'assurance-chômage par la commission des affaires sociales de

l'Assemblée nationale, annonce l'ouverture prochaine d'une concertation avec les partenaires sociaux pour que plus de « seniors » puissent travailler. Dans ce contexte, comment le Conservatoire national des arts et métiers peut-il accompagner les « seniors » dans leur maintien dans l'emploi ?

Stevens, A. H., Kurlaender, M., & Grosz, M. (2019). **Career Technical Education and Labor Market Outcomes Evidence from California Community Colleges**. *Journal of Human Resources*, 54(4), 986-1036. <https://doi.org/10.3368/jhr.54.4.1015.7449R2>

Career technical education (CTE) programs at community colleges are increasingly seen as an attractive alternative to four-year colleges, yet little systematic evidence exists on the returns to specific certificates and degrees. We estimate returns to CTE programs using administrative data from the California Community College system linked to earnings records. We employ estimation approaches, including individual fixed effects and individual-specific trends, and find average returns to CTE certificate and degrees that range from 14 to 45 percent. The largest returns are for programs in the healthcare sector; estimated returns in non-health related programs range from 15 to 23 percent.

Taylor, T., Turgeon, B., Buck, A., Bloch, K., & Church, J. (2019). **Spatial Variation in U.S. Labor Markets and Workplace Gender Segregation: 1980–2005***. *Sociological Inquiry*, 89(4), 703-726. <https://doi.org/10.1111/soin.12279>

Many studies of workplace inequality have examined why workplace gender segregation still exists and how gender segregation affects workplaces (Cohen, Huffman, and Knauer 2009 *Work and Occupations* 36(4):318; Huffman, Cohen, and Pearlman 2010 *Administrative Science Quarterly* 55(2):255). Yet, fewer studies have examined how space might affect gender segregation. In this paper, we investigate two types of space, normative space and industrial space, and their influence on gender workplace segregation within geographic space. We use data from the U.S. Equal Employment Opportunity Commission (EEOC) and mixed models to examine how normative and industrial spaces affect workplaces within geographic space. We find that both measures of normative and industrial space predict differing levels of gender segregation within geographic spaces (measured via commuting zones). In addition, the effects normative space (women's share of the labor force) has on gender segregation are mediated by industrial restructuring.

Ulrich, A. (2019). **Les immigrés en Bourgogne-Franche-Comté : plus diplômés qu'avant et toujours en difficulté pour l'emploi**. *Insee Flash Bourgogne-Franche-Comté*, (91). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/4231724>

La population de Bourgogne-Franche-Comté compte 191 000 immigrés dont 136 500 en âge de travailler. Comparés aux non-immigrés, ils exercent plus fréquemment un métier ouvrier ou pour lequel ils sont surqualifiés. Même s'ils restent en moyenne moins diplômés que les non-immigrés, leur niveau de qualification augmente. Toutefois, avec un haut niveau de diplôme, ils ont des conditions d'emploi très variables selon leur pays de naissance. Alors que les natifs d'Afrique subsaharienne et d'Europe de l'Est sont fortement touchés par le chômage et les contrats précaires, les immigrés originaires d'Europe occidentale et d'Asie de l'Est ont des caractéristiques d'emploi proches de celles des non-immigrés.

VIDAL, E., Labbé, S., & Vidaller, V. (2019). **QUEL PROCESSUS DE PROFESSIONNALISATION POUR LES FUTURS CONSEILLERS EN ÉVOLUTION PROFESSIONNELLE ?** *Former et développer l'intelligence professionnelle*. Présenté à Longueuil - Montréal, Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02334443>

Métier émergeant dans le cadre de la réforme sur la formation professionnelle, le conseil en évolution professionnelle a été réalisé dans un premier temps par des opérateurs nommés par l'État. Suite à cinq années d'exercice voire d'expérimentations, ce service va être élargi à de nouveaux acteurs à partir d'un appel à projet et d'un cahier des charges définissant un référentiel métier. Ceci nous interroge sur le processus de professionnalisation à l'oeuvre et sur l'appropriation de ce nouveau référentiel métier par les acteurs. Pour tenter de répondre à ces questions, nous proposerons une méthodologie d'investigation s'appuyant sur le concept des représentations professionnelles. Mots-Clés: Référentiel métier, professionnalisation, représentations professionnelles, CEP. Contribution Depuis son apparition en 2014, le service du conseil en évolution professionnelle (CEP) est réalisé par des opérateurs institutionnels rompus à ces missions d'information et d'orientation. Ces prestations sont généralement réalisées par des professionnels du conseil bénéficiant de savoirs d'expériences opérationnels. Au-delà des prestataires historiques (Apec, Cap Emploi, Missions locales et Pôle Emploi) la loi du 5 septembre 2018 prévoit de sélectionner de nouveaux opérateurs régionaux. Ce redéploiement territorial, au travers d'une libéralisation partielle du marché, doit être réalisé à partir d'un appel à projet émanant de l'agence France Compétences qui aura pour conséquence l'apparition de nouveaux acteurs. Dès lors, ces derniers, venant s'immiscer dans un champ social très spécifique, devront être en mesure de professionnaliser leurs personnels ou a minima de les former aux activités de conseil. Face à l'enjeu sociétal de «sécurisation des parcours», nous percevons l'importance déterminante de la professionnalisation des acteurs du CEP. Dans ce cadre, nous souhaitons savoir si le descriptif détaillé des missions du conseiller en évolution professionnel, formalisé

Métiers de l'éducation

Agasisti, T., Bowers, A. J., & Soncin, M. (2019). **School principals' leadership types and student achievement in the Italian context: Empirical results from a three-step latent class analysis.** *Educational Management Administration & Leadership*, 47(6), 860-886. <https://doi.org/10.1177/1741143218768577>

This study investigates the existence of various leadership types in a sample of lower secondary school principals across Italy (n = 1073). Information is obtained using a questionnaire about instructional practices and leadership perceptions administered by the National Evaluation Committee for Education (INVALSI). Employing a latent class analysis (LCA) for the specification of the educational production function (EPF), we identify three subgroups of school leaders: educative leaders (49% of the total sample), who support school improvement that utilises teachers' skills; leaders who teach (35%), who are actively present in the classroom; and transactional leaders (16%), who support the school and balance various viewpoints. We then analyse the data to ascertain if some principals' individual characteristics and school context factors are statistically correlated with the probability of having certain leadership attitudes. Finally, we provide evidence that schools with 'leaders who teach' report lower academic test scores; this third step is novel as few previous studies have attempted to link leadership

styles and test scores. However, the difference in test scores across groups disappears when the geographical factor is accounted for, pointing to the importance of contextual factors in that they affect both leadership types and educational outcomes.

Arar, K., Örucü, D., & Ak Küçükçayır, G. (2019). **Culturally relevant school leadership for Syrian refugee students in challenging circumstances.** *Educational Management Administration & Leadership*, 47(6), 960-979. <https://doi.org/10.1177/1741143218775430>

This article presents two rich case studies of schools catering for Syrian refugee students in the Turkish city of Ankara. The article attempts to identify the challenges facing the two schools in this complex reality and the strategies developed by the two principals and their teaching staff to cope with academic, pedagogic and administrative functioning difficulties. Qualitative data collection and analysis were chosen for this investigation. Interpretation followed the four dimensions suggested by Horsford, Grosland and Gunn (2011) in their Framework for Culturally Relevant Leadership: political contexts, pedagogical approaches, personal journeys and professional duties. Findings indicate that although the schools cope with difficult circumstances in the field, the government's policies are naive and unclear. The principals are motivated by a pedagogy of compassion, containment and humanistic-universal commitment. Conflicting discourses are found among the staff who feel 'trapped' in this difficult reality. The principals employ a style that encourages synergistic collective commitment and social cohesion. Conclusions and recommendations are discussed.

Babin, M.-J. (2019). **Les équipes de travail au collégial: analyse des pratiques en gestion de conflits intragroupes.** Consulté à l'adresse <https://corpus.ulaval.ca/jspui/handle/20.500.11794/36805>

Le marché du travail évolue, la main-d'oeuvre est plus diversifiée et plus rare. Les organisations se structurent davantage en équipes de travail qui sont progressivement plus hétérogènes. Cette hétérogénéité complexifie assurément le travail des gestionnaires devant les différends qui émergent. Il est donc primordial pour les membres des équipes de développer leurs habiletés en résolution de conflits. Ce phénomène a été peu étudié dans les cégeps, où il existe parmi le personnel des différences culturelles importantes, lesquelles accentuent les risques de conflits, et où le mode de gestion est très participatif. Cette étude vise à approfondir un phénomène complexe et inévitable dans les organisations, soit le conflit dans les équipes de travail et sa gestion. Pour être en mesure de répondre aux objectifs de cette recherche qui sont de comprendre le conflit par l'analyse critique des pratiques de gestion de ces conflits et de mettre à jour les habiletés nécessaires à leur gestion, il importe de bien saisir les composantes du conflit et d'avoir un cadre d'analyse complet pour en saisir le processus. À la suite de la revue des différents modèles de recherche qui portent sur le conflit, nous avons retenu principalement le modèle de Li (2007). Le cadre de référence oriente la nature des données à recueillir ainsi que l'analyse et l'interprétation qui peuvent en être faites. Puisque la littérature souligne l'importance du rôle du supérieur lors de situations conflictuelles, nous trouvons pertinent d'ajouter le modèle d'intervention de Lemaire (2010) qui présente les sphères d'intervention du supérieur lors de conflits. Cette recherche descriptive et interprétative a permis d'appréhender le conflit à partir des interprétations des groupes d'individus étudiés. Les données qualitatives recueillies au moyen des questionnaires et des entrevues mettent en lumière les conflits vécus par ces groupes d'acteurs et les conditions favorables à leur bonne gestion. Les habiletés en résolution de conflits intragroupes ont d'ailleurs été

dégagées de cette étude. Mots-clés : gestionnaire, résolution de conflits, prévention, conflits, cégeps

Brunner, E., Cowen, J. M., Strunk, K. O., & Drake, S. (2019). **Teacher Labor Market Responses to Statewide Reform: Evidence From Michigan**. *Educational Evaluation and Policy Analysis*, 41(4), 403-425. <https://doi.org/10.3102/0162373719858997>

We examine the effect of Michigan's 2011 reforms to teacher evaluation and tenure policies on teacher retention. Our data are drawn from administrative records containing the population of public school employees from 2005–2006 through 2014–2015. To identify the causal effects of these reforms on teacher attrition, we utilize a difference-in-differences (DD) strategy that compares the exit rates of teachers with the exit rates of other professional staff in the same school districts who were not affected by the policy changes. We find that, on average, Michigan's teacher reforms had little impact on teacher attrition overall. However, further analyses provide strong evidence that early-career teachers assigned to hard-to-staff districts were more likely to exit post-reform.

Bush, T. (2019). **Professional learning communities and instructional leadership: A collaborative approach to leading learning?** *Educational Management Administration & Leadership*, 47(6), 839-842. <https://doi.org/10.1177/1741143219869151>

Buske, R., & Zlatkin-Troitschanskaia, O. (2019). **Investigating principals' data use in school: The impact of evidence-oriented attitudes and epistemological beliefs**. *Educational Management Administration & Leadership*, 47(6), 925-942. <https://doi.org/10.1177/1741143218753192>

In this study, we examine the relationships between principals' evidence-oriented attitudes and their data use in school leadership practices. Based on theoretical assumptions and existing empirical research, we develop hypotheses on the correlation of evidence-oriented attitudes, epistemological beliefs and principals' data use. We test these hypotheses based on data collected from a sample of N = 297 principals at 153 schools of different types using structural equation modelling. The findings show that the examined attitudes and epistemological beliefs have a slight, yet significant influence on principals' data use. In particular, principals' skepticism towards knowledge or academia influences data use. We conclude by addressing the limitations of our study and the challenges they pose for future research as well as implications for evidence-based school improvement.

Dalal, M., Archambault, L. M., Carberry, A., Savenye, W., & Arizona State University. (2019). **Interdisciplinary Engineering Education Research Collaborations: Exploring Ways of Thinking using a Mixed Methods Approach**. In *ASU Electronic Theses and Dissertations*. Consulté à l'adresse <http://hdl.handle.net/2286/R.I.53570>

There has been a growing emphasis on the education of future generations of engineers who will have to tackle complex, global issues that are sociotechnical in nature. The National Science Foundation invests millions of dollars in interdisciplinary engineering education research (EER) to create an innovative and inclusive culture aimed at radical change in the engineering education system. This exploratory research sought to better understand ways of thinking to address complex educational challenges, specifically, in the context of engineering-social sciences collaborations. The mixed methods inquiry drew on the ways of thinking perspectives from sustainability

education to adapt futures, values, systems, and strategic thinking to the context of EER. Using the adapted framework, nine engineer-social scientist dyads were interviewed to empirically understand conceptualizations and applications of futures, values, systems, and strategic thinking. The qualitative results informed an original survey instrument, which was distributed to a sample of 310 researchers nationwide. Valid responses (n = 111) were analyzed to uncover the number and nature of factors underlying the scales of futures, values, systems, and strategic thinking. Findings illustrate the correlated, multidimensional nature of ways of thinking. Results from the qualitative and quantitative phases were also analyzed together to make recommendations for policy, teaching, research, and future collaborations. The current research suggested that ways of thinking, while perceived as a concept in theory, can and should be used in practice. Futures, values, systems, and strategic thinking, when used in conjunction could be an important tool for researchers to frame decisions regarding engineering education problem/solution constellations.

Ezzani, M., & Brooks, M. (2019). **Culturally Relevant Leadership: Advancing Critical Consciousness in American Muslim Students.** *Educational Administration Quarterly*, 55(5), 781-811. <https://doi.org/10.1177/0013161X18821358>

Purpose: The purpose of this study was to explore how leaders in an Islamic school in the United States engaged in culturally relevant leadership (CRL) within a diverse school community to develop students' critical social consciousness. Research Design: Data were collected over 4 years at an Islamic K-8 school in the United States and included the following: 12 in-depth semistructured interviews with school and community leaders; 4 phone interviews; 7 focus group interviews with teachers, students, and parents; 5 observations of classroom and school events; and documents from the Islamic center, school, and classrooms. Data specific to the school leaders were analyzed using tenets of CRL. Findings and Conclusions: This article describes how Muslim and non-Muslim leaders in an Islamic school engaged in the tenets of CRL. This study suggests that the tenets of CRL, in this context, were grounded in inter and intrafaith dialogue, cultural syncretism, and a unique focus on the development of an American Muslim identity.

Gabriel, P., Avenel, C., & Perez, S. (2019). **UNDERSTANDING SPORT TEACHER'S RELATIONSHIP TO CONTINUOUS PROFESSIONAL TRAINING: THE CASE OF FRENCH JUDO EDUCATORS.** Consulté à l'adresse <https://hal.umontpellier.fr/hal-02336536>

This communication presents some results of a research project that examines associative sport teachers' perspectives about continuous professional training in the context of Judo local sport clubs and community organisations. The theoretical framework of this study is praxeological (Ardoino, 1980; Lhotellier & St-Arnaud, 1994). It is based on works that focus on the teaching profession and which lead to consider that difficulties are at the centre of the teaching work (Hélou & Lantheaume, 2008) with a satisfaction encountered directly related to the perspectives of perseverance and commitment in the occupation (Kamanzi, Tardif, & Lessard, 2015). Research also highlights the particularities of working in the sports sector. First, professional training in this context possesses its own specificities. As quoted by Cushion & alli. (2003), research demonstrated that for coaches, the primary sources of knowledge is (personal) experience and the observation of other coaches. For Monfette, Grenier, & Gosselin (2015), internships are particular moments of training which constitute decisive experiences in physical education teacher professional career. Secondly, the working environment also has a particular identity. The management rules and the profession

practice conditions are mentioned in particular when it comes to the difficulty of recruiting sports educators. Marsault & alii. (2016) indicate for instance, that out of 21,612 recruitments reported in 2014, 43% were deemed difficult by the employer (versus 35.7% on average): the interweaving of work and leisure time is a major constraint that employees take into account according to their personal dispositions, and also of contextual factors. De facto, personal dispositions are another key particularity. Thus, in an environment where volunteering dominates, to exist professionally proves problematic. Falcoz & Walter (2009) show that one of the blurring of the boundaries between voluntary work and paid work is a key figure of working in a sports club. The imperative of the « gift » is essential to all, even if, as in France, educators are recruited on the basis of skills qualified by the possession of the adequate certificate. Slimani (2014) analyses what he terms an « economy of passion » to reflect the place of social and emotional conditions in equestrian-sports clubs' professional training and employment. In the world of tennis, Chifflet & Rundstadler (2002) prove as for them, that tennis instructors present different roles depending on where they are in the club spaces, their behaviours allowing them to reply to associative, federalism and professional purposes. The existing literature on martial arts is in line with the characteristics of the teaching profession described above. For instance, Julhe & Haschar-Noé (2010) shed light on the way an initial investment in a serious hobby is linked to access to a profession perceived in terms of vocation. Data enabled them to obtain concrete information about access and exercise of the profession, testifying notably of the necessity to mobilize social resources and to look beyond the technical mastering of their activity. In that respect Julhe and Haschar-Noé precise that job stabilization requires to be built upon skills acquired during sport socialisation and self-taught skills, as the professional salaried or independent worker must become self-employed entrepreneur. The authors of the current presentation have realized a two years research project aimed at understanding key characteristics of Judo teachers' identity and relation to the professional activity in the context of societal changes. The analyses under publications have suggested interest for further developments focussing on continuous training. The resulting research objective is to provide valuable information to put into perspective the professional development and learning of Judo educators. The research questions raised relate to a better understanding of teachers' needs and expectations relating to continuous training activities taking into account personal characteristics and working environment. Methodology, Methods, Research Instruments or Sources Used The methodology is based on the premise that teachers' views on these issues are important for a number of reasons. As noted by Murray (2011), it is democratically legitimate to consult the main stakeholders of the activity, and at the same time to benefit from a particularly informed analysis of these issues (Lhotellier & St-Arnaud, 1994). 665 Judo teachers from 20 to over 66 from France were questioned through an online survey of country-level. The survey consists of a questionnaire built upon a previous phase of the research. The 188 items deal with the features of teaching activity (including status, income, perception of the activity in connection with social and family life, etc.), context of activity (including area, duration of practice, size of the community, etc.), personal training (including perception of the level of preparation, of training opportunities and of difficulties to accomplish the tasks, etc.) and personal information (ie. gender, familial status, etc.). The French Federation of Judo and Associated Disciplines (FFJDA) has advertised the survey to its teaching members. The questionnaire which was presented as a joint project involving the FFDJA and the research laboratory has been made available online for 2 months (from September to

November 2018). Conclusions, Expected Outcomes or Findings Data analysis is still in process. Teacher's comments about initial and continuous training are analysed in the light of their personal characteristics and of the features of their activity. The first observations would suggest a mixed perception of readiness to the activity and the degree of satisfaction regarding this preparation. For instance, half of the respondents thought they were « rather » well prepared to practice teaching (51%), almost 40 « quite » and less than 6% « not really ». The level readiness appears to vary with categories of needs. Elsewhere, teachers tend to consider themselves to be « rather » well-trained (respectively 54%, 47% and 51%, Khi2 very significant) whatever is the broad context of exercise (ie. rural, urban or peri-urban area). The observation of the level of satisfaction of the practitioners would be consistent with Tardif results (ibid.): the more teachers are satisfied with their teaching activity, the more they think they are « quite » well prepared for the job. The data would also provide better understanding of the relationship to continuing education and its follow-up taking into consideration personal characteristics and contexts of exercise taking into consideration the institutional environment (club, association, local community, school, university) or the hourly volume of number of weekly hours of practice. Ultimately, this study opens ways towards a better connection between the practitioners and the continuous training offer: a more detailed and progressive adaptation of this offer in accordance with the particularities of the practitioners or a better information and communication to promote the current possibilities of training proposed by the stakeholders. It would also be interesting to discuss about the variables and the mechanisms implemented to support professional development, in a perspective of international comparison, by comparing our work with those that could be produced in countries. Such developments could provide theoretical and methodological intellectual enrichment.

Gupta, G. (2019). *Thinking who we are becoming : a collage of possibility for teachers* (University of British Columbia). <https://doi.org/10.14288/1.0379538>

As society becomes increasingly influenced by neoliberal ideology, and knowledge and education become slaves to the economy, the concept of the teacher is becoming less rooted in relationships and more in instrumentality. I find this increasing instrumentalization of my profession dehumanizing, where I am left "feeling like a chess piece or a cog or even an accomplice of some kind" (Greene, 1995, p. 11). If we are not to be accomplices in the damaging structural change occurring in our world and profession, I contend that teachers must think ourselves differently—must think the world differently. In this thesis I ask: How might teachers respond to such socio-political forces in ways that recover the relational and open up possibilities for themselves, their students, and the world? I then present one possibility in the form of this thesis as a collage or assemblage of ideas. The deliberate poetics of this piece of creative scholarship is both an exposition and an example of thinking the world differently. By juxtaposing autobiographical, theoretical, and poetic writing in textual collage, I demonstrate how thoughtful articulation and action in myriad forms can succeed to effect change in as yet unimaginable ways. The Prologue and Epilogue are pieces of life writing "promoting emancipatory projects of learning and teaching" (Hasebe-Ludt and Jordan, 2010, p. 2). Together with poetic interludes created from the text of the Prologue, life writing provides the frame of the thesis. I also include historical and contemporary narratives about the education and work of teachers. I conclude the thesis with an exploration of what might be possible for teachers, teaching, and

teacher education when we acknowledge the contingency of the educational project.

Hammad, W., & Shah, S. (2019). **Leading faith schools in a secular society: Challenges facing head teachers of Muslim schools in the United Kingdom.** *Educational Management Administration & Leadership*, 47(6), 943-959. <https://doi.org/10.1177/1741143218775429>

Muslim faith schools have been existent in the UK since the 1980s and their number has been rising ever since. These schools are established specifically to provide Muslim children with a learning environment based on Islamic values. However, fulfilling such a mission would not be an easy task in a globalised context characterised by secularism and materialism. The study reported in this paper sought to explore the leadership experiences and challenges as perceived by the head teachers of Muslim schools in the UK. The study employed a qualitative research design using semi-structured interviews with a sample of head teachers from four Muslim schools in London and Nottingham. The findings revealed that although the participating head teachers were proud of their role as leaders of Muslim schools, they faced significant challenges in their practice of leadership within British secular society. While some of these challenges were general in nature such as parental expectations and lack of support from Muslim community, other challenges were more practical and mission related such as negative perceptions among the wider society, issues in developing Muslim identity among students in a secular society, recruitment of qualified Muslim teachers and financial challenges.

Imhangbe, O., Okecha, R., & Obozuwa, J. (2019). **Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria.** *Educational Management Administration & Leadership*, 47(6), 909-924. <https://doi.org/10.1177/1741143218764178>

This study investigated the relationship between principals' leadership styles and secondary school teachers' job performance in Edo Central Senatorial District, Nigeria. A correlational design was adopted for the study. Two adapted questionnaires titled "Principals' Leadership Style Questionnaire" (PLESQUE) and "Teachers' Job Performance Questionnaire" (TEJOPAQ) were administered to teachers and principals drawn from a population of 397 senior secondary school teachers and 69 principals in the Senatorial District respectively. The Cronbach alphas for the three sub-scales in PLESQUE were .710, .883 and .848 for democratic, autocratic and laissez-faire leadership styles respectively, while the Cronbach alpha for TEJOPAQ was .882 for teachers' job performance. Percentages, multiple regression and Pearson product-moment correlation were used to test the hypotheses at the .05 level of significance. Results showed that democratic, autocratic and laissez-faire leadership styles jointly contributed about 68.3% variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers' job performance in the area of study. It was recommended, amongst other things, that the use of a democratic leadership style should be encouraged among the principals of senior secondary schools in the district.

Kamga Kouamkam, R. (2019). **Analyse de la compétence de résolution collaborative de problèmes des futur(e)s enseignant(e)s de l'enseignement primaire.** Consulté à l'adresse <https://corpus.ulaval.ca/jspui/handle/20.500.11794/36794>

Cette thèse présente une analyse de la compétence de résolution collaborative de problèmes des futur(e)s enseignant(e)s de l'enseignement primaire dans un contexte de robotique pédagogique. Au moment où l'environnement quotidien de l'être humain est de plus en plus marqué par la présence d'avancées technologiques telles que l'intelligence artificielle ou la robotique, de nouvelles compétences doivent être développées ou améliorées chez les citoyens. D'une part, la résolution collaborative de problèmes est identifiée dans la littérature scientifique comme une compétence fondamentale du XXI^e siècle. D'autre part, la robotique pédagogique, soit l'intégration pédagogique des technologies robotiques dans le but de développer des compétences ou d'atteindre des objectifs d'apprentissage, s'intègre dans les écoles primaires au Québec et, donc, dans la formation initiale des enseignant(e)s de l'enseignement primaire. Ainsi, nous avons cherché à analyser la manière dont se déroule la résolution collaborative de problèmes dans une activité de robotique pédagogique réalisée par de futur(e)s enseignant(e)s de l'enseignement primaire. Pour y parvenir, nous avons mobilisé une équipe constituée de quatre futur(e)s enseignant(e)s, inscrits en troisième année du baccalauréat en éducation au préscolaire et en enseignement au primaire, qui suivent le cours d'exploitation pédagogique de technologies de l'information et de la communication au primaire et au préscolaire. Ils ont participé à deux activités : une activité de robotique pédagogique et une session de laboratoire du changement. Les assises théoriques de notre étude relèvent de la théorie de l'apprentissage expansif et plus particulièrement de l'agentivité transformatrice. Le cadre d'investigation est constitué de la robotique pédagogique et de la matrice de résolution collaborative de problèmes dérivant de celle de l'Organisation pour la Coopération et le Développement Économique (2013) et mobilisée dans le cadre du Programme international pour le suivi des acquis des élèves (2015). Nous avons réalisé une recherche qualitative. Cette méthodologie de recherche repose, d'une part, sur le laboratoire du changement et, d'autre part, sur le croisement entre la lecture historicoculturelle et le cadre cognitif d'une activité de robotique pédagogique. L'analyse de l'activité de robotique pédagogique selon les actions de la théorie de l'apprentissage expansif, nous a conduit à identifier six actions : questionnement, analyse empirique et historique, modélisation de nouvelles pratiques, examen du nouveau modèle, implémentation du nouveau modèle et réflexion sur le processus. Grâce à l'analyse qualitative de cette activité de robotique pédagogique selon la matrice de résolution collaborative de problèmes, nous avons décrit les différentes actions de l'apprentissage expansif précédemment identifiées. Les participants ont déclaré avoir rencontré plusieurs difficultés liées à la résolution collaborative de problèmes, telles que l'ajustement de son implication tout au long de l'activité et l'adaptation aux méthodes de travail des autres membres de l'équipe. En ce qui concerne l'agentivité transformatrice, le type d'expressions les plus représentées s'avère la résistance, car les participants vivaient souvent des situations conflictuelles. La méthode d'analyse que nous avons développée pour étudier la division du travail nous a permis d'identifier des unités de travail émergentes et deux formes d'organisations de l'équipe : consciente et inconsciente. Cette thèse documente donc la résolution collaborative de problèmes dans une activité de robotique pédagogique et présente un cadre innovateur pour l'analyse du développement de cette compétence. Mots-clés : résolution collaborative de problèmes, problème complexe, robotique pédagogique, évaluation.

Lekhu, M. (2019). ***Making initial teacher education meaningful: Pre-service science teachers' development for effective teaching*** (Proceedings of International Academic Conferences N° 9411030). Consulté à l'adresse International Institute of Social and Economic Sciences website: <https://econpapers.repec.org/paper/sekiacpro/9411030.htm>

Every aspect of teachers' practice is not only affected by the teaching strategies they use in the classroom, but also their beliefs and attitudes. This exploratory study was aimed at exploring the development of pre-service beliefs about effective science teaching, and how the learning environment influences their teaching and learning as they transition from pre-service teachers in preparation for becoming professional teachers. A convenience sample of pre-service teachers enrolled for a 4-year teacher education programme at a University of Technology participated in the study. Data gathering instruments including the Teacher Beliefs about Effective Science Teaching (TBEST) questionnaire and Constructivist Learning Environment (CLES) survey were administered to participants. TBEST is an instrument that aligns teachers' views about science teaching and learning with their measure of self-efficacy, their attitudes towards science, their beliefs about science teaching environment and the nature of science. CLES was used to assess the degree to which the classroom climate is conducive to students connecting science subject matter to their prior knowledge. The findings revealed that an effort is required to support, enhance and improve the teaching and learning of science pre and post teacher training. This will help to establish the relationship between the participants' beliefs about learning as pre-service teachers and actual teaching practice. It is important to note that teachers' attitudes and beliefs about teaching and learning are critical, as these might inform and influence the type of teachers they will become. This has implications on teacher education efforts to improve science teaching and learning, involving professional development to deepen teacher content and pedagogical content knowledge, in the belief that enhancing teacher knowledge will lead to improved classroom practice.

Lovakov, A., Yudkevich, M., & Alipova, O. (2019). ***Inbreds and non-inbreds among Russian academics: Short-term similarity and long-term differences in productivity***. *Higher Education Quarterly*, 73(4), 445-455. <https://doi.org/10.1111/hequ.12226>

This paper studies the publication productivity of inbreds and non-inbreds among Russian academics. Existing literature provides ambiguous results on the relationship between inbred status and productivity. This may be explained by the use of different indicators for measuring publication productivity. We use data, which include indicators of both current publication productivity (at a certain point of time) and cumulative productivity (throughout the career) to identify whether inbreds and non-inbreds differ in their productivity. We did not find any difference in current publication productivity of inbreds and non-inbreds. We found, however, a difference in their cumulative publication productivity: non-inbreds are being more productive on an individual level throughout their careers. Although the conclusions are based on the Russian data, the analysis provides an explanation for existing contradictory results on the relationship between academic inbreeding and productivity in general.

Myende, P. E. (2019). ***Creating functional and sustainable School-Community Partnerships: Lessons from three South African cases***. *Educational Management Administration & Leadership*, 47(6), 1001-1019. <https://doi.org/10.1177/1741143218781070>

Globally, there is agreement that school–community partnerships are one of the mechanisms to address challenges that schools cannot address alone. However, evidence suggests that where school–community partnerships have been initiated, their functionality and continuity is not always easy to achieve, and research locally and internationally has not sufficiently addressed this concern. To bridge this gap, guided by Epstein’s theory of overlapping spheres of influence, this paper examined what makes school–community partnerships functional and sustainable. The research used a qualitative case study and employed discursive oriented interviews (both individual and focus group), a researcher’s reflective journal, and document reviews to generate the data. Participants were principals, teachers, and academics from two universities. It was found that for partnerships to be functional and sustainable there is a need to ensure that there is collaborative planning and decision-making, effective two-way communication, eagerness to address power issues, and the creation of a culture that promotes participative leadership. From these findings, the paper concludes that principal’s leadership is only critical at the beginning stage of partnerships, and teacher leadership is central in the functionality and continuity of partnerships. In relation to the theoretical framework, it is further concluded that power is an important element to consider, which either brings partners together or pushes them apart.

Nagler, M., Piopiunik, M., & West, M. (2019). **Weak Markets, Strong Teachers: Recession at Career Start and Teacher Effectiveness.** *Journal of Labor Economics*. <https://doi.org/10.1086/705883>

Oleksiyenko, A., & Ruan, N. (2019). **Intellectual leadership and academic communities: Issues for discussion and research.** *Higher Education Quarterly*, 73(4), 406-418. <https://doi.org/10.1111/hequ.12199>

This paper re-examines intellectual leadership in Higher Education by asking the following questions: What is intellectual leadership? Does intellectual leadership imply a position of formal authority and power? What patterns can be observed in the career paths of intellectual leaders? Does cumulative advantage in science automatically pave the way for intellectual leadership? What hinders women and minority scholars from taking on intellectual leadership in their epistemic communities? Drawing on discussions in the literature of the previous decade, the inquiry aims to re-energise dialogue that is essential for resistance to anti-intellectualism and proletarianisation in academe.

O’Neill, M. R., & Glasson, S. (2019). **Revitalising professional learning for experienced principals: Energy versus ennui.** *Educational Management Administration & Leadership*, 47(6), 887-908. <https://doi.org/10.1177/1741143218764175>

This article contributes to the limited body of literature pertaining to attempts by educational systems to satisfy the professional learning needs of experienced principals, defined as those with more than 10 years of experience in at least two schools. Specifically, this article illustrates the Catholic Education Office of Western Australia’s endeavour to create an innovative, integrated, cross-sectoral program to enhance the leadership capabilities and health and wellbeing outcomes of experienced principals from Catholic, Government and Independent schools in that state. The program comprised four integrated pillars: a 360-degree review of participant leadership capabilities followed by executive coaching to effect improvement; an executive health assessment and coaching with an exercise physiologist to enhance participant

health and wellbeing outcomes; a theoretical program based on a nationally accepted standard for principals, developed by the Australian Institute for Teaching and School Leadership; and a group project transacted in a non-educational setting. The article begins with a synopsis of existing literature related to the professional learning needs of experienced principals and the few reported evaluations of programs designed to cater for the unique needs of this cohort. Participant feedback collected at the commencement of the program, its midpoint and conclusion are presented. The article concludes with recommended changes that could be implemented to enhance the efficacy of future program iterations.

Park, J.-H., Lee, I. H., & Cooc, N. (2019). **The Role of School-Level Mechanisms: How Principal Support, Professional Learning Communities, Collective Responsibility, and Group-Level Teacher Expectations Affect Student Achievement.** *Educational Administration Quarterly*, 55(5), 742-780. <https://doi.org/10.1177/0013161X18821355>

Purpose: The purpose of this study was to examine how principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect 11th-grade student math achievement. Research Methods: Data for this study were from the High School Longitudinal Study of 2009, administered by the U.S. Department of Education, National Center for Education Statistics. This study used a multilevel structural equation model to examine how principal support, professional learning communities, collective responsibility, and teacher expectations at the group level affect school math achievement. Findings: The study identified a model of school-level factors affecting students: Principal support positively influenced both professional learning communities and collective responsibility, which in turn, affected student math achievement via group-level teacher expectations; on the other hand, the impact of principal support on group-level teacher expectation and the direct associations of both professional learning communities and collective responsibility with student achievement were not statically significant. Implications: Focusing on how a school-level mechanism influences student achievement provides a better understanding of sustaining high school performance through school reform initiatives (e.g., principal leadership training, building professional learning communities, or interventions to improve group-level teachers' expectations). To improve student achievement, the current study emphasizes why principals should give more attention to exerting supportive and egalitarian leadership that can contribute to a school's positive climate and lead to changing teachers' instructional behaviors and attitudes, rather than focusing on directive or restrictive leadership and managing behaviors.

Peycelon, M. (2018). **Devenir maître d'apprentissage : configurations et affordances pour construire sa pratique tutorale en entreprise.** Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02309613/document>

Notre travail s'intéresse aux maîtres d'apprentissage de l'enseignement supérieur et à la façon dont ils débutent dans cette fonction. En France, ceux qui occupent la mission de tuteur sont peu formés et les formations qui leurs sont proposées sont souvent de courte durée (1 journée). De même les prescriptions institutionnelles restent relativement floues, mentionnant peu le tuteur. Il semble dès lors que cette fonction s'apprenne très largement sur le tas. Notre objectif est ainsi de comprendre les pratiques formatives des tuteurs débutants et notamment, la façon dont les interactions et les relations que ces derniers vont voir avec d'autres acteurs (du monde scolaire, professionnel ou autre) vont les aider à construire leur pratique. Ce travail est construit à

partir d'une enquête de terrain d'une année et d'un corpus caractérisé par une multiplicité de modes de production de données (observations participantes, captations audio et vidéo, entretiens, collecte de documents, etc.). Il prend la forme de trois études de cas dont le but est de comprendre comment se met en place une configuration tutorale (d'après Elias, 1981) et la façon dont cette configuration crée des affordances (Billett 1995, 2011), c'est à dire des opportunités d'apprentissage pour le tuteur débutant, dont il peut se saisir afin de construire sa pratique. Une analyse des prescriptions institutionnelles sur le tutorat et le rôle du maître d'apprentissage nous conduit à montrer que celui-ci occupe une place secondaire dans les discours institutionnels plutôt focalisés sur l'apprenti et adressés à ces derniers ou aux employeurs. De plus, les prescriptions se font à plusieurs niveaux (de la loi à l'école) et cela constitue un millefeuille de prescriptions qui restent floues et hétérogènes. Enfin, c'est une configuration tutorale relativement figée, incluant seulement trois acteurs (apprenti / MAP ou employeur / tuteur-école ou école) qui est la plupart du temps présentée. L'analyse de nos cas est réalisée en croisant deux niveaux : le niveau local et le niveau global. Il s'agit d'une part d'appréhender les interactions récurrentes et les relations qui se mettent en place dans le temps long et d'autre part, la façon dont les acteurs interagissent et se coordonnent dans des interactions et situations locales. Cela nous permet de documenter la façon dont une configuration tutorale émerge et se met en place dans le temps long, mais aussi la façon dont elle est localement consolidée ou au contraire bouleversée. Ces analyses nous permettent de mettre en avant que là où l'on a l'habitude de penser un duo tuteur-apprenti, il y a en réalité un réseau d'acteurs aux profils, objectifs et caractéristiques variés qui se crée dans le but d'accompagner l'apprenti. Cette configuration tutorale est dynamique et varie selon les contextes. Elle peut être constituée, outre l'apprenti et son tuteur, par des acteurs de la place de travail (hiérarchie, collègues, etc.), des acteurs de l'école (tuteurs-école, enseignants) ou encore des acteurs de la sphère familiale, amicale, etc. Chaque acteur de cette configuration a ses enjeux propres qui contribuent à orienter sa mise en place et son évolution dans le temps. Nos analyses montrent que cette évolution peut se faire en faveur de l'appropriation par le tuteur de son rôle. La configuration est, en effet, génératrice d'affordances pour le maître d'apprentissage débutant, dont ce dernier peut se saisir afin de développer sa pratique tutorale. Ces affordances peuvent prendre des formes diverses (aide directe, inclusion à un collectif tutoral, échanges sur la pratique tutorale, etc.). Elles ne sont actualisées comme ressources que parce que le tuteur débutant s'en saisit, les rendant ainsi pertinentes pour sa pratique. Ces analyses nous conduisent à formuler des préconisations en vue d'améliorer la formation et l'information des tuteurs, notamment dans le cadre du travail d'ingénierie de formation actuellement mené par le CFA Formasup ARL.

Pietsch, M., Tulowitzki, P., & Koch, T. (2019). **On the Differential and Shared Effects of Leadership for Learning on Teachers' Organizational Commitment and Job Satisfaction: A Multilevel Perspective.** *Educational Administration Quarterly*, 55(5), 705-741. <https://doi.org/10.1177/0013161X18806346>

Purpose: Over the past years "leadership for learning" (LFL) has become popular among educational scholars. LFL refers to the idea that effective leaders demonstrate a contextually contingent mix of instructional, transformational, and shared leadership practices that may have differential effects at various organizational levels. These assumptions have rarely been investigated within a coherent empirical design. We examine the shared and differential effects of LFL on teachers' job satisfaction and

organizational commitment, which are relevant antecedents for learning, improvement, and change on all levels of a school. Method: Drawing on survey data (nteachers = 3,746, nschools = 126) from Germany and on well-established instruments like the Multifactor Leadership Questionnaire or Teaching and Learning International Survey, multilevel associations of LFL and teachers' job satisfaction and organizational commitment were explored. This was done by applying doubly latent structural equation models. Findings: Our results indicate that (1) it is statistically necessary to model perceived leadership practices as a multilevel construct, (2) shared leadership is a strong predictor of individual and shared job satisfaction and organizational commitment of teachers whereas (3) individual consideration only shows significant associations on the individual level (4) that LFL is contextually sensitive. Implications for Research and Practice: Findings make a strong case for studying LFL within a multilevel framework and also for applying complex study and analytical designs, which should take the complexity of the theoretical assumptions into consideration all the way along from questionnaire design, through the process of data collection up to the point of data analysis.

Prado Tuma, A., & Spillane, J. P. (2019). **Novice School Principals Constructing Their Role Vis-À-Vis External Stakeholders: (Not) Attempting to Be "All Things to All People"**. *Educational Administration Quarterly*, 55(5), 812-840.
<https://doi.org/10.1177/0013161X18822101>

Purpose: A school principal's ability to engage with external stakeholders is critical for achieving a range of school objectives such as involving parents, implementing policy mandates, and accessing resources from the school district. This study examines how novice school principals make sense of different external stakeholders' demands and their own role in relation to external stakeholders during their first year on the job. Research Approach: We analyze 53 semistructured interviews conducted with 18 novice principals throughout their first year on the job. We use an iterative process of coding and analysis to identify patterns and verify our findings by ensuring interrater reliability in our coding and examining disconfirming evidence. Findings: We find that novice principals struggle to make sense of external stakeholder claims that they perceive to conflict with their own understanding of the goals and values of the school. In particular, conflicting claims elicit sense-making about a new principal's role vis-à-vis external stakeholders. Across time, a majority of novice principals narrow the scope of their role by coming to terms with taking an unpopular position, setting priorities, and modifying their expectations about the job. Implications for Research and Practice: Our study highlights the cognitive, rather than behavioral, responses that principals have toward conflicting claims. Furthermore, we extend work on the occupational socialization of school principals by showing how conflicting claims shape novice principals emerging understanding of their role vis-à-vis external stakeholders. Our findings have implications for improving principal preparation programs and succession planning.

Tavignot, P., & Thémines, J.-F. (2019). **Professeurs des écoles en formation initiale au fil des réformes, Un modèle de professionnalisation en question**. Consulté à l'adresse <http://www.septentrion.com/fr/livre/?GCOI=27574100754200>

Tandis que la formation initiale des professeurs des écoles passait en dix ans par trois organisations différentes, que s'est-il produit, du point de vue des personnes en formation initiale dans ces contextes successifs ? Telle est la question à laquelle répond

ce véritable « roman » scientifique de la professionnalité des professeurs des écoles et de leur formation. À partir des résultats d'une enquête statistique reconduite en 2005, 2012 et 2015 auprès d'étudiants des deux IUFM, puis ESPE normandes, les chercheurs observent des mutations, en particulier dans la déconstruction progressive du métier représenté et du métier en cours dans les pratiques chez les professeurs débutants. La dimension longitudinale de la recherche et le parti pris de considérer, non l'offre de formation mais l'appropriation qu'en font ces débutants, souligne les à-coups, paradoxes et incertitudes grandissantes d'un modèle de professionnalisation des professeurs du premier degré par leur formation initiale.

Véjux, C. (2019). **Pouvoir d'agir et subjectivité dans le travail des prescriptions en REP+.** **Une intervention-recherche auprès des personnels d'encadrement.** *Revue suisse des sciences de l'éducation*. <https://doi.org/10.24452/sjer.41.1.9>

Vidal, E., Labbé, S., & Vidaller, V. (2019). **Quel processus de professionnalisation pour les futurs conseillers en évolution professionnelle ?** *Former et développer l'intelligence professionnelle*. Présenté à Longueuil - Montréal, Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02334443>

Métier émergent dans le cadre de la réforme sur la formation professionnelle, le conseil en évolution professionnelle a été réalisé dans un premier temps par des opérateurs nommés par l'État. Suite à cinq années d'exercice voire d'expérimentations, ce service va être élargi à de nouveaux acteurs à partir d'un appel à projet et d'un cahier des charges définissant un référentiel métier. Ceci nous interroge sur le processus de professionnalisation à l'oeuvre et sur l'appropriation de ce nouveau référentiel métier par les acteurs. Pour tenter de répondre à ces questions, nous proposerons une méthodologie d'investigation s'appuyant sur le concept des représentations professionnelles. Mots-Clés: Référentiel métier, professionnalisation, représentations professionnelles, CEP. Contribution Depuis son apparition en 2014, le service du conseil en évolution professionnelle (CEP) est réalisé par des opérateurs institutionnels rompus à ces missions d'information et d'orientation. Ces prestations sont généralement réalisées par des professionnels du conseil bénéficiant de savoirs d'expériences opérationnels. Au-delà des prestataires historiques (Apec, Cap Emploi, Missions locales et Pôle Emploi) la loi du 5 septembre 2018 prévoit de sélectionner de nouveaux opérateurs régionaux. Ce redéploiement territorial, au travers d'une libéralisation partielle du marché, doit être réalisé à partir d'un appel à projet émanant de l'agence France Compétences qui aura pour conséquence l'apparition de nouveaux acteurs. Dès lors, ces derniers, venant s'immiscer dans un champ social très spécifique, devront être en mesure de professionnaliser leurs personnels ou à minima de les former aux activités de conseil. Face à l'enjeu sociétal de « sécurisation des parcours », nous percevons l'importance déterminante de la professionnalisation des acteurs du CEP. Dans ce cadre, nous souhaitons savoir si le descriptif détaillé des missions du conseiller en évolution professionnel, formalisé

Yada, T., & Jäppinen, A.-K. (2019). **A systematic narrative review of prosociality in educational leadership.** *Educational Management Administration & Leadership*, 47(6), 980-1000. <https://doi.org/10.1177/1741143218768579>

Organizational scholars have vigorously and long studied being prosocial in defining 'prosociality' as motivation, behavior, and impact to help or benefit others. This study attempts to provide an overview of previous studies that have approached the

elements of being prosocial in educational leadership contexts. However, most of the prosocial elements in education are not explicitly defined as prosociality and have not yet been systematically studied. Thus, this study explored the research questions: (a) What elements could be involved in prosociality within educational leadership? (b) Who could be involved in the process of prosociality in educational leadership? The final corpus of this study was 83 articles published between 1993 and 2016. The reviewed concepts were categorized into three themes proposed in organizational studies: prosocial motivation, prosocial behavior, and prosocial impact. Moreover, the multiple educational actors related to prosocial elements were identified. The findings provide an outline of possible directions for future research according to the three themes.

Zheng, X., Yin, H., & Li, Z. (2019). **Exploring the relationships among instructional leadership, professional learning communities and teacher self-efficacy in China.** *Educational Management Administration & Leadership*, 47(6), 843-859. <https://doi.org/10.1177/1741143218764176>

The study explored the relationships among instructional leadership, professional learning community components, and teacher self-efficacy in the context of mainland China. Study subjects were 1082 elementary school teachers participating in a questionnaire survey. The results showed that instructional leadership had significant effects on the five professional learning community components, four of which, collaborative activity, collective focus on student learning, de-privatized practice, and reflective dialogue, positively predicted teacher self-efficacy. Analysis showed that collaborative activity, de-privatized practice, and reflective dialogue significantly mediated the effects of instructional leadership on teacher self-efficacy. Implications for school leadership and teacher learning are discussed.

Numérique et éducation

Allouche, E. (2019). **Humanités numériques et formation: quels enjeux communs de l'École à l'Université?** *Colloque DHNord 2019 "Corpus et archives numériques" MESHS Lille Nord de France – 16-18 octobre 2019.* Présenté à Lille, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02321700>

Cette intervention aborde le thème des convergences entre les humanités numériques (HN) et le numérique à l'École à partir des enjeux de formation. Notre analyse s'appuie principalement sur deux champs d'observation: les formations au numérique proposées en académie à destination des professeurs des écoles, collèges et lycées; les formations en HN, à partir d'une analyse en cours de la base Darjah course registry. Notre hypothèse est que ces formations soulèvent des questionnements communs: à quels besoins sociaux, pédagogiques et scientifiques répondent-elles?; quel continuum de formation au numérique de l'école à l'université?; quelle place du numérique dans les référentiels, les discours institutionnels?; quelle est la réalité des pratiques dans l'enseignement, la recherche et la formation?; concernant les contenus de formation, quel équilibre établir entre approches disciplinaire et interdisciplinaire, approche par les outils et les techniques et approche par la culture et/ou la conduite de projet? A terme il s'agirait donc d'envisager une réflexion commune entre les acteurs de l'éducation et ceux de la recherche sur la question plus globale de la construction et de la diffusion des savoirs en environnement numérique.

Beauchamp, G., Joyce-Gibbons, A., Naughton, J. M., Young, N., & Crick, T. (2019). **Exploring synchronous, remote collaborative interaction between learners using multi-touch tables and video conferencing in UK primary schools.** *British Journal of Educational Technology*, 50(6), 3214-3232. <https://doi.org/10.1111/bjet.12728>

This study explores remote, non-located collaboration via multi-touch table (SynergyNet) and video conferencing software (Skype). Twenty-four participants (aged 10-11 years) in two locations—primary school classrooms located 300 miles apart in the UK—engaged in simultaneous collaborative activity to solve a History mystery task. Audio-video data recorded in the first minute of the activity were analysed to explore the emergence of collaborative working practices both within groups in the same location (resizing for shared reading) and between the groups communicating via video conferencing software and through the “flick” multi-touch gesture (sharing clues between groups). The results indicated that most groups focused first on the establishment of intra-group collaboration before reaching out to their remotely located partners. However, when the second data set was analysed, audio data from delayed interviews conducted after the original study, participants reported that the discussion between groups supported by the “flick” gesture was the most important and memorable feature of the activity. The study relates these findings to the existing literature on collaborative learning using multi-touch tables and considers how teachers are best able to help support the emergence of collaborative practices.

Beckman, K., Bennett, S., & Lockyer, L. (2019). **Reproduction and transformation of students' technology practice: The tale of two distinctive secondary student cases.** *British Journal of Educational Technology*, 50(6), 3315-3328. <https://doi.org/10.1111/bjet.12736>

Disparities in the technology practices, skills and knowledge of school students still exist, despite widespread investment, and use in schools. In order to understand why inequalities remain, we first need a more nuanced understanding of students' technology practice, including understanding how their backgrounds, circumstances and experiences shape their perceptions of and engagement with technology. This paper proposes that research in the field of educational technology would benefit from a sociological framing in order to highlight how and why students use technology at school and in their everyday lives. The paper reports on a qualitative embedded case study of 13–16-year-old students in two Australian secondary schools. In-depth case studies of two selected students illustrate the complex nature of students' technology practice. Bourdieu's concepts of field, habitus and capital are used as a lens through which to view and understand inequalities in students' technology practice. The findings demonstrate the utility of sociological theory in educational technology research by highlighting systems and structures of reproduction and transformation. Furthermore, the findings can inform an approach to teaching and learning that considers students' varied experiences, knowledge, perspectives and backgrounds relating to technology.

Bolliger, D. U., Shepherd, C. E., & Bryant, H. V. (2019). **Faculty members' perceptions of online program community and their efforts to sustain it.** *British Journal of Educational Technology*, 50(6), 3283-3299. <https://doi.org/10.1111/bjet.12734>

This study investigated faculty members' perceptions of program community and what they do to support it in online graduate programs. Researchers developed and administered an online survey to ascertain perceptions of program community among

education and engineering faculty members at United States, land-grant, research-extensive universities. Three hundred forty-four faculty members responded. Most participants thought that fostering community beyond courses was important. Faculty members used a variety of strategies to accomplish this task, including social media, synchronous communication and advising, face-to-face socials and orientations, and cohort models. Yet, many also relied on classroom strategies. Several participants indicated that they and their students lacked the time, resources or interest to pursue program community and that geographical distance and university reward policies complicated its establishment. Differences via discipline, gender and years of online teaching experience were also reported.

Boulay, B. du. (2019). **Escape from the Skinner Box: The case for contemporary intelligent learning environments.** *British Journal of Educational Technology*, 50(6), 2902-2919. <https://doi.org/10.1111/bjet.12860>

Intelligent Tutoring systems (ITSs) and Intelligent Learning Environments (ILEs) have been developed and evaluated over the last 40 years. Recent meta-analyses show that they perform well enough to act as effective classroom assistants under the guidance of a human teacher. Despite this success, they have been criticised as embodying a retrograde behaviourist technology. They have also been caught up in broader controversies about the role of Artificial Intelligence in society and about the entry of big data companies into the education market and the harvesting of learner data. This paper concentrates on rebutting the criticisms of the pedagogy of ITSs and ILEs. It offers examples of how a much wider range of pedagogies are available than their critics claim. These wider pedagogies operate at both the screen level of individual systems, as well as at the classroom level within which the systems are orchestrated by the teacher. It argues that there are many ways that such systems can be integrated by the teacher into the overall experience of a class. Taken together, the screen-level and orchestration-level dramatically enlarge the range of pedagogies beyond what was possible with the "Skinner Box."

Brady, M., Devitt, A., & Kiersey, R. A. (2019). **Academic staff perspectives on technology for assessment (TfA) in higher education: A systematic literature review.** *British Journal of Educational Technology*, 50(6), 3080-3098. <https://doi.org/10.1111/bjet.12742>

This paper presents a systematic literature review of academic staff experiences and perceptions of adopting Technology for Assessment OF/FOR/AS Learning in Higher Education. This paper is a qualitative synthesis of 65 peer-reviewed journal articles published between 2012 and 2017 reporting on the use of technology for assessment (TfA). The results suggest that there are some efficiencies for staff in implementing TfA but this can come with a cost at the set-up and maintenance phases. Furthermore, results indicated that assessment design is not of foremost concern to academic staff when introducing TfA, but that a wide variety of pressures and both educational and operational drivers are present. There were inconclusive findings in relation to understandings of appropriate institutional environments and supports for TfA to flourish in higher education. There is a need for empirical research, particularly longitudinal investigations, of academic experiences of implementations of TfA to investigate sustainability of adoption. The imperative of exploring the academic staff perspective as the instigator and manager of both the technology and the student learning experience requires deep consideration as TfA adoption progresses.

Burns, T., & Gottschalk, F. (2019). **Educating 21st Century Children: Emotional Well-being in the Digital Age** (p. 284) [Text]. Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/educating-21st-century-children_b7f33425-en

What is the nature of childhood today? On a number of measures, modern children's lives have clearly improved thanks to better public safety and support for their physical and mental health. New technologies help children to learn, socialise and unwind, and older, better-educated parents are increasingly playing an active role in their children's education. At the same time, we are more connected than ever before, and many children have access to tablets and smartphones before they learn to walk and talk. Twenty-first century children are more likely to be only children, increasingly pushed to do more by "helicopter parents" who hover over their children to protect them from potential harm. In addition to limitless online opportunities, the omnipresent nature of the digital world brings new risks, like cyber-bullying, that follow children from the schoolyard into their homes. This report examines modern childhood, looking specifically at the intersection between emotional well-being and new technologies. It explores how parenting and friendships have changed in the digital age. It examines children as digital citizens, and how best to take advantage of online opportunities while minimising the risks. The volume ends with a look at how to foster digital literacy and resilience, highlighting the role of partnerships, policy and protection.

CEDEFOP. (2019). **Not just new jobs: Digital innovation supports careers**. *Briefing Note*, (9143). Consulté à l'adresse <https://www.cedefop.europa.eu/en/publications-and-resources/publications/9143>

Thanks to innovative tools, greater data availability and artificial intelligence, new approaches to career development support and self-directed learning are transforming lifelong learning. Cedefop has been looking into European countries' most recent practices in this field and has analysed the promises and challenges they hold. Read more in our latest briefing note.

Chen, C.-M., Li, M.-C., & Chen, T.-C. (2020). **A web-based collaborative reading annotation system with gamification mechanisms to improve reading performance**. *Computers & Education*, 144, 103697. <https://doi.org/10.1016/j.compedu.2019.103697>

This study presents a web-based collaborative reading annotation system (WCRAS) with gamification mechanisms to motivate students' annotations behaviors and promote students' reading comprehension performance. The research participants were 55 fifth grade students from two classes of an elementary school in northeastern Taiwan. A quasi-experimental design was adopted to evaluate the effects of the experimental and control groups respectively using WCRAS with and without gamification mechanisms to support digital reading on students' annotation behaviors, collaborative interaction relationship, reading comprehension performance, and immersion experience. The results showed that the experimental group made significantly more annotations across almost all types of reading annotations and response annotations and had a significantly higher degree of immersive experience and social interaction than the control group. However, the difference in reading comprehension performance between the two groups has not been found. In addition, although the experimental group provided more amounts of high-quality annotations, the group did not generate more quantity of annotations related to reading comprehension aspects assessed by PIRLS. These research findings indicate that a gap between the promotion of the quantity and quality of participation and learning outcomes exists. This study is

significant to address the need that designs the gamification mechanisms to encourage high-quality annotations that can effectively enhance students' reading comprehension. To better associate game features and learning performance in the WCRAS with gamification mechanisms, future studies are suggested to promote both annotation quality and connection between reading achievement and gamification mechanisms.

Chen, G. (2020). **A visual learning analytics (VLA) approach to video-based teacher professional development: Impact on teachers' beliefs, self-efficacy, and classroom talk practice.** *Computers & Education*, 144, 103670. <https://doi.org/10.1016/j.compedu.2019.103670>

To address the challenge of overwhelming data inherent in classroom lesson videos, this study proposed a visual learning analytics (VLA) approach to video-based teacher professional development (TPD). Using a two-year experimental design, 46 secondary mathematics teachers were divided randomly into a treatment group (N = 24) and a control group (N = 22) to learn about and integrate academically productive talk into their teaching. The treatment teachers participated in a VLA-supported TPD program, while the control teachers participated in conventional knowledge-based workshops. Results show that teachers in the treatment group had more positive beliefs and higher self-efficacy in the post-test and delayed-post-test, while the control group improved, but not significantly, in their beliefs about the usefulness of classroom talk. In addition, although the control group made a significant improvement in their self-efficacy in guiding classroom talk in the post-test, this improvement was not sustained to the delayed post-test. Moreover, the coding of classroom teaching behaviour revealed that teachers in the treatment group relative to the control group significantly increased their use of academically productive talk in the post-test lessons to encourage the students' elaboration, reasoning, and thinking with others in the classroom. The results suggest that, while attending knowledge-based workshops had, to some degree, positive effects on the control teachers' beliefs and self-efficacy, these effects were not sustainable over time. In contrast, the use of visual learning analytics to support the treatment group's reflection on the classroom data not only had significant and sustained effects on the teachers' beliefs and self-efficacy but also significantly influenced their actual classroom teaching behaviour. Implications for designing VLA to support teacher learning and professional development are discussed.

Choudhury, S., & Pattnaik, S. (2020). **Emerging themes in e-learning: A review from the stakeholders' perspective.** *Computers & Education*, 144, 103657. <https://doi.org/10.1016/j.compedu.2019.103657>

This paper provides a detailed review of the emerging themes on e-learning methods in organizations. It critically examines the advantages, disadvantages challenges, critical success factors, theories and models from the stakeholder's perspective. The paper also elucidates the changing trends in these themes along the progression of Web era. Electronic database like PROQUEST, EBSCO and JSTOR were accessed to search for tiered articles published between 2000 and 2018 using keywords such as "e learning", "web-based learning" and "online learning" in organizations. 138 articles from tiered journals were critically reviewed. It was found that in the last two decades there have been various social, technological and organizational factors that have impacted the e learning stakeholders and no stakeholder influences the world of electronic learning

in isolation. All the stakeholders have to keep up to the changing trends of technology and the associated learning environment. Rapid technological advancements and aligned changes in the learning environment is the unremitting challenge that stakeholders' face, which when tackled competently yields an effective e learning environment.

Cukurova, M., Kent, C., & Luckin, R. (2019). **Artificial intelligence and multimodal data in the service of human decision-making: A case study in debate tutoring.** *British Journal of Educational Technology*, 50(6), 3032-3046. <https://doi.org/10.1111/bjet.12829>

The question: "What is an appropriate role for AI?" is the subject of much discussion and interest. Arguments about whether AI should be a human replacing technology or a human assisting technology frequently take centre stage. Education is no exception when it comes to questions about the role that AI should play, and as with many other professional areas, the exact role of AI in education is not easy to predict. Here, we argue that one potential role for AI in education is to provide opportunities for human intelligence augmentation, with AI supporting us in decision-making processes, rather than replacing us through automation. To provide empirical evidence to support our argument, we present a case study in the context of debate tutoring, in which we use prediction and classification models to increase the transparency of the intuitive decision-making processes of expert tutors for advanced reflections and feedback. Furthermore, we compare the accuracy of unimodal and multimodal classification models of expert human tutors' decisions about the social and emotional aspects of tutoring while evaluating trainees. Our results show that multimodal data leads to more accurate classification models in the context we studied.

Cutumisu, M., Chin, D. B., & Schwartz, D. L. (2019). **A digital game-based assessment of middle-school and college students' choices to seek critical feedback and to revise.** *British Journal of Educational Technology*, 50(6), 2977-3003. <https://doi.org/10.1111/bjet.12796>

A major goal of contemporary education is to teach students how to learn on their own. Assessments have largely lagged behind this goal, because they measure what students have learned and not necessarily their learning processes. This research presents Posterlet, an assessment that collects evidence regarding the strategies that students choose while learning on their own. Posterlet is an educational game-based assessment that measures two design thinking choices: students' choices to seek critical (ie, negative) feedback and to revise their work while they learn graphic design principles through creating posters. This research also presents an examination of students' choices to seek feedback and to revise, as well as of students' learning outcomes based on these choices. This game-based assessment approach is empirically validated with three research studies sampling nearly 300 middle-school and college students who played Posterlet and completed a posttest. Results show that the game helps students learn, as students who play the game before completing the posttest learn more graphic design principles than students who only complete the posttest. Moreover, the choices to seek critical feedback and to revise can predict learning and can be used as valid outcome measures for learning. Findings can be used in developing and evaluating models of instruction and assessment that may help students make informed learning choices. A discussion of present and future trends in theory regarding digital feedback environments is also included.

Dalinger, T., Thomas, K. B., Stansberry, S., & Xiu, Y. (2020). **A mixed reality simulation offers strategic practice for pre-service teachers**. *Computers & Education*, 144, 103696. <https://doi.org/10.1016/j.compedu.2019.103696>

Teacher education programs increasingly use simulations as a teaching method for pre-service teachers. Simulations provide opportunities for authentic practice in a controlled environment with reduced risk of harm. This instrumental case study examines the experiences of 13 pre-service teachers who participated in a session with the mixed reality simulation Mursion®, which emerged from TLE TeachLivE™, while enrolled in at least one teacher education course with a field experience. The researchers analyzed interview data with a variety of coding techniques and then drew assertions from codes and derivative themes. From data analysis, four themes emerged: opportunity for authentic practice, perceived transfer of learning, perceived confidence, and challenges of using the mixed reality simulation. The researchers drew the following conclusions from these themes. Participants considered the mixed reality simulation a more authentic form of practice than what their observations during field experiences afforded. Participants perceived transfer of learning from observations of peers during sessions with the mixed reality simulation to performance during their own sessions. Some participants perceived increased confidence in applying skills practiced during the simulation to work with live students and parents. Using the mixed reality simulation posed challenges including suspension of disbelief, meeting candidates' needs, and the presence of a peer audience. This study has implications for future use of mixed reality simulations for teacher preparation.

Davis, R. O., & Vincent, J. (2019). **Sometimes more is better: Agent gestures, procedural knowledge and the foreign language learner**. *British Journal of Educational Technology*, 50(6), 3252-3263. <https://doi.org/10.1111/bjet.12732>

Pedagogical agents in multimedia learning environments have frequently been designed to produce pointing gestures (deictic) to direct spatial awareness. Although this might be beneficial for native English-speaking students who possess high levels of comprehension, only using pointing gestures with foreign language students learning English is problematic because these students need more assistance with language comprehension than just directing spatial awareness. The purpose of this study was to explore how gesture type and gesture frequency help foreign language students perceive the agent's persona and the ability to recall procedural information. The results found one significant interaction between average gestures and no gesture in terms of facilitation, but all other conditions and persona subscales were not significant. For learning outcomes, the enhanced gesture condition significantly recalled more information than the no gesture condition ($p = 0.017$), and was approaching significance with the conversational gesture condition ($p = 0.059$). The findings suggest that when the learning population consists of foreign language students, pedagogical agents should use representational and beat gestures to help students comprehend more of the language, and the gesture frequency needs to be increased to account for the lack of verbal listening skills with this population.

Desmurget, M. (2019). *La Fabrique du crétin digital*. Consulté à l'adresse <http://www.seuil.com/ouvrage/la-fabrique-du-cretin-digital-michel-desmurget/9782021423310>

La consommation du numérique sous toutes ses formes – smartphones, tablettes, télévision, etc. – par les nouvelles générations est astronomique. Dès 2 ans, les enfants

des pays occidentaux cumulent chaque jour presque 3 heures d'écran. Entre 8 et 12 ans, ils passent à près de 4 h 45. Entre 13 et 18 ans, ils frôlent les 6 h 45. En cumuls annuels, ces usages représentent autour de 1 000 heures pour un élève de maternelle (soit davantage que le volume horaire d'une année scolaire), 1 700 heures pour un écolier de cours moyen (2 années scolaires) et 2 400 heures pour un lycéen du secondaire (2,5 années scolaires). Contrairement à certaines idées reçues, cette profusion d'écrans est loin d'améliorer les aptitudes de nos enfants. Bien au contraire, elle a de lourdes conséquences : sur la santé (obésité, développement cardiovasculaire, espérance de vie réduite...), sur le comportement (agressivité, dépression, conduites à risques...) et sur les capacités intellectuelles (langage, concentration, mémorisation...). Autant d'atteintes qui affectent fortement la réussite scolaire des jeunes. « Ce que nous faisons subir à nos enfants est inexcusable. Jamais sans doute, dans l'histoire de l'humanité, une telle expérience de décérébration n'avait été conduite à aussi grande échelle », estime Michel Desmurget. Ce livre, première synthèse des études scientifiques internationales sur les effets réels des écrans, est celui d'un homme en colère. La conclusion est sans appel : attention écrans, poisons lents !

Devauchelle, B. (2019, octobre 18). **Les écrans font-ils grossir ?** Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/10/18102019Article637069844_583931852.aspx

La multiplication des émissions, livres, articles (le numéro 917 de 01NET par exemple), rapports (voir les liens et références en bas de cet article) sur la place des écrans dans notre vie (adultes et jeunes) est un signal qu'il faut prendre en compte. Ne serait-ce parce qu'il est important d'aider à y voir clair (si c'est possible) et au moins permettre à chacun de faire œuvre de discernement (pour reprendre le mot de notre ministre). Les échanges parfois violents sur les réseaux sociaux mais aussi dans les médias de flux montrent qu'il y a là une question d'analyse, de compréhension, de recherche. Lors de son colloque d'avril 2019, l'Académie des Sciences a tenté d'apporter un nouvel éclairage, suffisamment large et scientifique, pour que nous ayons une bonne base de réflexion. La conclusion de ce colloque met en avant le rôle de l'école et des enseignants.

Drummond, A., & Sauer, J. D. (2020). **Timesplitters: Playing video games before (but not after) school on weekdays is associated with poorer adolescent academic performance. A test of competing theoretical accounts.** *Computers & Education*, 144, 103704. <https://doi.org/10.1016/j.compedu.2019.103704>

Video games are a common pastime for adolescents. There has been a relatively enduring concern that time spent playing video games might undermine students' academic performance. Hartanto, Toh, and Yang (2018) suggested that frequent gameplay, particularly frequent weekday video gameplay, might displace students' homework; reducing academic performance, albeit by a small amount. Although some evidence has been presented supporting this view, the emerging evidence is mixed. Significant theoretical flaws have also limited our understanding of the relationship between video game play and adolescent academic performance. Here we show that, across approximately 219,000 students, the frequency of video gameplay does not appear to have a systematic relationship with academic performance, confirming the results of earlier research (Drummond & Sauer, 2014). Moreover, although there is a small-moderate reduction in academic performance for

some weekday players, this reduction only occurs for players who play in the mornings before school. Players who play in the evenings after school show no meaningful difference in academic performance to non-users. As no existing theoretical accounts of the relationship between gameplay and academic performance adequately explain this finding, we propose that the results most likely support a third variable explanation. That is, video game play does not appear to affect academic results per se. The results further suggest that media psychologists and educational researchers analysing large datasets must be especially diligent when specifying and testing theory, especially with regards to what evidence would effectively falsify such theory. Failing to do so increases the risk of false discovery.

Expósito, A., Sánchez-Rivas, J., Gómez-Calero, M. P., & Pablo-Romero, M. P. (2020). **Examining the use of instructional video clips for teaching macroeconomics.** *Computers & Education*, 144, 103709. <https://doi.org/10.1016/j.compedu.2019.103709>

Information and communication technologies (ICTs) have been integrated in teaching activities to develop new learning environments. Within ICTs, the use of multimedia, such as instructional videos, has attracted significant academic attention. Nevertheless, the use of these technologies in teaching economics has generally lagged behind other disciplines. This paper adds empirical evidence to show the effectiveness of the use of instructional videos in the field of economics. Firstly, videos illustrating dynamic graphical representations of macroeconomic processes have been developed and used in the class of one student group at the University of Seville (Spain), as complementary teaching materials in the macroeconomics curriculum. Secondly, the effectiveness of these videos has been tested by carrying out an inferential analysis on experimental and control groups. Potentially significant variables such as gender, prior knowledge and ability levels of students have been considered in the analysis. Additionally, probit and multinomial probabilistic regressions have been estimated in order to assess the impact of these materials on the probability of achieving higher test scores. The findings confirm the superiority of using instructional video-clips to achieve higher test scores.

Gadille, M., Celik, C. C., & Cappellini, M. (2019, octobre 24). **Une recherche action participative sur l'intégration du numérique en milieu scolaire.** Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02331176>

Cette recherche s'ancre dans le Plan Numérique pour l'éducation qui a été lancé par le gouvernement français en mai 2015. Dans une approche théorique interdisciplinaire et longitudinale, inspirée par la systémique, il s'agit d'étudier la reconfiguration de pratiques pédagogiques et plus largement professionnelles et organisationnelles dans la communauté éducative à partir de l'appropriation d'une politique de distribution de tablettes connectées et des possibilités d'accès à une plateforme immersive 3D (PI3D). Une originalité de notre contribution est sa méthodologie en recherche action participative regroupant des didacticiens et des sociologues du travail avec une forte implication des acteurs du terrain. A partir d'une analyse critique du discours officiel, centrée sur le site dédié au plan numérique pour l'éducation, nous mettons en exergue certains éléments saillants que les politiques publiques véhiculent pour ensuite confronter ces discours aux moyens donnés et aux conditions d'appropriation locale dans un contexte institutionnel donné, qualifié en termes de régime d'éducation.

Gecu-Parmaksiz, Z., & Delialioğlu, O. (2019). **Augmented reality-based virtual manipulatives versus physical manipulatives for teaching geometric shapes to preschool children.** *British Journal of Educational Technology*, 50(6), 3376-3390. <https://doi.org/10.1111/bjet.12740>

The aim of the current study is to compare the effect of virtual and physical manipulatives on preschool children's understanding of geometric shapes. A quasi-experimental research design was employed where children in the experimental group used tablet computers to access Augmented Reality (AR)-based virtual manipulatives, while children in the control group used physical manipulatives. The instruction lasted for a period of four weeks at a public primary school in Turkey with 72 children aged five and six years old. Comparison of their understanding of geometric shapes was based on their scores from pre-test and post-test measures of the Geometric Shape Recognition Task instrument. Analysis of the collected data revealed no statistically significant difference between the groups in the circle recognition task, while statistically significant differences were found between the groups in the recognition tasks for triangle, rectangle, and square shapes in favour of the experimental group. In addition to this, although there was an increase in the total scores of both groups, the results showed a statistically significant difference in test scores in favour of the experimental group. The current study also showed that the children had difficulty in categorising geometric shapes when their attributes were changed, therefore providing different forms of geometric shapes to children is very important for improving their conceptual understanding.

Gómez-Tejedor, J. A., Vidaurre, A., Tort-Ausina, I., Molina-Mateo, J., Serrano, M.-A., Meseguer-Dueñas, J. M., ... Riera, J. (2020). **Effectiveness of flip teaching on engineering students' performance in the physics lab.** *Computers & Education*, 144, 103708. <https://doi.org/10.1016/j.compedu.2019.103708>

The progressive introduction of the flip teaching (FT) instructional model into higher education has accelerated in recent years. The FT methodology seems to be especially suitable for laboratory practice sessions: before the lab session the students are given documents and videos that explain the theoretical contents and the experimental procedure. When this material is studied in advance, the practice session can be devoted to the discussion, clarification and practical application of the acquired knowledge. This paper describes the effect of the FT methodology on the students' academic performance when it was applied to the laboratory practice in two subjects, Physics and Electricity, of a technical degree. The laboratory and final grades of these subjects were compared in four consecutive years. The characteristics of all four years were quite similar, except that the traditional teaching method (TM) was used in two, while FT was applied in the other two. The statistical analysis shows that the academic results of the students were better in both subjects under FT than those obtained using TM, and that the difference was statistically significant.

González-Calero, J. A., Cózar, R., Villena, R., & Merino, J. M. (2019). **The development of mental rotation abilities through robotics-based instruction: An experience mediated by gender.** *British Journal of Educational Technology*, 50(6), 3198-3213. <https://doi.org/10.1111/bjet.12726>

The research literature on the topic of "spatial ability" reveals that it has a major influence on achievement in the fields of science, technology, engineering and mathematics. Additionally, previous studies indicate the existence of a gender gap in

spatial ability in favour of males. Mental rotation, one subskill of spatial ability, is an area in which gender differences are greater. At the same time, educational robotics is seen as one of the more promising technologies in educational contexts for the future. We conducted a quasi-experimental study with 142 seven- and eight-year-old students aimed at analysing whether robotics-based instruction may produce greater learning gains on mental rotation abilities compared to traditional instruction. The intervention was developed in the context of map-reading tasks, which are part of the curricular content in Mathematics and Social Sciences at this age. The results showed that for males, the robotics-based instruction promoted a significantly greater improvement in students' mental rotation abilities compared to the control group. By contrast, no significant differences were observed for females. Although this study provides empirical evidence of the potential of robotics-based instruction, future studies need to deeply analyse the existence of gender differences in the learning gains obtained through educational robotics.

Grant, D. G. (2019). **Predicting Web 2.0 use among US teens—Expanding the power of the skill, will and tool model.** *British Journal of Educational Technology*, 50(6), 3405-3419. <https://doi.org/10.1111/bjet.12745>

There is a need to understand antecedents to US teens' use of information and communication technology (ICT). Research on the "digital divide" for access to ICT reports conflicting findings based on gender and demographic factors of parent income and education. This study expanded the "tool-will-skill" framework to examine how demographic factors, access to ICT tools, teen will factors and social networking skill explain variation in Internet use among US teens. The study analyzed national data from Pew Research Center's survey of 1,060 US teens. Principal component analysis (PCA) identified six latent variables for teen will. A pre-diagram depicts a conceptual framework and causal assumption of relationships between demographic factors, tool factors (ie, Internet access, smartphone access and tablet access), will factors (from PCA) and skill factors (Facebook, Instagram, Snapchat and Twitter). Multiple linear path analysis was conducted, and results reported. Recommendations are suggested for instructional practice, educational policy and future research.

Harker-Schuch, I. E., Mills, F. P., Lade, S. J., & Colvin, R. M. (2020). **CO2peration – Structuring a 3D interactive digital game to improve climate literacy in the 12-13-year-old age group.** *Computers & Education*, 144, 103705. <https://doi.org/10.1016/j.compedu.2019.103705>

Preparing students for their future and qualifying them to enter public life is the essential role of the public-school system. As such, an understanding of climate science ought to be an essential – and significant – component of that preparation. This research proposes a novel pathway to teach climate science via a 3D interactive digital game and examines the potential of 12–13-year olds as a prepatent group for climate science interventions. After playing a proof-of-concept climate science game that covers the physical causes and mechanisms of climate change, 401 students in Austria and Australia were tested with a climate literacy questionnaire. Our results indicate that climate literacy can be improved in this age group via the digital game. In addition, we found further evidence of established climate science 'knowledge domains' in this age group that form a natural 'increased levels of complexity' scaffold that can be used to design curricula such as that in the digital game. These four 'knowledge domains' are

(in brief): Earth in the solar system; gravity and its effect on the atmosphere; albedo and solar radiation, and; greenhouse gases and their warming potential.

Herodotou, C., Hlosta, M., Boroowa, A., Rienties, B., Zdrahal, Z., & Mangafa, C. (2019). **Empowering online teachers through predictive learning analytics**. *British Journal of Educational Technology*, 50(6), 3064-3079. <https://doi.org/10.1111/bjet.12853>

This study presents an advanced predictive learning analytics system, OU Analyse (OUA), and evidence from its evaluation with online teachers at a distance learning university. OUA is a predictive system that uses machine learning methods for the early identification of students at risk of not submitting (or failing) their next assignment. Teachers have access, via interactive dashboards, to weekly predictions of risk of failing for each of their students. In this study, we examined how the degree of OUA usage by 559 teachers, of which 189 were given access to OUA, related to student learning outcomes of more than 14 000 students in 15 undergraduate courses. Teachers who made "average" use of OUA, that is accessed OUA throughout the life cycle of a course presentation, and in particular between 10% and 40% of the weeks a course was running, and intervened with students flagged as at risk were found to benefit their students the most; after controlling for differences in academic performance, these students were found to have significantly better performance than their peers in the previous year's course presentation during which the same teachers made no use of predictive learning analytics. Predictive learning analytics is an innovative student's support approach in online pedagogy that, as shown in this study, can empower online teachers in effectively monitoring and intervening with their students, over and above other approaches, and result in improved learning outcomes. Practitioner Notes What is already known about this topic Pedagogical and personal support to students is a significant responsibility of online teachers. Student's support is a challenging activity due to the lack of face-to-face interactions. Predictive learning analytics (PLA) can identify students at risk of failing their studies. What this paper adds One of the few large-scale studies is available for examining the impact of analytics on student's performance. Teachers' usage of PLA was significantly related to better learning outcomes. Online teachers had students with better learning outcomes when accessing PLA data rather than when they had no access. Implications for practice and/or policy PLA can empower online teachers and complement the teaching practice. PLA can help in the identification and proactive intervention of students at risk of failing their studies. Actions should be taken to motivate and engage online teachers with PLA.

Hersh, M., & Mouroutsou, S. (2019). **Learning technology and disability—Overcoming barriers to inclusion: Evidence from a multicountry study**. *British Journal of Educational Technology*, 50(6), 3329-3344. <https://doi.org/10.1111/bjet.12737>

The paper uses data from a 15-country study to discuss the factors which affect the use of information and communication technologies (ICT) and learning technologies by disabled people and consequently their access to education. Significant differences were found both between and within countries: income and language were the main factors affecting availability. Thus, the greatest availability was in the higher income English-speaking countries and the richer European countries. The main barriers to technology use included cost, lack of funding and lack of information. A particular disparity in technology access was found between the English-speaking European population and Aboriginal speakers of indigenous languages in Australia, with

considerably greater access by the former than the latter group. A number of recommendations are presented to increase access to learning and assistive technologies by disabled people. They include encouragement for developers to produce free of charge (minority language) technologies, research on more effective provision of technologies and personal assistance, assistive technology centres in all learning institutions, simple funding mechanisms and a fund to support technology provision in poorer countries.

Howard, M. C., & Gutworth, M. B. (2020). **A meta-analysis of virtual reality training programs for social skill development.** *Computers & Education*, 144, 103707. <https://doi.org/10.1016/j.compedu.2019.103707>

Recent years have seen an increase in the number of researchers and practitioners applying virtual reality (VR) to develop social skills, but varying levels of success have been observed when applying these VR training programs. Due to these disparities, review and summary work is needed to determine (a) whether these programs are effective and (b) the attributes of these programs that lead to success. In the current article, we perform a meta-analysis to determine the overall effectiveness of VR training programs for developing social skills, and we also study the effect of several moderating variables that may influence the effectiveness of these programs. We test whether certain aspects of the applied hardware (e.g. input devices, output devices), applied software (e.g. game elements, Second Life), participant population (e.g. general/specialized), and study design (e.g. type of control group, type of measure, others) influence the success of these programs. Sources were identified using EBSCO and Google Scholar, and, after our inclusion criteria were applied, 23 samples were included in our meta-analysis. Using a random-effects approach, we show that VR training programs, on average, perform better than alternative training programs for developing social skills, but almost all the other findings contradict current notions regarding these programs. Of note, gamified programs produced slightly worse outcomes than non-gamified programs, and programs utilizing immersive technologies (e.g. head-mounted displays) produced slightly worse outcomes than programs utilizing non-immersive displays (e.g. monitors). We provide suggestions regarding the effectiveness of VR training for social skills in comparison to alternative training approaches, the attributes of VR training programs that produce better outcomes, and directions for future research and practice.

Iribarnegaray, L. (2019, octobre 29). **A Autun, un « campus connecté » pour rester « à la maison ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/10/29/a-autun-un-campus-connecte-pour-rester-a-la-maison_6017277_4401467.html

Pour ceux qui veulent rester proches de leur domicile, la ville bourguignonne propose des formations universitaires à distance et encadrées. Une formule labellisée par le ministère de l'enseignement supérieur.

Jarraud, F. (2019, octobre 17). **Qu'est ce que le numérique permet d'apprendre à l'école ?** Consulté 22 octobre 2019, à l'adresse <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/17102019Article637068953012182756.aspx>

« Peut-être que certaines attentes étaient trop « simplistes » », écrivent André Tricot et Franck Amadiou dans une nouvelle Note du conseil scientifique de la Fcpe. « Le

numérique améliore la motivation des élèves... mais modestement. En aucun cas, il ne peut résoudre le problème des élèves qui ne sont pas motivés pour apprendre. Le numérique permet un apprentissage plus actif... et plus exigeant. Mais l'apprentissage actif n'est pas tant une question de support que d'engagement cognitif des élèves. Le numérique favorise l'autonomie des élèves... mais seulement pour les plus autonomes et les plus motivés d'entre eux. Le numérique permet de s'adapter aux besoins particuliers des élèves... mais c'est un domaine dans lequel les progrès à faire sont encore immenses, tant en recherche qu'en développement. Les enseignants utilisent peu les outils numériques... quand ces derniers n'apportent rien », précisent ils. « En général, de nombreux enseignants utilisent des outils numériques quand ceux-ci apportent une réelle plus-value, sans faire perdre trop de temps. Cette plus-value est spécifique à la discipline, à la fonction pédagogique, à l'apprentissage visé, précisément. »

Johanes, P., & Thille, C. (2019). **The heart of educational data infrastructures = Conscious humanity and scientific responsibility, not infinite data and limitless experimentation.** *British Journal of Educational Technology*, 50(6), 2959-2973. <https://doi.org/10.1111/bjet.12862>

Education and education research are experiencing increased digitization and datafication, partly thanks to the rise in popularity of massively open online courses (MOOCs). The infrastructures that collect, store and analyse the resulting big data have received critical scrutiny from sociological, epistemological, ethical and analytical perspectives. These critiques tend to highlight concerns and/or warnings about the lack of the infrastructures' and builders' understanding of various nontechnical aspects of big data research (eg seeing data as neutral rather than as products of social processes). These critiques have primarily come from outside of the builder community, rendering the conversation largely one-sided and devoid of the voices of the builders themselves. The purpose of this paper is to re-balance the conversation by reporting the results of interviews with 11 data infrastructure builders in higher education institutions. The interviews reveal that builders engage deeply with the issues the critiques outline, not only thinking about them, but also developing practices to address them. The paper focuses the findings on three themes: designing a productive science, navigating ubiquitous ethics and achieving real human impact. Researchers, policymakers and infrastructure builders can use these accounts to better understand the building process and experience.

Kay, J., & Kummerfeld, B. (2019). **From data to personal user models for life-long, life-wide learners.** *British Journal of Educational Technology*, 50(6), 2871-2884. <https://doi.org/10.1111/bjet.12878>

As technology has become ubiquitous in learning contexts, there has been an explosion in the amount of learning data. This creates opportunities to draw on the decades of learner modelling research from Artificial Intelligence in Education and more recent research on Personal Informatics. We use these bodies of research to introduce a conceptual model for a Personal User Model for Life-long, Life-wide Learners (PUMLS). We use this to define a core set of system competency questions. A successful PUMLS and its interface must enable a learner to answer these by scrutinising their PUMLS, aided by its scaffolding interfaces. We aim to give learners both control over their own learning data and the means to harness that data for the important metacognitive processes of self-monitoring, reflection and planning. We conclude with

a set of design guidelines for creating PUMs. Our core contribution is a way to think about the design and evaluation of learning data and applications so that they give learner control and agency beyond simple data access and algorithmic transparency. Practitioner Notes What is already known about this topic There is decades of Artificial Intelligence in Education (AIED) research on learner modelling, personalisation and Open Learner Models (OLMs). There is a growing body of work on Personal Informatics. What this paper adds Drawing on the above research, we present a conceptual model showing how learning applications and data repositories relate to a Personal User Model for Life-long, Life-wide Learners (PUMs). A set of competency questions to inform design and evaluation of PUMs. Guidelines for designing interfaces that enable learners to scrutinise and control their learning data and models. Implications for practice and/or policy As universities create institutional repositories of learning data, our work takes a complementary, learner-centred perspective of learning data, applications and repositories. PUMs offer a mechanism to support student's meta-cognitive processes. PUMs go beyond simplistic views of data access and transparency of algorithmic processes—empowering learners to scrutinise their long-term data and its use.

Kim, D., Lee, I.-H., & Park, J.-H. (2019). **Latent class analysis of non-formal learners' self-directed learning patterns in open educational resource repositories.** *British Journal of Educational Technology*, 50(6), 3420-3436. <https://doi.org/10.1111/bjet.12746>

Open educational resources (OERs) are increasingly adopted in non-formal education contexts. However, little research has been conducted to investigate the self-directed learning patterns of non-formal learners using OERs. A lack of knowledge about non-formal learners precludes discussions on how to support their self-regulated learning in open learning environments. We explored the self-directed learning patterns of 1892 non-formal online learners who were using OER repositories. In addition, we examined whether differences existed in future intentions to use OERs between learners with different learning patterns. Four latent classes were identified, and learners' age was found to affect class membership. We also found that non-formal learners' use of self-directed learning strategies predicted their future intentions to use OERs. This study advanced our understanding of the subpopulations of non-formal learners using OERs. Future research will benefit from the findings related to designing OER environments that can accommodate diverse self-directed learners.

Kitto, K., & Knight, S. (2019). **Practical ethics for building learning analytics.** *British Journal of Educational Technology*, 50(6), 2855-2870. <https://doi.org/10.1111/bjet.12868>

Artificial intelligence and data analysis (AIDA) are increasingly entering the field of education. Within this context, the subfield of learning analytics (LA) has, since its inception, had a strong emphasis upon ethics, with numerous checklists and frameworks proposed to ensure that student privacy is respected and potential harms avoided. Here, we draw attention to some of the assumptions that underlie previous work in ethics for LA, which we frame as three tensions. These assumptions have the potential of leading to both the overcautious underuse of AIDA as administrators seek to avoid risk, or the unbridled misuse of AIDA as practitioners fail to adhere to frameworks that provide them with little guidance upon the problems that they face in building LA for institutional adoption. We use three edge cases to draw attention to these tensions, highlighting places where existing ethical frameworks fail to inform those building LA solutions. We propose a pilot open database that lists edge cases faced by

LA system builders as a method for guiding ethicists working in the field towards places where support is needed to inform their practice. This would provide a middle space where technical builders of systems could more deeply interface with those concerned with policy, law and ethics and so work towards building LA that encourages human flourishing across a lifetime of learning. Practitioner Notes What is already known about this topic Applied ethics has a number of well-established theoretical groundings that we can use to frame the actions of ethical agents, including, deontology, consequentialism and virtue ethics. Learning analytics has developed a number of checklists, frameworks and evaluation methodologies for supporting trusted and ethical development, but these are often not adhered to by practitioners. Laws like the General Data Protection Regulation (GDPR) apply to fields like education, but the complexity of this field can make them difficult to apply. What this paper adds Evidence of tensions and gaps in existing ethical frameworks and checklists to support the ethical development and implementation of learning analytics. A set of three edge cases that demonstrate places where existing work on the ethics of AI in education has failed to provide guidance. A "practical ethics" conceptualisation that draws on virtue ethics to support practitioners in building learning analytics systems. Implications for practice and/or policy Those using AIDA in education should collect and share example edge cases to support development of practical ethics in the field. A multiplicity of ethical approaches are likely to be useful in understanding how to develop and implement learning analytics ethically in practical contexts.

Legleye, S. (2019). **Une personne sur six n'utilise pas Internet, plus d'un usager sur trois manque de compétences numériques de base - Insee Première - 1780**. *INSEE Première*, (1780). Consulté à l'adresse https://www.insee.fr/fr/statistiques/4241397?pk_campaign=avis-parution

En 2019, 15 % des personnes de 15 ans ou plus n'ont pas utilisé Internet au cours de l'année, tandis que 38 % des usagers manquent d'au moins une compétence numérique de base et 2 % sont dépourvus de toute compétence. Ainsi, l'illectronisme, ou illettrisme numérique, concerne 17 % de la population. Une personne sur quatre ne sait pas s'informer et une sur cinq est incapable de communiquer via Internet. Les personnes les plus âgées, les moins diplômées, aux revenus modestes, celles vivant seules ou en couple sans enfant ou encore résidant dans les DOM sont les plus touchées par le défaut d'équipement comme par le manque de compétences. En France, le niveau global de compétences numériques est semblable à la moyenne européenne.

Liao, C.-N., Chang, K.-E., Huang, Y.-C., & Sung, Y.-T. (2020). **Electronic storybook design, kindergartners' visual attention, and print awareness: An eye-tracking investigation**. *Computers & Education*, 144, 103703. <https://doi.org/10.1016/j.compedu.2019.103703>

The purpose of this study was to understand children's visual attention during shared storybook reading when the print and picture area sizes are identical, as well as to understand which electronic storybook design is best able to increase children's attention to the print and their print awareness. To this end, we modified the electronic storybook's design, measured children's print awareness, and used an eye-tracker to measure children's visual attention during reading. Sixty-one 4-5 year old Taiwanese children's data were analyzed in this study. This study was conducted over a 6-week period: one week for pretest, four weeks of intervention, and one week for posttest. After the pretest stage, the kindergartners were split into three groups: traditional

storybook, highlight synchronization (implicit instruction), and print discussion (explicit instruction). The results suggested that: First, when the print and picture area sizes were identical, children spent more than 19% of their time looking at the print area, substantially higher than previous studies (e.g. Evans & Saint-Aubin, 2005; Justice, Skibbe, Canning, & Lankford, 2005; Roy-Charland, Perron, Boulard, Chamberland, & Hoffman, 2015); second, the highlight synchronization design did entice children to look at the print more (from 19% to 38% reading time); third, exposure to either the reading highlight synchronization or the print discussion storybook designs for four weeks improved the children's print awareness.

Luckin, R., & Cukurova, M. (2019). **Designing educational technologies in the age of AI: A learning sciences-driven approach.** *British Journal of Educational Technology*, 50(6), 2824-2838. <https://doi.org/10.1111/bjet.12861>

Interdisciplinary research from the learning sciences has helped us understand a great deal about the way that humans learn, and as a result we now have an improved understanding about how best to teach and train people. This same body of research must now be used to better inform the development of Artificial Intelligence (AI) technologies for use in education and training. In this paper, we use three case studies to illustrate how learning sciences research can inform the judicious analysis, of rich, varied and multimodal data, so that it can be used to help us scaffold students and support teachers. Based on this increased understanding of how best to inform the analysis of data through the application of learning sciences research, we are better placed to design AI algorithms that can analyse rich educational data at speed. Such AI algorithms and technology can then help us to leverage faster, more nuanced and individualised scaffolding for learners. However, most commercial AI developers know little about learning sciences research, indeed they often know little about learning or teaching. We therefore argue that in order to ensure that AI technologies for use in education and training embody such judicious analysis and learn in a learning sciences informed manner, we must develop inter-stakeholder partnerships between AI developers, educators and researchers. Here, we exemplify our approach to such partnerships through the EDUCATE Educational Technology (EdTech) programme.

Practitioner Notes What is already known about this topic? The progress of AI Technology and learning analytics lags behind the adoption of these approaches and technologies in other fields such as medicine or finance. Data are central to the empirical work conducted in the learning sciences and to the development of machine learning Artificial Intelligence (AI). Education is full of doubts about the value that any technology can bring to the teaching and learning process. What this paper adds? We argue that the learning sciences have an important role to play in the design of educational AI, through their provision of theories that can be operationalised and advanced. Through case studies, we illustrate that the analysis of data appropriately informed by interdisciplinary learning sciences research can be used to power AI educational technology. We provide a framework for inter-stakeholder, interdisciplinary partnerships that can help educators better understand AI, and AI developers better understand education. Implications for practice and/or policy? AI is here to stay and that it will have an increasing impact on the design of technology for use in education and training. Data, which is the power behind machine learning AI, can enable analysis that can vastly increase our understanding of when and how the teaching and learning process is progressing positively. Inter-stakeholder, interdisciplinary partnerships

must be used to make sure that AI provides some of the educational benefits its application in other areas promise us.

Mamun, M. A. A., Lawrie, G., & Wright, T. (2020). **Instructional design of scaffolded online learning modules for self-directed and inquiry-based learning environments.** *Computers & Education*, 144, 103695. <https://doi.org/10.1016/j.compedu.2019.103695>

Technology is ubiquitous in the modern world; to harness its educational potential in the quest to introduce environments that are flexible and differentiate for individual student learning needs, the strategic use of the complex array of tools is required. Engagement with this challenge has the potential to lead to the provision of interfaces that allow students to access these resources and become independent learners. It is therefore important to identify and evaluate the features of such interfaces to calibrate and respond to individual student needs. In this context, the quality of differentiated support for learning, referred to as scaffolding, is established as paramount to the design and structure of online environments. In this study, the instructional design referred to as predict, observe, explain and evaluate (POEE), informed by constructivist theories of learning, to implement multiple scaffolding strategies is described. The POEE scaffolding strategy was applied in the creation of two inquiry learning modules. Student engagement with these inquiry modules in a self-directed online environment was explored to identify critical elements of the scaffolding. The findings of this study, based on students' interactions and engagement with the learning modules, enabled the conceptualisation of a multimodal scaffolding strategy for self-directed inquiry. We propose that the recommendations from the implementation of these scaffolded learning modules can represent exemplars illustrative of an enriched instructional design paradigm to support students' independent study in blended environments.

Mavrikis, M., Geraniou, E., Santos, S. G., & Poulouvasillis, A. (2019). **Intelligent analysis and data visualisation for teacher assistance tools: The case of exploratory learning.** *British Journal of Educational Technology*, 50(6), 2920-2942. <https://doi.org/10.1111/bjet.12876>

While it is commonly accepted that Learning Analytics (LA) tools can support teachers' awareness and classroom orchestration, not all forms of pedagogy are congruent to the types of data generated by digital technologies or the algorithms used to analyse them. One such pedagogy that has been so far underserved by LA is exploratory learning, exemplified by tools such as simulators, virtual labs, microworlds and some interactive educational games. This paper argues that the combination of intelligent analysis of interaction data from such an Exploratory Learning Environment (ELE) and the targeted design of visualisations has the benefit of supporting classroom orchestration and consequently enabling the adoption of this pedagogy to the classroom. We present a case study of LA in the context of an ELE supporting the learning of algebra. We focus on the formative qualitative evaluation of a suite of Teacher Assistance tools. We draw conclusions relating to the value of the tools to teachers and reflect with transferable lessons for future related work. Practitioner Notes

What is already known about this topic Learning Analytics (LA) tools can support teachers' orchestration but most of the work so far has focus mostly on instructionist pedagogies or Computer-Supported Collaborative Learning. Exploratory Learning Environments (ELEs) encourage students to freely explore a domain and follow a variety of solutions and have the potential to lead to more engagement and deeper learning. The freedom in ELEs introduces orchestration challenges that hinder the adoption of such pedagogies in classroom. What this paper adds A set of usage scenarios for LA

tools for exploratory environments derived from teacher input and design and methodological guidelines based on a reflection from the study. Showcases a suite of Teacher Assistance tools purposefully designed for teachers' orchestration requirements during Exploratory Learning. Empirical evidence of the perceived usefulness of these tools and feedback from a large number of teachers thanks to a methodology of re-using previously collected classroom data. Implications for practice and/or policy A methodology for involving teachers in the design and evaluation of LA. Highlights teacher training needs for LA. Teachers should be provided with tools that help them orchestrate different activities including ones with digital tools underpinned by a constructionist pedagogy.

Meng, L., Qiu, C., & Boyd-Wilson, B. (2019). **Measurement invariance of the ICT engagement construct and its association with students' performance in China and Germany: Evidence from PISA 2015 data.** *British Journal of Educational Technology*, 50(6), 3233-3251. <https://doi.org/10.1111/bjet.12729>

The present study investigated the factor structure of and measurement invariance in the information and communication technology (ICT) engagement construct, and the relationship between ICT engagement and students' performance on science, mathematics and reading in China and Germany. Samples were derived from the Programme for International Student Assessment (PISA) 2015 survey. Configural, metric and scalar equivalence were found in a multigroup exploratory structural equation model. In the regression model, a significantly positive association between interest in ICT and student achievement was found in China, in contrast to a significantly negative association in Germany. All achievement scores were negatively and significantly correlated with perceived ICT competence scores in China, whereas science and mathematics achievement scores were not predicted by scores on ICT competence in Germany. Similar patterns were found in China and Germany in terms of perceived autonomy in using ICT and social relatedness in using ICT to predict students' achievement. The implications of all the findings were discussed.

Moufakkir, S. E. (2019). **L'usage et les représentations sociales des TICE chez les enseignants des écoles communautaires dans le milieu rural au Maroc. Cas de la région Rabat-Salé-Kenitra.** *Ecoles, territoires et numérique: quelles collaborations? quels apprentissages?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02314192>

Les représentations sociales des enseignants sont des facteurs déterminants de l'intégration des TICE dans les pratiques pédagogiques. A partir d'une analyse de contenu des entretiens semi-directifs auprès des enseignants de deux écoles communautaires au Maroc-Cas de la région Rabat-Salé-Kenitra. Cet article sera présenté comme suit, le contexte de l'évolution de l'école communautaire au Maroc et la problématique de notre recherche, nous abordons rapidement la notion de représentation sociale et le rôle qu'elle joue dans le processus d'appropriation de compétences dans ce domaine. Nos principaux résultats seront présentés en nous appuyons sur l'analyse des entretiens avec les enseignants de deux écoles communautaires. Ils aborderont les réponses des enseignants concernant leurs usages déclarés des TICE; leurs perceptions des formations proposées; des dotations en matériel; des ressources numériques et de la plus-value des TICE.

Mumford, S., & Dikilitaş, K. (2020). **Pre-service language teachers reflection development through online interaction in a hybrid learning course**. *Computers & Education*, 144, 103706. <https://doi.org/10.1016/j.compedu.2019.103706>

This case study investigates the growth of reflective thinking skills in three pre-service English language teachers in Turkey. The participants were attending a hybrid course focusing on reflection development through mainly online engagement with a practicum Teacher Research project, guided by the teacher educator. An exploratory approach is taken, based on interviews with pre-service teachers, observations of their contributions to online lessons, and their reflective papers. Of the three, only one teacher reached higher levels of reflection. The discussion focuses on implications for online learning, particularly for synchronous written interaction in pre-service teacher education, and highlights the importance of, and the difficulties in the establishment of a social presence in online interaction. Implications for the relationship between reflection, technology for teaching, and technology for teacher learning are discussed, and the need to prepare pre-service teachers for online interaction.

OCDE. (2019). **OECD Reviews of Digital Transformation: Going Digital in Colombia** (p. 190). Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/fr/science-and-technology/oecd-reviews-of-digital-transformation-going-digital-in-colombia_781185b1-en

OECD Reviews of Digital Transformation: Going Digital in Colombia analyses recent developments of the digital economy in the country, reviews policies related to digitalisation and makes recommendations to increase policy coherence in this area. The report examines recent developments in infrastructures for the digital economy, telecom markets and related regulations and policies in Colombia. It reviews trends in the use of digital technologies by individuals, businesses and the government, and examines policies to foster diffusion. The report also examines opportunities and challenges raised by digitalisation for production, innovation, jobs and skills. The report reconsiders these policies in relation to their coherence among different domains and in order to foster synergies across government ministries, levels and institutions, based on the integrated policy framework of the OECD's Going Digital: Making the Transformation Work for Growth and Well-being project.

Okada, A., Noguera, I., Alexieva, L., Rozeva, A., Kocdar, S., Brouns, F., ... Guerrero-Roldán, A.-E. (2019). **Pedagogical approaches for e-assessment with authentication and authorship verification in Higher Education**. *British Journal of Educational Technology*, 50(6), 3264-3282. <https://doi.org/10.1111/bjet.12733>

Checking the identity of students and authorship of their online submissions is a major concern in Higher Education due to the increasing amount of plagiarism and cheating using the Internet. The literature on the effects of e-authentication systems for teaching staff is very limited because it is a novel procedure for them. A considerable gap is to understand teaching staff' views regarding the use of e-authentication instruments and how they impact trust in e-assessment. This mixed-method study examines the concerns and practices of 108 teaching staff who used the TeSLA—Adaptive Trust-based e-Assessment System in six countries: the UK, Spain, the Netherlands, Bulgaria, Finland and Turkey. The findings revealed some technological, organisational and pedagogical issues related to accessibility, security, privacy and e-assessment design and feedback. Recommendations are to provide a FAQ and an audit report with results, to raise

awareness about data security and privacy, to develop policies and guidelines about fraud detection and prevention, e-assessment best practices and course team support.

Papamitsiou, Z., & Economides, A. A. (2019). **Exploring autonomous learning capacity from a self-regulated learning perspective using learning analytics**. *British Journal of Educational Technology*, 50(6), 3138-3155. <https://doi.org/10.1111/bjet.12747>

Practising self-regulated learning (SRL) has been proposed to develop learning autonomy. However, there is lack of empirical evidence on how SRL strategies affect autonomous learning capacity. This study attempts to bridge that gap by utilizing the learners' trace data for measuring the learners' autonomous interactions, and investigates the effects of four SRL strategies on learners' autonomous choices. The goal is to explain how the employed SRL strategies impact autonomous control (in terms of frequencies of self-enforced decisions, as well as time-spent on decision making). The results from an exploratory study with undergraduate learners (N = 113) shown that goal-setting and time-management have strong positive effects on autonomous control, effort-regulation moderately positively affects learners' autonomy, while help-seeking has a strong negative effect. These findings provide empirical evidence and contribute to clarifying the role of each one of the SRL strategies in the development of autonomous learning capacity, from a learning analytics perspective. Limitations and potential implications for research and practice are also discussed.

Pei, B., Xing, W., & Lee, H.-S. (2019). **Using automatic image processing to analyze visual artifacts created by students in scientific argumentation**. *British Journal of Educational Technology*, 50(6), 3391-3404. <https://doi.org/10.1111/bjet.12741>

Science classes should support students' development of scientific argumentation. While previous studies have analyzed argumentative texts, they have overlooked the ways in which other types of representations, including images, affect the production of such texts. In addition, studies into the use of visual images in science education have offered mostly qualitative analyses. To fill these gaps in the research, this study used techniques of automated image processing to extract relevant information from student-generated visual artifacts. Specifically, it used a series of image-processing algorithms to automatically extract and quantify features of images created by students to serve as evidence in support of scientific arguments. Using various statistical analyses, we identified the relationships between the extracted features and the students' performance levels in constructing scientific arguments. The results revealed that the presence of water in a student's image correlated significantly with that student's claim and explanation scores and that the amount of water present in a student's image correlated significantly with that student's claim score, but not with their explanation score. These results indicate that automatic image processing can successfully identify image features that affect students' performance in scientific argumentation. Using this analysis as an example, we discuss implications for incorporating automated image processing into further research into scientific argumentation and the development of automated feedback.

Pi, Z., Xu, K., Liu, C., & Yang, J. (2020). **Instructor presence in video lectures: Eye gaze matters, but not body orientation**. *Computers & Education*, 144, 103713. <https://doi.org/10.1016/j.compedu.2019.103713>

The instructor's on-screen presence, rather than just voice, has rapidly become a popular feature in video lectures. Eye gaze and body orientation are core indicators of

an instructor's attentional focus in classroom settings, but it is not well known how these factors influence learners' attention allocation and learning performance in video lectures with the on-screen presence of instructors presenting slides. This study tested the effects of the instructor's eye gaze and body orientation on attention and learning from a video lecture in a sample of 174 undergraduates. Specifically, the instructor's presence was manipulated in terms of eye gaze (direct, guided, or averted) and body orientation (frontal or lateral). Eye tracking data revealed that regardless of an instructor's body orientation, learners who viewed the video lectures with the instructor's guided gaze paid greater attention to the slides, and those who viewed the video lectures with the instructor's direct gaze paid greater attention to her face; paper-and-pencil assessments showed that learners who viewed the video lectures with guided gaze showed better retention and transfer. These results held regardless of body orientation, suggesting that an instructor's eye gaze has a stronger influence than body orientation on attention and learning from video lectures. The findings suggest that an instructor should not look directly at the camera continuously throughout the lecture, and should instead use guided gaze to draw learners' attention to the learning materials.

Poitras, E. G., Harley, J. M., & Liu, Y. S. (2019). **Achievement emotions with location-based mobile augmented reality: An examination of discourse processes in simulated guided walking tours.** *British Journal of Educational Technology*, 50(6), 3345-3360. <https://doi.org/10.1111/bjet.12738>

The purpose of this study is to experimentally manipulate discourse processes hypothesized to impact the emotions students experience when interacting with handheld augmented reality devices in informal learning settings. Research conducted in the field is often limited by practical constraints, requiring heavy investments in time and resources to collect data from large samples of students. To demonstrate the feasibility of our proposed method, a guided walking tour with 60 students using a location-based augmented reality app was simulated in the context of a controlled laboratory setting. The difference between groups of students clustered into distinct profiles of positive and negative self-reported emotions was attributed to patterns in the mined dialog between students and tour guide. Furthermore, student engagement predicted the ability to recall topics covered in the tour. We discuss the implications and directions for future research in tour simulations conducted in a laboratory setting as a means to evaluate the role of mobile technologies in enhancing learning and desirable emotions.

Prinsloo, P. (2019). **A social cartography of analytics in education as performative politics.** *British Journal of Educational Technology*, 50(6), 2810-2823. <https://doi.org/10.1111/bjet.12872>

Data—their collection, analysis and use—have always been part of education, used to inform policy, strategy, operations, resource allocation, and, in the past, teaching and learning. Recently, with the emergence of learning analytics, the collection, measurement, analysis and use of student data have become an increasingly important research focus and practice. With (higher) education having access to more student data, greater variety and nuanced/granularity of data, as well as collecting and using real-time data, it is crucial to consider the data imaginary in higher education, and, specifically, analytics as performative politics. Data and data analyses are often presented as representing “reality” and, as such, are seminal in institutional

“truth-making,” whether in the context of operational or student learning data. In the broader context of critical data studies (CDS), this social cartography examines and maps the “data frontier” and the “data gaze” within the context of the dominant narrative of evidence-based management and the data imaginary in higher education. Following an analysis of the main assumptions in evidence-based management and the power of metrics, this paper presents a social cartography of data analytics not only as representational, but as actant, and as performative politics.

Practitioner Notes What is already known about this topic Student data in higher education are increasingly used not only to inform operational and strategic planning, but to inform and shape curricula, pedagogy and student learning. The collection, measurement, analysis and use of student data are informed by a particular data imaginary in service of evidence-based management. Data and analytics are seen as objective, neutral representations of reality and used as basis for informing policy, operational planning, resource allocation, and, increasingly, learning analytics and student facing dashboards. What this paper adds Critically examines data analytics in higher education as “truth-making” and never neutral, and always as provisional snapshots of “reality” serving particular, often undeclared, assumptions and interests. Situates learning analytics as the collection, measurement, analysis and use of student data in the broader context of the data imaginary and student data as “data frontier”. Provides evidence that data analytics is not only representational, but, increasingly, performative and political. Implications for practice and/or policy Makes explicit some of the theoretical, political, epistemological and ontological assumptions underpinning and sustaining the data imaginary in higher education. Foregrounds the need for more critical approaches to our expectations, collections, analyses and use of student data. Argues the need for policy and practitioners to recognise the inherent political and performative nature of data and data analysis, and the need for transparency, accountability and care.

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). **Challenges in the online component of blended learning: A systematic review**. *Computers & Education*, 144, 103701. <https://doi.org/10.1016/j.compedu.2019.103701>

Blended learning is widely regarded as an approach that combines the benefits afforded by face-to-face and online learning components. However, this approach of combining online with face-to-face instructional components have raised concerns over the years. Several studies have highlighted the overall challenges of blended learning mode of instruction as a whole, but there has been no clear understanding of the challenges that exist in the online component of blended learning. Thus, a systematic review of literature was conducted with the aim of identifying the challenges in the online component of blended learning from students, teachers and educational institutions perspectives. Self-regulation challenges and challenges in using learning technology are the key challenges that students face. Teachers challenges are mainly on the use of technology for teaching. Challenges in the provision of suitable instructional technology; and effective training support to teachers are the main challenges faced by educational institutions. This review highlights the need for further investigations to address students, teachers and educational institutions challenges in blended learning. In addition, we proposed some recommendations for future research.

Rau, P.-L. P., Zheng, J., & Wei, Y. (2020). **Distractive effect of multimodal information in multisensory learning.** *Computers & Education*, 144, 103699. <https://doi.org/10.1016/j.compedu.2019.103699>

Multisensory learning has the potential to facilitate learning outcome. However, visual, auditory, and tactile information can be distractive under certain circumstance, and the effect of their combination has not been fully explored. In two experiments, sixty-four participants read Chinese paragraphs and then answered multiple-choice questions with visual, auditory, and tactile distractions, and their combinations. Distractions were discrete in experiment 1 and continuous in experiment 2. Auditory distraction (deviant sounds and music) increased workload most and slowed down reading speed. Tactile distraction also increased workload, but combining tactile distraction with auditory distractions did not further increase the workload. Although visual distraction alone did not affect workload, combining it with auditory and tactile distractions further increased the workload. Auditory distraction affects reading the most, so we should avoid or mask irrelevant sounds in the learning environment. Multisensory learning protocols should be tested before being put into practice.

Richards, D., & Dignum, V. (2019). **Supporting and challenging learners through pedagogical agents: Addressing ethical issues through designing for values.** *British Journal of Educational Technology*, 50(6), 2885-2901. <https://doi.org/10.1111/bjet.12863>

Pedagogical Agents (PAs) that would guide interactions in intelligent learning environments were envisioned two decades ago. These early animated characters had been shown to deliver learning benefits. However, little was understood regarding what aspects were beneficial for learning and what sort of learning PAs were suitable for. This article considers the current and future use of PAs to support and challenge learners from three perspectives. Firstly, we look at PAs from a practical perspective to consider what Intelligent Virtual Agents are, the roles they play in education and beyond and the underlying technologies and theories driving them. Next we take a pedagogical perspective to consider the vision, pedagogical approaches supported and new possible uses of PAs. This leads us to the political perspective to consider the values, ethics and societal impacts of PAs. Drawing all three perspectives together we present a design for values approach to designing ethical and socially responsible PAs.

Roche, L., Rolland, C., & Chiama, J.-B. (2019). **Enseigner l'IEPS avec le numérique. Quels dispositifs d'enseignement pour quels apprentissages?** Consulté à l'adresse <https://www.decitre.fr/livres/enseigner-l-ieps-avec-le-numerique-9782902568444.html>

L'ère du numérique lance un nouveau défi adaptatif à l'Homme qui suppose tout à la fois qu'il apprenne à utiliser, manipuler des technologies numériques inventées par d'autres, et qu'il s'engage dans des démarches de compréhension des phénomènes que leurs usages génèrent. L'Ecole, parla mission ...

Rolf, E., Knutsson, O., & Ramberg, R. (2019). **An analysis of digital competence as expressed in design patterns for technology use in teaching.** *British Journal of Educational Technology*, 50(6), 3361-3375. <https://doi.org/10.1111/bjet.12739>

Teachers cannot presume that their learners have the competence to use the technology brought to the classroom. Therefore, the learners' abilities to use technology may be a concern for teachers. This paper reports on digital competence through an analysis of designs for learning in design patterns, written by upper secondary teachers. Learning activities found in the design patterns were analysed with

the aim to understand how teachers perceive the learners' digital competence when using technology. A framework that comprises digital competence was utilised for inferring the digital competencies. The qualitative analysis of these learning activities reveals that competences of information and data literacy, and of communication and collaboration predominate. By analysing the characteristics of learning activities and hence the teachers' ideas of technology use in teaching, it is concluded that design patterns can be used to identify the competences teachers believe are relevant for the learners to acquire. The result therefore involves aspects of how teachers perceive learners' digital competence when using technology in teaching.

Rosé, C. P., McLaughlin, E. A., Liu, R., & Koedinger, K. R. (2019). **Explanatory learner models: Why machine learning (alone) is not the answer**. *British Journal of Educational Technology*, 50(6), 2943-2958. <https://doi.org/10.1111/bjet.12858>

Using data to understand learning and improve education has great promise. However, the promise will not be achieved simply by AI and Machine Learning researchers developing innovative models that more accurately predict labeled data. As AI advances, modeling techniques and the models they produce are getting increasingly complex, often involving tens of thousands of parameters or more. Though strides towards interpretation of complex models are being made in core machine learning communities, it remains true in these cases of "black box" modeling that research teams may have little possibility to peer inside to try understand how, why, or even whether such models will work when applied beyond the data on which they were built. Rather than relying on AI expertise alone, we suggest that learning engineering teams bring interdisciplinary expertise to bear to develop explanatory learner models that provide interpretable and actionable insights in addition to accurate prediction. We describe examples that illustrate use of different kinds of data (eg, click stream and discourse data) in different course content (eg, math and writing) and toward different goals (eg, improving student models and generating actionable feedback). We recommend learning engineering teams, shared infrastructure and funder incentives toward better explanatory learner model development that advances learning science, produces better pedagogical practices and demonstrably improves student learning.

Practitioner Notes
What is already known about this topic
Researchers in learning analytics and educational data mining have been successful in creating innovative models of data that optimize prediction. Some of these models produce scientific or practical insights and fewer have been put into use and demonstrated to enhance student learning. What this paper adds
We provide examples of development of explanatory models of learners that not only accurately predict data but also provide scientific insights and yield practical outcomes. In particular, researchers with expertise in cognitive science and math education content use AI-based data analytics to discover previously unrecognized barriers to geometry student learning. They use model-derived insights to redesign an online tutoring system and "close-the-loop" by experimentally demonstrating that the new system produces better student learning than the original. Implications for practice and/or policy
We define explanatory learning models and provide an articulation of a process for generating them that involves interdisciplinary teams employing human-computer interaction and learning engineering methods. Based on our experiences, we recommend learning engineering teams, shared infrastructure and funder incentives toward better explanatory learner model development that advances learning science, produces better pedagogical practices and demonstrably improves student learning.

Sahin, D., & Yilmaz, R. M. (2020). **The effect of Augmented Reality Technology on middle school students' achievements and attitudes towards science education.** *Computers & Education*, 144, 103710. <https://doi.org/10.1016/j.compedu.2019.103710>

This study aims to investigate the impact of learning materials developed with augmented reality (AR) technology on middle school students' achievement and attitudes towards the course, and to determine their attitudes towards AR applications. In this study, a quasi-experimental design was used in which intact classrooms at two different schools, consisting of a total of one hundred 7th grade middle school students, were randomly assigned to either the experimental or control group. The experimental group completed the "Solar System and Beyond" module of their science course using AR technology, while the control group completed the same module using traditional methods and textbooks. Students in the experimental group were found to have higher levels of achievement and more positive attitudes towards the course than those in the control group. In addition, the results revealed that the students were pleased and wanted to continue using AR applications in the future. They also showed no signs of anxiety when using AR applications. In addition, it was found that academic achievements and attitudes of the students in the experimental group showed a positive, significant and intermediate correlation.

Sanchez, D. R., Langer, M., & Kaur, R. (2020). **Gamification in the classroom: Examining the impact of gamified quizzes on student learning.** *Computers & Education*, 144, 103666. <https://doi.org/10.1016/j.compedu.2019.103666>

Gamification is emerging as a method aimed at enhancing instructional contents in educational settings. However, theoretical underpinnings of the proposed effects of gamification are lacking. This paper applies the theory of gamified learning and extends research exploring the benefits of gamification on student learning through the testing effect. In a quasi-experimental design, university students (N = 473) prepared for three tests using traditional quizzes (i.e., a question, four response options) or gamified online quizzes (i.e., a wager option, a progress bar, encouraging messages). We assumed that students completing gamified quizzes would complete more quizzes and, through the benefits of the testing effect, would demonstrate better learning. Findings supported the testing effect in that students who completed more quizzes performed better on subsequent tests. Furthermore, students who completed the gamified quizzes had significantly better scores on the first test. However, this effect was not due to students completing more quizzes in the gamification group. Additionally, the beneficial effect of gamification did not persist for subsequent tests. This supports that gamification might work through a novelty effect where its influence may not be sustainable. Further analyses showed that higher achieving students benefited more from gamification than lower achieving students. Overall, the results (a) imply that gamification may be a viable option for short-term assignments, (b) highlight concerns of a novelty effect possibly recommending instructors not to use the same gamification method permanently, and (c) indicate that there are contexts where gamification might not be adequate to target low achieving students. Given these results we call for longitudinal studies investigating the novelty effects of gamification and research examining individual differences moderating the effects of gamification.

Sharma, K., Papamitsiou, Z., & Giannakos, M. (2019). **Building pipelines for educational data using AI and multimodal analytics: A "grey-box" approach.** *British Journal of Educational Technology*, 50(6), 3004-3031. <https://doi.org/10.1111/bjet.12854>

Students' on-task engagement during adaptive learning activities has a significant effect on their performance, and at the same time, how these activities influence students' behavior is reflected in their effort exertion. Capturing and explaining effortful (or effortless) behavior and aligning it with learning performance within contemporary adaptive learning environments, holds the promise to timely provide proactive and actionable feedback to students. Using sophisticated machine learning (ML) algorithms and rich learner data, facilitates inference-making about several behavioral aspects (including effortful behavior) and about predicting learning performance, in any learning context. Researchers have been using ML methods in a "black-box" approach, ie, as a tool where the input data is the learner data and the output is a given class from the chosen construct. This work proposes a methodological shift from the "black-box" approach to a "grey-box" approach that bridges the hypothesis/literature-driven (feature extraction) "white-box" approach with the computation/data-driven (feature fusion) "black-box" approach. This will allow us to utilize data features that are educationally and contextually meaningful. This paper aims to extend current methodological paradigms, and puts into practice the proposed approach in an adaptive self-assessment case study taking advantage of new, cutting-edge, interdisciplinary work on building pipelines for educational data, using innovative tools and techniques. Practitioner Notes What is already known about this topic Capturing and measuring learners' engagement and behavior using physiological data has been explored during the last years and exhibits great potential. Effortless behavioral patterns commonly exhibited by learners, such as "cheating," "guessing" or "gaming the system" counterfeit the learning outcome. Multimodal data can accurately predict learning engagement, performance and processes. What this paper adds Generalizes a methodology for building machine learning pipelines for multimodal educational data, using a modularized approach, namely the "grey-box" approach. Showcases that fusion of eye-tracking, facial expressions and arousal data provide the best prediction of effort and performance in adaptive learning settings. Highlights the importance of fusing data from different channels to obtain the most suited combinations from the different multimodal data streams, to predict and explain effort and performance in terms of pervasiveness, mobility and ubiquity. Implications for practice and/or policy Learning analytics researchers shall be able to use an innovative methodological approach, namely the "grey-box," to build machine learning pipelines from multimodal data, taking advantage of artificial intelligence capabilities in any educational context. Learning design professionals shall have the opportunity to fuse specific features of the multimodal data to drive the interpretation of learning outcomes in terms of physiological learner states. The constraints from the educational contexts (eg, ubiquity, low-cost) shall be catered using the modularized gray-box approach, which can also be used with standalone data sources.

Shum, S. J. B., & Luckin, R. (2019). **Learning analytics and AI: Politics, pedagogy and practices.** *British Journal of Educational Technology*, 50(6), 2785-2793. <https://doi.org/10.1111/bjet.12880>

Sidi, Y., Blau, I., & Eshet-Alkalai, Y. (2019). **How is the ethical dissonance index affected by technology, academic dishonesty type and individual differences?** *British Journal of Educational Technology*, 50(6), 3300-3314. <https://doi.org/10.1111/bjet.12735>

Academic dishonesty has been growing in both digital and analog settings. The present study aimed to generalize the ethical dissonance index (EDI), which was established in a sample of Israeli school students as the gap between the pervasiveness of academic dishonesty and its perceived legitimacy. Furthermore, the study examined how technology, dishonesty type and individual differences affect these factors. The study employed a scenario-based approach – an indirect strategy for deducing academic dishonest behaviors. Participants were 1055 school students from various grade levels, geographic locations and religious/ethnic sectors. Results regarding the role of technology revealed that, overall, digital academic dishonesty was less pervasive and deemed more legitimate compared to analog dishonesty. However, this relationship varied as a function of dishonesty type. Findings confirmed that students experienced some level of ethical dissonance, generalizing the EDI. Notably, individual differences did not affect the relationship between media, dishonesty type and the EDI.

Silber-Varod, V., Eshet-Alkalai, Y., & Geri, N. (2019). **Tracing research trends of 21st-century learning skills.** *British Journal of Educational Technology*, 50(6), 3099-3118. <https://doi.org/10.1111/bjet.12753>

Recently, learning technologies have become a pivotal constituent of teaching-learning processes. Contemporary studies indicate that in order to effectively utilize these technologies, instructors and learners alike must master a range of cognitive and socio-emotional competencies, commonly termed “digital literacy competencies” or “21st century skills.” This study employs a content analysis methodology to trace trends of change in the research of core digital literacy competencies as reflected in the educational academic literature of the past 37 years (1980–2016). Based on well-established frameworks of digital literacy competencies, this research examined seven skills: Collaboration, Communication, Creativity, Critical thinking, Information literacy, Problem-solving and Socio-emotional skills. Data were collected through advanced search queries of peer-reviewed publications in the Education Resources Information Center (ERIC) database. Findings reveal that among the examined terms, Communication is the most prominent digital literacy skill, followed by Problem Solving and Collaboration. Furthermore, within the context of Skills, the most prominent terms are Information Literacy and Critical thinking; Technology and Collaboration are least mentioned. Our findings suggest that awareness of digital learning competencies in educational research literature is marginal, implying that educational research seems to lag behind the need to understand the ever-changing digital competencies that instructors and learners need.

Štarčič, A. I. (2019). **Human learning and learning analytics in the age of artificial intelligence.** *British Journal of Educational Technology*, 50(6), 2974-2976. <https://doi.org/10.1111/bjet.12879>

Sullivan, F. R., & Keith, P. K. (2019). **Exploring the potential of natural language processing to support microgenetic analysis of collaborative learning discussions.** *British Journal of Educational Technology*, 50(6), 3047-3063. <https://doi.org/10.1111/bjet.12875>

In this study, we explore the potential of a natural language processing (NLP) approach to support discourse analysis of in-situ, small group learning conversations. The

theoretical basis of this work derives from Bakhtin's notion of speech genres as bounded by educational robotics activity. Our goal is to leverage computational linguistics methods to advance and improve educational research methods. We used a parts-of-speech (POS) tagging program to automatically parse a transcript of spoken dialogue collected from a small group of middle school students involved in solving a robotics challenge. We grammatically parsed the dialogue at the level of the trigram. Then, through a deliberative process, we mapped the POS trigrams to our theoretically derived problem solving in computational environments coding system. Next, we developed a stacked histogram visualization to identify rich interactional segments in the data. Seven segments of the transcript were thus identified for closer analysis. Our NLP-based approach partially replicated prior findings. Here, we present the theoretical basis for the work, our analytical approach in exploring this NLP-based method, and our research findings.

Practitioner Notes What is already known about this topic Over the last 10 years, several educational research papers indicate that natural language processing (NLP) techniques can be used to help interpret well-structured, written dialogue, eg, conversations in online class discussions. Two recent papers indicate that NLP techniques can also be used to help interpret well-structured, spoken dialogue, eg, replies to interview questions and/or comments made during think aloud protocols. Multimodal learning analytic techniques are being used to investigate collaborative learning. These studies use non-verbal features of data (gaze, gesture, physical actions), prosodic features of verbal data (pitch and tone) and/or turn-taking and duration of talk per speaker data, as means of predicting group success. None of the MMLA studies attempt semantic analysis of student talk in collaborative settings. What this paper adds A theoretical framework for why and how an automated NLP approach can support discourse analysis research on co-located, computer-based, collaborative problem solving interactions. This framework, entitled the Problem Solving in Computational Environment Speech Genre, links children's physical interactions with computational devices to their verbal exchanges and presents a theoretical rationale for the use of NLP methods in educational research. Description of an interdisciplinary method that combines NLP techniques with qualitative coding approaches to support analysis of student collaborative learning with educational robotics. Identification of student learning outcomes derived from the semantic, PSCE Speech Genre and NLP approach. Implications for practice and/or policy Educational researchers will be able to expand upon our findings towards the goal of using computation and automation to support microgenetic analysis of large datasets. Robust microgenetic learning findings will provide curriculum developers, educational technology developers and teachers with guidance on how to construct and or create learning materials and environments. From an interdisciplinary perspective, this research can support more interdisciplinary exploration of conversational dialogues that are ill-structured, indexical and referential. This research will support the further development of machine learning techniques and neural network models by computational linguists.

Sun, Y., Ni, L., Zhao, Y., Shen, X.-L., & Wang, N. (2019). **Understanding students' engagement in MOOCs: An integration of self-determination theory and theory of relationship quality.** *British Journal of Educational Technology*, 50(6), e0001. <https://doi.org/10.1111/bjet.12724>

Although Massive Open Online Courses (MOOCs) attract millions of people to enroll in their courses, the completion rate for most courses is very low. A majority of MOOCs students are not fully engaged in MOOCs, thus leading them to quit in the early stage

of the courses. Therefore, it is important to investigate students' engagement in MOOCs. Drawing on self-determination theory and the theory of relationship quality, this study proposes a model that conceptualizes the MOOCs engagement as consisting of psychological engagement and behavioral engagement and explores the antecedents of students' engagement in MOOCs. The research model is tested using data collected from 374 students of Chinese University MOOC. The results show that fulfillment of three basic psychological needs for autonomy, competence and relatedness have significant positive effects on intrinsic motivation, increasing students' psychological engagement in MOOCs. Relationship quality significantly predicts students' psychological engagement, and psychological engagement promotes behavioral engagement in MOOCs. Implications for research and practice as well as limitations of this study are discussed finally.

Tchamyou, V. S., Asongu, S. A., & Odhiambo, N. M. (2019). **The Role of ICT in Modulating the Effect of Education and Lifelong Learning on Income Inequality and Economic Growth in Africa.** *African Development Review*, 31(3), 261-274. <https://doi.org/10.1111/1467-8268.12388>

This study assesses the role of information and communication technologies (ICT) in modulating the impact of education and lifelong learning on income inequality and economic growth. It focuses on a sample of 48 African countries from 2004 to 2014. The empirical evidence is based on the generalized method of moments. The following findings are established. First, mobile phone and internet each interact with primary school education to decrease income inequality. Second, all ICT indicators interact with secondary school education to exert a negative impact on the Gini index. Third, fixed broadband distinctly interacts with primary school education and lifelong learning to have a positive effect on economic growth. Fourth, ICT indicators do not significantly influence inequality and economic growth through tertiary school education and lifelong learning. These main findings are further substantiated. Policy implications are discussed.

Tricot, A., Amadiou, F., & Clle, L. (2019). **Qu'est-ce que le numérique permet d'apprendre à l'école?** *Les notes du conseil scientifique*, (18), 5. https://www.fcpe.asso.fr/sites/default/files/ressources/NoteCS_no18_Num%C3%A9rique%20dans%20l'%C3%A9cole.pdf

Cette note traite des apports du numérique au sein de l'école, en confrontant les nombreux mythes qui circulent dans ce domaine aux connaissances issues de la recherche. Motivation et autonomie accrue des élèves, des appren-tissages plus actifs, une réponse aux besoins particuliers... le numérique permet-il réellement tout cela ? Il s'avère que la réponse à ces interrogations est mitigée, l'enseignement étant encore loin d'avoir effectué sa « révolution numérique »

Troussas, C., Krouska, A., & Sgouropoulou, C. (2020). **Collaboration and fuzzy-modeled personalization for mobile game-based learning in higher education.** *Computers & Education*, 144, 103698. <https://doi.org/10.1016/j.compedu.2019.103698>

Mobile game-based learning constitutes a hot issue in the related scientific literature since it promotes learning through an entertaining way and fosters student motivation to increase engagement in the educational process. As such, it can enhance the learning process and improve student participation. Towards this direction, this paper investigates how mobile learning and game-based learning can be utilized in higher

education settings and analyzes the pedagogical affordance of their adoption. As a testbed for our research, we designed and implemented Quiz Time! which is an intelligent mobile game-based learning application for assessing and advancing learners' knowledge in the programming language C#. Quiz Time! employs an assessing knowledge module for testing the knowledge of learners, a vectorial-based recommendation module for proposing personalized collaboration in group playing, a dynamic fuzzy logic-based advice generator for tailored assistance to learners' profile and misconceptions, and a cognitive learner modeler supporting the aforementioned modules. Quiz Time! was used in a higher education institution for an academic semester and was evaluated by students and computer science experts using an established framework and the statistical hypothesis test. Regarding the evaluation results, the computer science experts validated the pedagogical adequacy of the application and the students highlighted its positive impact on learning and its usefulness. A major conclusion is that incorporating personalization and collaboration in mobile game-based learning can further assist students in higher education towards advancing their knowledge level.

Tsai, Y.-S., Poquet, O., Gašević, D., Dawson, S., & Pardo, A. (2019). **Complexity leadership in learning analytics: Drivers, challenges and opportunities**. *British Journal of Educational Technology*, 50(6), 2839-2854. <https://doi.org/10.1111/bjet.12846>

Learning analytics (LA) has demonstrated great potential in improving teaching quality, learning experience and administrative efficiency. However, the adoption of LA in higher education is often beset by challenges in areas such as resources, stakeholder buy-in, ethics and privacy. Addressing these challenges in a complex system requires agile leadership that is responsive to pressures in the environment and capable of managing conflicts. This paper examines LA adoption processes among 21 UK higher education institutions using complexity leadership theory as a framework. The data were collected from 23 interviews with institutional leaders and subsequently analysed using a thematic coding scheme. The results showed a number of prominent challenges associated with LA deployment, which lie in the inherent tensions between innovation and operation. These challenges require a new form of leadership to create and nurture an adaptive space in which innovations are supported and ultimately transformed into the mainstream operation of an institution. This paper argues that a complexity leadership model enables higher education to shift towards more fluid and dynamic approaches for LA adoption, thus ensuring its scalability and sustainability.

Usher, M., & Barak, M. (2020). **Team diversity as a predictor of innovation in team projects of face-to-face and online learners**. *Computers & Education*, 144, 103702. <https://doi.org/10.1016/j.compedu.2019.103702>

Team diversity refers to the degree of individual differences among members of a team. It was reported as bearing both positive and negative effects on the innovation capabilities of science and engineering students, learning in a traditional classroom. As web-based technologies are becoming prominent in higher education, there is a need to examine this effect among students working in online learning environments. Hence, this study was set to characterize team diversity of science and engineering students, and identify factors that might predict innovation in team projects conducted in different learning environments. This study was carried out in the settings of a nanotechnology course, delivered both on-campus and as a massive open online course (MOOC). The study compared between three groups of learners: face-to-face

(F2F) university students (n = 103), online university students (n = 108), and MOOC learners (n = 109). The number of participants in each group is derived from the number of team projects that were submitted and analyzed. Applying a quasi-experimental research design, data were collected via a survey and analysis of projects' innovation. Findings showed that diversity in 'academic discipline' and 'academic level' were positive predictors of project innovation, in all three groups. Diversity in 'mother tongue' was found as a positive predictor of innovation for the face-to-face university students, but as a negative predictor for both online groups. Potential explanations for the differences observed between face-to-face and online learners are presented.

Uzun, A. M., & Kilis, S. (2020). **Investigating antecedents of plagiarism using extended theory of planned behavior.** *Computers & Education*, 144, 103700. <https://doi.org/10.1016/j.compedu.2019.103700>

Plagiarism has received considerable attention over the past two decades. Exploring the predictors of this type of academic misconduct can support stakeholders when confronting and managing the incidents of plagiarism. Using an extension of the Theory of Planned Behavior (TPB) framework, this study aims to understand the antecedents of plagiarism. In the study, the influence of new variables such as moral obligation and past behavior were tested along with more familiar TPB constructs. Moreover, the variable of perceived behavioral control was substituted with the Information and Communication Technologies (ICT) literacy variable, which is measured using Internet, computer and information literacy. Adopting a cross-sectional survey design, the data were collected from 588 university students and analyzed using partial least squares structural equation modeling. The results demonstrated that attitude, information literacy, moral obligation and past behavior were significant predictors of behavior intention to engage in plagiarism, whilst subjective norms, Internet literacy and computer literacy were not. The study concluded that the most appropriate way to combat plagiarism is through pedagogy. Offering more courses to university students on the subjects of ethics, morality and literacy is therefore highly recommended.

Wakefield, J., & Frawley, J. K. (2020). **How does students' general academic achievement moderate the implications of social networking on specific levels of learning performance?** *Computers & Education*, 144, 103694. <https://doi.org/10.1016/j.compedu.2019.103694>

This study examines to what extent the use of social networking sites impacts different levels of learning. In particular, we examine how post-secondary students' general academic achievement, reflected by grade point average scores, moderate these impacts. The impacts of social networking noted in the literature vary considerably, with positive and negative implications on student learning noted. Examining the moderating effects of students' general academic achievement may address the reasons for such inconsistency in impacts observed. To better understand the implications of social networking on student learning, we examine the implications of student time spent in total on Facebook and on different reasons for using Facebook through a series of ordinary least squares (OLS) regressions. The data on students' social networking use is collected via a survey and data retrieved from institution records on student performance. The context of this study is a first year equation and problem solving centric subject, consistent with the subject matter emphasised in business and STEM disciplines. The findings indicate social networking use puts students at risk who are generally lower academic achievers; in particular their performance is lower across the

least difficult levels of learning performance with greater Facebook use. In contrast the performance of higher academic achievers is not significantly impacted. The findings highlight the importance of considering students' general academic achievement as a moderator of the relationship between social networking use and learning performance, and also the importance of considering the impact on specific levels of learning.

Wijnker, W., Bakker, A., Gog, T. van, & Drijvers, P. (2019). **Educational videos from a film theory perspective: Relating teacher aims to video characteristics.** *British Journal of Educational Technology*, 50(6), 3175-3197. <https://doi.org/10.1111/bjet.12725>

Teachers are increasingly using video in their lessons, with various aims (eg, to raise students' levels of conceptual knowledge or interest). Videos that can be used for educational purposes are numerous, ranging from instruction videos to fiction films. Such videos have different characteristics, for example regarding the amount and structure of information, and the audio-visual presentation. However, guidelines on which video characteristics can help to achieve specific teacher aims are lacking. As a first step towards composing such guidelines, we added a film theory perspective to educational research on videos. The study included seven science teachers, 13 videos, and 233 students (aged 13–18 years). We used teacher interviews, video analyses, student questionnaires and a cross-case analysis connecting all the data. Data analysis followed a grounded theory approach, including open and axial coding to structure the data, and the constant comparative method to interconnect them. The results showed that videos that posed questions were associated with an increase in students' interest, and that highly informative videos with authoritative speakers were associated with an increase in students self-reported conceptual knowledge gains. Moreover, teachers often did not have explicit aims for using a particular video, and they selected and used videos in their lessons intuitively. Stimulating teachers to use videos in a more aim oriented way may make video usage more effective. From these findings, we developed a framework to assist teachers in selecting or making videos that match their aims, and a model of possible connections between teacher aims and film types as a first step towards guidelines for teachers using educational videos.

Williamson, B. (2019). **Policy networks, performance metrics and platform markets: Charting the expanding data infrastructure of higher education.** *British Journal of Educational Technology*, 50(6), 2794-2809. <https://doi.org/10.1111/bjet.12849>

Digital data are transforming higher education (HE) to be more student-focused and metrics-centred. In the UK, capturing detailed data about students has become a government priority, with an emphasis on using student data to measure, compare and assess university performance. The purpose of this paper is to examine the governmental and commercial drivers of current large-scale technological efforts to collect and analyse student data in UK HE. The result is an expanding data infrastructure which includes large-scale and longitudinal datasets, learning analytics services, student apps, data dashboards and digital learning platforms powered by artificial intelligence (AI). Education data scientists have built positive pedagogic cases for student data analysis, learning analytics and AI. The politicization and commercialization of the wider HE data infrastructure is translating them into performance metrics in an increasingly market-driven sector, raising the need for policy frameworks for ethical, pedagogically valuable uses of student data in HE. Practitioner Notes What is already known about this topic Learning analytics, education data

science and artificial intelligence are opening up new ways of collecting and analysing student data in higher education. UK government policies emphasize the use of student data for improvements to teaching and learning. What this paper adds A conceptual framework from “infrastructure studies” demonstrates how political objectives and commercial aims are fused to HE data systems, with data infrastructure becoming a key tool of government reform. A critical infrastructure analysis shows that student data processing technologies are being developed and deployed to measure university performance through student data. Implications for practice and/or policy Educators and managers in universities need to prepare robust institutional frameworks to govern their use of student data. Learning analytics practitioners, data scientists, learning scientists and social science researchers need to collaborate with the policy community and education technology developers on new policy frameworks to challenge narrow uses of student data as performance metrics.

Xu, Z., Wijekumar, K. (Kay), Ramirez, G., Hu, X., & Irey, R. (2019). **The effectiveness of intelligent tutoring systems on K-12 students' reading comprehension: A meta-analysis.** *British Journal of Educational Technology*, 50(6), 3119-3137. <https://doi.org/10.1111/bjet.12758>

This meta-analysis examined the effectiveness of improving reading comprehension for students in K-12 classrooms using intelligent tutoring systems (ITSs), a computer-based learning environment that provides customizable and immediate feedback to the learner. Nineteen studies from 13 publications incorporating approximately 10 000 students were included in the final analysis; using robust variance estimation to account for statistical dependencies, the 19 studies yielded 88 effect size estimates. The meta-analysis indicated that the overall random effect size of ITSs on reading comprehension was 0.60 (using a mix of standardized and researcher-designed measures) with a 95% confidence interval 0.36 to 0.85 ($p < 0.001$). This review confirms previous studies comparing ITSs to human tutoring: ITSs produced a small effect size when compared to human tutoring (0.20, 0.02–0.38, $p = 0.036$, $n = 21$). All comparisons to human tutoring used standardized measures. This review also found that ITSs produced a larger effect size on reading comprehension when compared to traditional instruction (0.86) for mixed measures and (0.26) for standardized measures. These findings may be of interest to practitioners and policy makers seeking to improve reading comprehension using consistent and accessible ITSs. Recommendations for researchers include conducting studies to understand the difference between traditional and updated versions of ITSs and employing valid and reliable standardized tests and researcher-designed measures.

Zhang, S., Liu, Q., & Cai, Z. (2019). **Exploring primary school teachers' technological pedagogical content knowledge (TPACK) in online collaborative discourse: An epistemic network analysis.** *British Journal of Educational Technology*, 50(6), 3437-3455. <https://doi.org/10.1111/bjet.12751>

The contextual influences on technological pedagogical content knowledge (TPACK) enactment and the method of TPACK assessment remain to be important research topics. Discourse data of 81 teachers in an online professional learning community were collected and analyzed based on the framework of TPACK. Frequency distribution and time series characteristics of teachers' knowledge domains were analyzed. In addition, epistemic network analysis was used to compare the epistemic network characteristics of teachers in the higher-score and the lower-score groups, different age groups, and

post and reply groups. Results showed that teachers' knowledge domains enacted in the context of online discourse were mainly pedagogical content knowledge and general pedagogical knowledge. The teachers in the higher-score group had a rich, organized and flexible knowledge structure of TPACK. Younger teachers had more connections between pedagogical knowledge and pedagogical content knowledge, while senior teachers had more connections between technological knowledge and pedagogical knowledge. The teachers in the reply group had more connections among the different categories of knowledge as compared to the post group. Finally, implications, limitations and future research were discussed.

Zhao, Y., Wang, A., & Sun, Y. (2020). **Technological environment, virtual experience, and MOOC continuance: A stimulus-organism-response perspective.** *Computers & Education*, 144, 103721. <https://doi.org/10.1016/j.compedu.2019.103721>

Massive open online courses (MOOCs) offer a new learning environment, and their development facilitates educational democracy and equality. Although MOOCs are rapidly increasing in popularity worldwide, there remains a serious problem of learners discontinuing courses. Consequently, investigation of the drivers of MOOC continuance is warranted. This study aimed to investigate, by applying the stimulus-organism-response (S-O-R) framework, the impact the technological environmental features of MOOC systems, such as interactivity, media richness, and sociability, have on learners' intention to continue participating in MOOCs. Further, virtual experience of telepresence, social presence, and flow was also integrated into the research framework as central underlying mechanisms. Employing a structural equation modeling approach, the hypothesized model was validated empirically using data collected from 374 participants on the Chinese University MOOC platform. After the measurement model was validated, the structural model was tested using partial least squares. The results showed that the technological-environmental features of interactivity and media richness positively predicted participants' virtual experience of telepresence; meanwhile, sociability and media richness were associated with social presence. Furthermore, telepresence and social presence predicted flow, which in turn was closely related to intention to continue using MOOCs. The results highlight, based on the S-O-R framework, the critical role these technological-environment-related variables have in relation to learners' virtual experience and their intention to continue using MOOCs. In particular, this study shows the significance of understanding the influence media richness and sociability have on MOOC continuance, as interactivity has been examined in a previous work.

Orientation scolaire et professionnelle

Figlio, D., Giuliano, P., Özek, U., & Sapienza, P. (2019). **Long-Term Orientation and Educational Performance.** *American Economic Journal: Economic Policy*, 11(4), 272-309. <https://doi.org/10.1257/pol.20180374>

Long-Term Orientation and Educational Performance by David Figlio, Paola Giuliano, Umut Özek and Paola Sapienza. Published in volume 11, issue 4, pages 272-309 of *American Economic Journal: Economic Policy*, November 2019, Abstract: We study the role of Long-Term Orientation on the educational attain...

Haeringer, G., & Iehlé, V. (2019, octobre 24). **Gradual College Admission**. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02330435>

We study multi-period college admission problems where, at each period, a matching is computed and students have option to either finalize their matches or participate to the next period. Students participating to an additional run of the matching mechanism can submit a new preference list to the matching clearinghouse. Such gradual matching systems can adequately account for an additional source of heterogeneity among participants, like scheduling constraints or withdrawals. We identify the conditions under which such systems first produce incentives to participate to additional runs of the matching mechanism and second yield to stable matchings (with a stability concept adapted to this environment). We use our results to evaluate the former French college admission system, where students could finalize their matches at different dates up to two months ahead the final date.

Politique de l'éducation et système éducatif

Abambres, M. (2019). **How (Not) to Lead Academia**. <https://doi.org/10.35542/osf.io/kvmjb>

This work reports several issues found by the author throughout his professional career, concerning academic leadership. Topics like (i) out-of-field teaching/researching, and (ii) time management in faculty hiring or new role assignment, are addressed. Besides, the author describes which fundamental decisions he'd take if he could manage a higher education institution or academic department. The topics covered are crucial for the success of any higher education institution, such as (a) hiring, (b) social engagement, (c) student assessment, (d) open mindedness, (e) prompt communication, (f) passion in work, and (g) freedom / trust.

Alexandre-Bailly, F. (2019). **Comment repenser l'organisation scolaire à l'échelle d'une académie? L'exemple de l'académie de Dijon et de la réinvention de son projet académique**. Consulté 29 octobre 2019, à l'adresse Manag'Educ website:

https://manageduc.fr/contenu/repenser-organisation-scolaire-academie?utm_source=BBD+g%C3%A9n%C3%A9rale+Contacts+Manag%27Educ+&utm_campaign=b07f4b2f7e-EMAIL_CAMPAIGN_2019_08_26_08_56_COPY_01&utm_medium=email&utm_term=0_35f52914cf-b07f4b2f7e-179923093

Réinventer les organisations implique de s'investir collectivement en vue de répondre à un objectif commun. Frédérique Alexandre-Bailly, ancienne rectrice de l'academie de Dijon (actuellement directrice de l'ONISEP), nous explique comment elle a pris en main la définition du nouveau projet académique. Elle a mené cette redéfinition en impliquant toutes les parties prenantes et en faisant de la concertation le maître-mot du processus. Retour sur une expérience utile et efficace.

Amor, A. M., Hagiwara, M., Shogren, K. A., Thompson, J. R., Verdugo, M. Á., Burke, K. M., & Aguayo, V. (2019). **International perspectives and trends in research on inclusive education: a systematic review**. *International Journal of Inclusive Education*, 23(12), 1277-1295. <https://doi.org/10.1080/13603116.2018.1445304>

Inclusive education of students with disabilities in general education contexts has been a global movement for at least 30 years. We completed a systematic review of articles published in English- and Spanish-language peer-reviewed journals to obtain an

international perspective on the status of inclusive education research and practice regarding students with disabilities, as reflected in the literature from 2002 through 2016. Our literature search, which involved two parallel searches to compare and contrast articles published in the English and Spanish professional literature, yielded 2380 articles which were categorised into seven categories: theory, descriptive, attitudinal, literature review, intervention, and non-inclusive. For both the English and Spanish literature, the most two common article types were theory and descriptive. The number of intervention articles, with findings on the efficacy of interventions to promote inclusive practices, was drastically lower in the Spanish literature. Implications for advancing future research and practice are discussed.

Barakat, M., Mountford, M., Poole, D., & Pappas, D. (2019). **Tidal Wave: A University's Response to Transformational Learning Objectives**. *Journal of Cases in Educational Leadership*, 22(4), 3-18. <https://doi.org/10.1177/1555458919831335>

A textbook activity on symbols was intended as thought provoking but instead elicited a confrontational reaction by one student which left Dr. Jackson and the university searching for a response. When the topic spread through the channels within the university, matters got worse. This disguised case examines the lesson, conflict, and aftermath following a sensitive classroom activity intended to promote transformational learning around the concept of the strength of organizational symbols. Authors suggest organizational theory, power and politics, transformational learning, and cultural competence as possible lenses in which educational leaders can examine this case.

Boulet, P., & Bluntz, C. (2019). **Parcoursup 2019: les propositions d'admission dans le supérieur**. *Note Flash du SIES*, (20). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2019/30/1/NF_2019_20_Parcoursup_1190301.pdf

Cette note présente les indicateurs relatifs aux propositions d'admission dans l'enseignement supérieur pour la rentrée 2019. Elle porte exclusivement sur les lycéens qui ont obtenu le baccalauréat cette année en France. Elle s'accompagne en annexe de la publication d'indicateurs complémentaires. Du fait d'un calendrier avancé, de l'enrichissement de l'offre de formation et de nouveaux profils de candidats inscrits, les comparaisons avec 2018 ne sont pas toujours possibles.

Brion, C. (2019). **Cultural Proficiency: The Missing Link to Student Learning**. *Journal of Cases in Educational Leadership*, 22(4), 99-114. <https://doi.org/10.1177/1555458919870564>

This case illustrates why school leaders must be culturally proficient to serve all students and lead effectively. I discuss one case in Ohio that is representative of many other American schools. In particular, I examine the cultural challenges educational leaders must commonly face. This case encourages administrators to participate in meaningful conversations with stakeholders to solve complex issues. The hope is to better understand how school leaders in diverse contexts can lead and embrace different cultures, beliefs, and norms. I also pose questions designed to prepare educational leaders for similar situations where they must address issues of culture.

Brunner, E., Cowen, J. M., Strunk, K. O., & Drake, S. (2019). **Teacher Labor Market Responses to Statewide Reform: Evidence From Michigan.** *Educational Evaluation and Policy Analysis*, 41(4), 403-425. <https://doi.org/10.3102/0162373719858997>

We examine the effect of Michigan's 2011 reforms to teacher evaluation and tenure policies on teacher retention. Our data are drawn from administrative records containing the population of public school employees from 2005–2006 through 2014–2015. To identify the causal effects of these reforms on teacher attrition, we utilize a difference-in-differences (DD) strategy that compares the exit rates of teachers with the exit rates of other professional staff in the same school districts who were not affected by the policy changes. We find that, on average, Michigan's teacher reforms had little impact on teacher attrition overall. However, further analyses provide strong evidence that early-career teachers assigned to hard-to-staff districts were more likely to exit post-reform.

Bruno, P., & Strunk, K. O. (2019). **Making the Cut: The Effectiveness of Teacher Screening and Hiring in the Los Angeles Unified School District.** *Educational Evaluation and Policy Analysis*, 41(4), 426-460. <https://doi.org/10.3102/0162373719865561>

Many schools and districts have considerable discretion when hiring teachers, yet little is known about how that discretion should be used. Using data from a new teacher screening system in the Los Angeles Unified School District (LAUSD), we find that performance during screening, and especially performance on specific screening assessments, is significantly and meaningfully predictive of hired teachers' evaluation outcomes, contributions to student achievement, attendance, and mobility. However, applicants' performance on individual components of the screening process are differentially predictive of different teacher outcomes, highlighting challenges and potential trade-offs faced by districts during screening.

De Witte, K., Titl, V., Holz, O., & Smet, M. (2019). **Financing Quality Education for All.** Consulté à l'adresse <https://lup.be/products/118419>

In OECD countries the average expenditure on primary and secondary education institutions is about 3.5% of GDP. The investment in education has large implications for economic development and the proper functioning of democratic institutions, as well as overall well-being. H

DESSAGNE, D., Piot, C., & Robin, V. (2019). **L'intelligence territoriale comme élément facilitateur des projets éducatifs en réseau : modèles, démarche et outils supports.** *Ecoles, territoires et numérique : quelles collaborations ? quels apprentissages ?* Présenté à Clermont-Ferrand, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02314189>

Nos travaux envisagent le territoire comme un système complexe, ouvert et dynamique, construit par des systèmes d'acteurs et qui, sous conditions, peut devenir un espace privilégié d'éducation. Nous interrogeons le rôle que peut jouer dans ce cadre le concept d'Intelligence Territoriale, envisagé comme une forme de capital social mobilisé par et pour le territoire dans le cadre de projets éducatifs collaboratifs. Nous nous intéressons aux dimensions « encapacitantes » du territoire, en lien avec les travaux sur les territoires apprenants. Nous cherchons à comprendre les facteurs de cette « encapacitation », les conditions favorisant celle-ci et nous proposons un modèle et les outils associés pour le développement de projets éducatifs collaboratifs exploitant les ressources d'un territoire. La mise en oeuvre opérationnelle de nos

propositions sera présentée au travers d'une étude de cas menée dans le cadre d'un partenariat stratégique ERASMUS+.

Elwick, A. (2019). **Problematizing social mobility in relation to Higher Education policy.** *Higher Education Quarterly*, 73(4), 507-520. <https://doi.org/10.1111/hequ.12220>

This paper problematizes the concept of social mobility through an exploration of it in relation to Higher Education policy in England. Based upon a content analysis of a number of key policy documents from distinct eras, it identifies definitions and understandings of social mobility within them, exploring how such references have changed over time, and critiquing the differences between the imagined ideals of what policy rhetoric seeks to do and the reality of policy implementation. In particular, it considers the characterisation of social mobility as an individualised concern; it positions aspirations of improving social mobility within the market of Higher Education; and it ultimately asks whether Higher Education can solve the government's social mobility problem.

Everson, E. G., & Hedges, S. (2019). **From Law to Policy and Practice: Lessons Learned From a Policy Discriminating Against English Learners.** *Journal of Cases in Educational Leadership*, 22(4), 19-31. <https://doi.org/10.1177/1555458919840390>

This case illustrates the importance for school leaders and teachers to be knowledgeable about current legal precedent when creating district and school policies. We describe a legal battle that occurred in Lancaster, Pennsylvania, in which a school district instituted a policy affecting English learners that was in violation of two federal laws. Then, we analyze the case to explain the barriers school leaders encounter that prevent them from operationalizing federal laws and policies. We conclude by arguing the need for the legal literacy of school leaders to create district and school policies and train the teachers working under their direction.

Fischer, M., Gerdtham, U.-G., Heckley, G., Karlsson, M., Kjellsson, G., & Nilsson, T. (2019). **Education and Health: Long-run Effects of Peers, Tracking and Years** (Working Paper Series N° 1300). Consulté à l'adresse Research Institute of Industrial Economics website: <https://econpapers.repec.org/paper/hhsuiwop/1300.htm>

We investigate two parallel school reforms in Sweden to assess the long-run health effects of education. One reform only increased years of schooling, while the other increased years of schooling but also removed tracking leading to a more mixed socioeconomic peer group. By differencing the effects of the parallel reforms we can separate the effect of de-tracking and peers from that of more schooling. We find that the pure years of schooling reform reduced mortality and improved current health. Differencing the effects of the reforms shows significant differences in the estimated impacts, suggesting that de-tracking and subsequent peer effects resulted in worse health.

Fumasoli, T. (2019). **The university and the changing structures and processes of academic knowledge production.** *Higher Education Quarterly*, 73(4), 401-405. <https://doi.org/10.1111/hequ.12236>

Garwood, J. D., & Van Loan, C. L. (2019). **Pre-service educators' dispositions toward inclusive practices for students with emotional and behavioural difficulties.**

International Journal of Inclusive Education, 23(12), 1332-1347.
<https://doi.org/10.1080/13603116.2018.1447614>

In response to challenging behaviour from students with emotional and behavioural difficulties (EBD), teachers around the world often label students as challenging, defining them by their disability. Negative views of students with EBD are a barrier to their inclusion and a major challenge for policy in the United States and elsewhere associated with access to the education system for students with disabilities. Pre-service teacher education has been highlighted as an optimum time to instil in pre-service educators a more equitable disposition toward behaviour management and inclusive practices. Therefore, the purpose of the current mixed-methods study was to assess whether or not an undergraduate course focused on relationship-based approaches to positive behaviour support could impact pre-service educators' dispositions toward inclusive classroom practices for students with EBD. Survey results from 41 pre-service educators indicated that participants made significant improvements in their knowledge and understanding of compassionate behaviour management, intentional relationship building, and establishment of a welcoming classroom environment. Analysis of participants' written responses to open-ended questions revealed several themes regarding changes in dispositions toward students with EBD. Implications for pre-service educator preparation and inclusion of students with EBD are discussed.

Ghouati, A. (2019). *L'enseignement supérieur en Algérie. Entre contraintes politiques et défis socio-économiques*. Consulté à l'adresse <https://www.editionspeitra.fr/livres/lenseignement-superieur-en-algerie-entre-contraintes-politiques-et-defis-socio-economiques>

L'eupéanisation des systèmes d'enseignement supérieur – synonyme de standardisation et de mise en compétition libérale – commencée au début des années 2000 a également concerné les pays du Maghreb (Algérie, Maroc et Tunisie). Dans ce cadre, l'injonction de professionnalisation et l'élargissement des missions de l'enseignement supérieur à l'employabilité et l'insertion des étudiants sont au cœur d'un processus de transformations visant un rapprochement éducation-économie. Orienté à l'origine vers « la modernisation de l'enseignement supérieur », ce processus a pris une dimension politique et sociale singulière après les « Printemps arabes » qui ont commencé fin 2010 au Maghreb. Or, bien avant ces révoltes juvéniles, qui s'expliquent entre autres par un découplage formation supérieure-emploi public, les trois pays du Maghreb étaient déjà confrontés à la question de l'emploi des jeunes, en particulier des jeunes diplômés. C'est ainsi que les objectifs de professionnalisation des offres de formation et d'amélioration de l'employabilité et de l'insertion des diplômés sont devenus un défi majeur pour les systèmes d'enseignement supérieur maghrébins en général et algérien en particulier. Appuyé sur des données issues d'enquêtes de terrain, cet ouvrage interroge plus particulièrement le processus de réformes de l'enseignement supérieur au regard de ce défi. Ce terrain est particulièrement heuristique car, comparativement à ses voisins maghrébins, l'Algérie a conduit plusieurs réformes et expérimenté la professionnalisation des formations supérieures avec un objectif adéquationniste université-entreprise. Mais avec quels résultats pour les diplômés et quels impacts pour le système d'enseignement supérieur dans son ensemble? Pour y répondre, l'auteur propose une mise en perspective de ces réformes, en les situant dans leurs contextes politique, socio-économique et historique.

Gibson, T. L., & Decker, J. R. (2019). **Failure to Focus on the Discipline of Black Girls: Encouraging School Leaders to Initiate Conversations.** *Journal of Cases in Educational Leadership*, 22(4), 80-98. <https://doi.org/10.1177/1555458919869760>

Although increasing attention has been given to the disproportionate discipline of Black students in general, the specific needs of Black girls have often been overlooked. This article encourages school leaders to analyze how discipline policies are often problematic for Black girls. The article provides a case narrative to illustrate the issue and describes current discipline policy trends. The article recommends school leaders attend not only to implicit biases, but also to their legal requirements to protect Black girls from uneven, culturally biased practices. The article concludes with "Teaching Notes" instructing leaders how to hold courageous conversations to support Black girls.

Gretsch, O., Salzmann, E. C., & Kock, A. (2019). **University-industry collaboration and front-end success: the moderating effects of innovativeness and parallel cross-firm collaboration.** *R&D Management*, 49(5), 835-849. <https://doi.org/10.1111/radm.12385>

Collaboration with science-based and/or market-based partners is a promising means for firms' R&D groups to leverage complementary expertise and resources to generate innovative results. However, R&D managers face the dilemma which partner type to choose in different innovative contexts and whether to focus on one partner type or to integrate both types in early stage R&D. Using survey data from 166 heads of R&D groups, this study investigates university-industry collaboration's impact on front-end success depending on the degree of innovativeness and the interaction with other industry partners. The results confirm an overall positive relationship between university-industry collaboration and front-end success. However, innovativeness increases complexity in this relationship. Parallel collaboration with firms and universities can have a mixed impact on front-end success depending on the degree of innovativeness. This simultaneous collaboration with firms and universities strengthens front-end success for more radical innovations, while parallel collaboration activities for more incremental innovations do not necessarily strengthen front-end success. These findings imply that both collaboration types should be used simultaneously in the front end of radical innovation and that firms could reduce complexity by focusing on either firms or universities as partners for incremental innovations.

Harrison, J. R., Soares, D. A., & Joyce, J. (2019). **Inclusion of students with emotional and behavioural disorders in general education settings: a scoping review of research in the US.** *International Journal of Inclusive Education*, 23(12). <https://doi.org/10.1080/13603116.2018.1444107>

Inclusion of students with disabilities in general education settings has been an international focus for over two decades. In the US, federal laws [e.g. Individuals with Disabilities Education Improvement Act (IDEIA). 2004. H.R. 1350, 108th Congress] mandate access to the general education curriculum for all students, including those with disabilities. These mandates codify a philosophical orientation of least restrictive environment, within a free appropriate public education, while explicitly requiring evidence-based practices. The policies support and protect inclusive practices for individuals with emotional and behavioural disabilities, yet the state of the empirical literature is unknown. A review is needed to provide an overview of the research and reveal the breadth of the literature. To this end, scoping review methodology was used to map the state of the literature. This particular approach is recommended for topics with myriad and complex definitions and issues, as is the case with inclusive education.

Results map six themes (professional and student experience, strategy effectiveness, policy and programmes, perception of influencing factors, teacher training, teacher knowledge) and reveal several gaps in the literature. Recommendations are made for systematic review, meta-analyses, and individual studies to address the gaps in the literature.

Inspection générale de l'administration de l'éducation nationale. (2019). **Rapport d'activité de l'inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR) 2018** (p. 74). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/76/4/IGAENR-Rapport-activite-2018-web_1188764.pdf

Corps placé sous l'autorité directe du ministre de l'éducation nationale et de la jeunesse, l'inspection générale de l'éducation nationale (IGEN) a pour mission d'assurer le suivi des méthodes pédagogiques et des politiques éducatives, d'en évaluer les résultats pour l'enseignement primaire et secondaire. Le rapport d'activité 2018 présente les missions permanentes de l'IGEN et ses activités illustrées par les principaux rapports qui ont marqué l'année, il décrit son organisation et son fonctionnement.

Inspection générale de l'administration de l'Éducation nationale et de la Recherche. (2019). **L'efficacité des politiques publiques mises en œuvre à Roubaix**. Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/81/0/IGEN-IGAENR-IGAS-IGA-CGAAER-Rapport-2019-046-Efficacite-politiques-publiques-Roubaix_1180810.pdf

À la demande du Premier ministre, une mission d'inspection générale a été chargée d'évaluer l'efficacité des différentes politiques publiques à l'œuvre sur le territoire de Roubaix en matière d'agriculture urbaine, de cohésion sociale, de santé, d'éducation, de formation, d'emploi et de développement économique puis d'identifier les outils pouvant être mobilisés par l'État, la métropole européenne de Lille et les autres collectivités, pour répondre aux enjeux de ce territoire dans ces différents secteurs.

Inspection générale de l'éducation nationale. (2019). **Rapport d'activité de l'inspection générale de l'éducation nationale 2018** (p. 74). Consulté à l'adresse <https://www.education.gouv.fr/cid144358/rapport-d-activite-igen-2018.html>

Corps placé sous l'autorité directe du ministre de l'éducation nationale et de la jeunesse, l'inspection générale de l'éducation nationale (IGEN) a pour mission d'assurer le suivi des méthodes pédagogiques et des politiques éducatives, d'en évaluer les résultats pour l'enseignement primaire et secondaire. Le rapport d'activité 2018 présente les missions permanentes de l'IGEN et ses activités illustrées par les principaux rapports qui ont marqué l'année, il décrit son organisation et son fonctionnement.

Jarraud, F. (2019a, octobre 16). **Démocratiser l'accès au supérieur: Qu'est ce qui marche?** Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/16102019Article637068087625812607.aspx>

Alors que la ministre de l'enseignement supérieur a lancé le 14 octobre un plan pour favoriser l'ouverture sociale des grandes écoles et des universités, la question de la démocratisation s'inscrit dans l'actualité politique. Le 15 octobre, Estelle Herbaut, post doctorante de Sciences Po, a présenté au séminaire LIEPP de Sciences Po, dirigé par Elise Huillery et Carlo Barone, une étude réalisée avec Koen Geven, Banque mondiale, sur les politiques efficaces pour inciter les jeunes à s'inscrire dans le supérieur et

permettre leur réussite. L'étude reste partielle : elle ne traite pas de tout ce qui devrait être fait dès l'école primaire pour réduire les inégalités sociales de réussite scolaire. Mais elle permet de trancher entre bourse sociale et bourse au mérite ou encore entre l'information sur l'orientation et l'information avec accompagnement personnalisé sur l'orientation.

Jarraud, F. (2019b, octobre 17). **Un nouveau rapport sénatorial détricote l'éducation prioritaire**. Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/17102019Article637068953103280004.aspx>

« La ruralité est absente des statistiques de l'éducation nationale. Le critère territorial n'est pas pris en compte dans la politique de priorisation de l'éducation nationale ». Chargés d'une mission sur « les nouveaux territoires de l'éducation », les sénateurs Laurent Lafon (UDI) et Jean-Yves Roux (PS) publient le 16 octobre un rapport qui propose de nombreux changements dans le fonctionnement de l'Education nationale. On retiendra la fin de la politique de labellisation de l'éducation prioritaire, la disparition des anciennes académies au profit des régions académiques et l'augmentation des pouvoirs de gestion des recteurs et Dasen. Des idées qui circulent dans d'autres rapports : Brisson Laborde sur le métier enseignant, celui de la Cour des comptes sur l'éducation prioritaire et, d'après des indiscrétions, dans le rapport Mathiot Azéma sur l'éducation prioritaire que le ministère n'a pas encore publié. Tout semble converger vers un but et peut-être une annonce prochaine : la fin de la politique nationale d'éducation prioritaire.

Jarraud, F. (2019c, octobre 18). **Comment démocratiser le supérieur ? Le rapport de Terra Nova**. Consulté 22 octobre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/10/18102019Article637069844600025499.aspx>

« Quand on évoque la nécessité de réduire les inégalités sociales dans l'enseignement supérieur, on s'entend souvent dire qu'il est déjà trop tard car les inégalités sont déjà trop fortes au lycée. Mais, dans les lycées, c'est la situation à la fin du collège qui est incriminée. Le collège s'exonère lui-même de ses résultats par la non-maîtrise des apprentissages de base à l'école primaire, laquelle à son tour se retourne vers l'école maternelle. Et, à l'école maternelle, il ne reste plus que les inégalités familiales à blâmer... Si cette cascade de mises en cause reflète une part de vérité, elle encourage une résignation inacceptable ». Le rapport de Martin Andler, Daniel Bloch, Jules Donzelot, Constance Hammond, Guillaume Miquelard-Garnier, Martin Richeret Arnaud Thauvron, réalisé pour Terra Nova, un thinktank proche du pouvoir, explore toutes les façons de secouer cette résignation. Plus que les propositions concrètes, sur lesquelles on revient, son originalité c'est interroger la volonté politique, ou son absence, de soutenir vraiment la démocratisation.

Johnson, A. (2019). **A Matter of Time: Variations in High School Course-Taking by Years-as-EL Subgroup**. *Educational Evaluation and Policy Analysis*, 41(4), 461-482. <https://doi.org/10.3102/0162373719867087>

English learners (ELs) lag behind their peers in academic achievement and attainment, partly due to limited exposure to academic content. Prior studies that examine high school course-taking find significant course access gaps between ELs and non-ELs but provide little information on the relation between course-taking and time spent as an

EL. This study improves upon previous research by addressing this dimension of heterogeneity and reporting detailed by-subject analyses. I use student-level data (N = 41,343) from a unique district in California with a large number of Chinese and Spanish ELs. I find substantial heterogeneity in general and advanced course-taking based on time spent as an EL. But differences disappear once eighth grade test scores are taken into consideration.

Kilinc, S. (2019). **'Who will fit in with whom?' Inclusive education struggles for students with dis/abilities.** *International Journal of Inclusive Education*, 23(12), 1296-1314. <https://doi.org/10.1080/13603116.2018.1447612>

Inclusive education (IE), as a global movement, has been part of many nations' policy agendas. As the global ideas travel across borders, the meaning of this term has taken various forms in local and national discourses. Thus, this study examines teachers' conceptualizations and experiences of IE for students with dis/abilities (SwDs) in Turkey. SwDs are one of the largest groups who are marginalised and excluded from accessing education and participating in meaningful learning experiences. Cultural historical activity theory was used to understand the teachers' meaning-making of IE in relation to their context. This qualitative study was conducted in four schools in a southwestern city in Turkey. Applying a photo elicitation approach, a classroom photo with a hypothetical vignette was used as a stimulus to generate focus group discussions and individual interviews. Classroom observations and document collections guided the exploration of SwDs' experiences and the context of their schooling. Using constant-comparative data analysis, two themes were identified: 'Who is in? Who is out? Challenges to access,' and 'What happens after placement?' The findings revealed that SwDs had justice struggles in regard to misdistribution of access, misrecognition of their abilities and backgrounds, misrepresentation of their voices, and participation in learning activities.

La Documentation française. (2019). **Les enseignements non francophones dans l'enseignement supérieur agronomique, vétérinaire et paysager** [Rapport public]. Consulté à l'adresse <http://www.ladocumentationfrancaise.fr/rapports-publics/194000776/index.shtml>

Le CGAAER a été chargé d'une mission de conseil sur les enseignements non francophones dans l'enseignement supérieur agronomique, vétérinaire et paysager, en vue de réaliser un état des lieux, d'engager une réflexion et de formuler des recommandations sur les objectifs et les conditions de leur développement.

Lafon, L., & Roux, J.-Y. (2019). **Les nouveaux territoires de l'éducation** (N° 43; p. 98). Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/r19-043/r19-043.html>

RAPPORT D'INFORMATIONFAIT au nom de la commission de la culture, de l'éducation et de la communication par la mission d'information sur les nouveaux territoires de l'éducation

Leggett, S., & Smith, K. C. (2019). **When Schools Change and Teachers Do Not: The Principal's Use of Evaluation and Feedback to Impact Veteran Teacher Effectiveness.** *Journal of Cases in Educational Leadership*, 22(4), 32-44. <https://doi.org/10.1177/1555458919839434>

Effective principals provide teachers with feedback on the edges of their growth moving beyond compliance-driven teacher evaluations to meaningful cycles of

observation and feedback. This case focuses on preparing principal candidates to address equity issues related to teacher practices that positively impact student achievement with a veteran high school teacher who is failing to respond to her school's shifting demographics. Embedded in the case are additional challenges of leading a rural school. The principal, who is a new principal but previously taught with the teacher, now needs to provide research-based, culturally responsive, actionable feedback aligned to principles of adult learning theory and research-based instructional practices.

Lohmann, A., Wulfekühler, H., Wiedebusch, S., & Hensen, G. (2019). **Parents' attitudes towards inclusive education in day care facilities.** *International Journal of Inclusive Education*, 23(12). <https://doi.org/10.1080/13603116.2018.1444106>

Parents' attitudes towards inclusive education in day care facilities in the city and rural district of Osnabrueck in Germany were assessed by conducting a written survey (N = 809). In the survey, parents indicated their perceptions of advantages and risks of inclusion for children with and without special needs. The interviewed parents perceived more advantages than risks for both groups of children. The results of the assessment varied depending on the kind of child care facility. The paper concludes with recommendations for future research and about how institutions should develop to adequately go about the implementation of inclusive education.

Louth, S., & Jamieson-Proctor, R. (2019). **Inclusion and engagement through traditional Indigenous games: enhancing physical self-efficacy.** *International Journal of Inclusive Education*, 23(12). <https://doi.org/10.1080/13603116.2018.1444799>

This paper reports on mixed methods research that was part of a larger investigation into the impact of an inclusive, physical activity intervention programme on a broad range of variables including children's enjoyment of, and participation in physical activity, self-perceptions, physical self-efficacy and how this influenced their overall social-emotional health and well-being. A six-month intervention programme based on Traditional Indigenous Games (TIG) was conducted in a total of five schools with 235 children and their seven teachers, in Queensland, Australia. Student reflective surveys used a four-point Likert scale to collect quantitative data relating to enjoyment and inclusion, perceptions of ability and physical self-efficacy. Qualitative data were also obtained through teachers' anecdotal notes and post-intervention semi-structured interviews. Statistically significant differences across time were found for student enjoyment, inclusion, perceptions and physical self-efficacy and were supported by the teacher's qualitative data. Improvements in students' physical self-efficacy through inclusive physical activity occurred as a result of the positive experiences created by the TIG intervention programme. This study demonstrates the huge potential for the inclusive and cooperative approach foregrounded in TIG, to support the development of inclusive physical activity in schools which enhances physical self-efficacy and promotes the social-emotional health and well-being of children.

Maassen, P., & Stensaker, B. (2019). **From organised anarchy to de-coupled bureaucracy: The transformation of university organisation.** *Higher Education Quarterly*, 73(4), 456-468. <https://doi.org/10.1111/hequ.12229>

Based on key governance and organisational characteristics from the 1970s universities have been conceptualised as organised anarchies and loosely coupled systems. More recently, a number of studies have argued that universities have been changing their

internal governance and organisational structures leading to tighter vertical steering and the emergence of more integrated organisations. In this article, it is argued that while tighter vertical integration indeed might be observed, this does not necessarily imply greater horizontal integration in university organising as well. By drawing on case studies of five research-intensive universities in five different countries, we discuss how strengthened hierarchical governance is driving increased organisational specialisation and professionalisation, but that this also may result in horizontal de-coupling within universities. The article ends by a discussion of the positive and negative implications of coupled, de-coupled and loosely coupled organisations.

Meuret, D. (2019, septembre 25). **Compensatory Policies in Europe. Some lessons for Mexico ?** 7. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-02327192>

Ministère de l'Éducation et de l'Enseignement supérieur. (2019). **Projet de loi no 40 - Loi modifiant principalement la Loi sur l'instruction publique relativement à l'organisation et à la gouvernance scolaires.** Consulté à l'adresse Editeur officiel du Québec website: http://www.assnat.qc.ca/Media/Process.aspx?MediaId=ANQ.Vigie.Bll.DocumentGenerique_149993

Ministère de l'enseignement supérieur, de la recherche et de l'innovation. (2019). **Rapport du comité de suivi de la loi Orientation et Réussite des Étudiants.** Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/87/7/RAPPORT-CSORE_1187877.pdf

Morgan, A. F., Sears, J. A., & Driscoll, L. G. (2019). **Constructing Effective Responses: Considerations for Integrating a Service Animal Into a Public School.** *Journal of Cases in Educational Leadership*, 22(4), 45-64. <https://doi.org/10.1177/1555458919868264>

A respected principal finds himself caught in the middle of a complex legal conundrum when a student requests to bring a service animal to his public school where another student may be dangerously allergic to the animal. This case explores how accommodations per the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act (IDEA) intersect in a public school setting where classroom space and personnel resources are limited. Educational leaders will be able to construct effective responses by understanding how the three laws apply to students with disabilities who request that their service animals accompany them to public school and when their requests may come into conflict with the needs of others.

Muñiz, R. (2019). **Leadership Challenges: Handling Sexual Assault on Campus and Promoting Socioemotional Learning.** *Journal of Cases in Educational Leadership*, 22(4), 65-79. <https://doi.org/10.1177/1555458919870561>

Joaquin, a 15-year-old Latino high school student, was arrested and removed from the Upward Bound (UB) program following a student-on-student sexual assault allegation. UB adopted a student-centered discipline approach that promoted socioemotional learning opportunities. However, the staff was regulated by complex state and federal policies and had not experienced severe student misconduct claims prior to 2018. This case illustrates how educational leaders grappled with disciplinary issues in a compensatory program with a strong pro-socioemotional learning policy. The case examines the legal, regulatory compliance, and policy issues that arise for leaders in

upholding their commitment to socioemotional learning, while holding students accountable.

Nunès, E. (2019, octobre 24). « **Je le vis bien parce que ça ne dure que deux ans** » : à **Sciences Po, la vie à part des campus délocalisés**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/10/24/je-le-vis-bien-parce-que-ca-ne-dure-que-deux-ans-a-sciences-po-la-vie-a-part-des-campus-delocalises_6016695_4401467.html

Les deux tiers des admis en première année à Sciences Po Paris effectuent leur premier cycle dans un site délocalisé de l'Institut d'études politiques. Une expérience rassurante, mais parfois un peu décevante.

OCDE. (2019). *Providing Quality Early Childhood Education and Care: Results from the Starting Strong Survey 2018* (p. 280) [Text]. Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/providing-quality-early-childhood-education-and-care_301005d1-en

For most children, early childhood education and care (ECEC) provides the first experience of life in a group away from their families. This experience plays a crucial role in children's learning, development and well-being. The benefits of high-quality ECEC are not restricted to children's first years of life. However, little is known about this first experience. What do children learn and do in ECEC settings? With which staff do children interact at their centres? Do all children face the same opportunities to enrol in high-quality settings? What are the main spending priorities to raise the quality of ECEC? These are key questions for parents, staff and policy makers. The OECD Starting Strong Teaching and Learning International Survey (TALIS Starting Strong) is the first international survey that focuses on the ECEC workforce. It offers an opportunity to learn about the characteristics of the workforce, the practices they use with children, their beliefs about children's development and their views on the profession and on the sector. This first volume of findings, *Providing Quality Early Childhood Education and Care*, examines multiple factors that can affect the quality of ECEC and thereby can influence children's learning, development and well-being.

Pilz, M., & Wessels, A. (2019). *India*. Consulté à l'adresse <https://shop.budrich-academic.de/product/india-international-handbook-of-vocational-education-and-training/?lang=en&v=11aed0e4327>

The title is part of the International Handbook of Vocational Education and Training, the standard reference for comparative research in vocational education in German. It is intended for an academic audience as well as vocational education and training practitioners. Selected titles are translated to make them available to the much broader English readership.

Safaa El Tayeb El-Kogali Caroline Krafft. (2019). *Expectations and Aspirations: A New Framework for Education in the Middle East and North Africa*. <https://doi.org/10.1596/978-1-4648-1234-7>

Sánchez-Barrioluengo, M., Uyarra, E., & Kitagawa, F. (2019). *Understanding the evolution of the entrepreneurial university. The case of English Higher Education institutions*. *Higher Education Quarterly*, 73(4), 469-495. <https://doi.org/10.1111/hequ.12230>

There has been strong policy interest in universities becoming more entrepreneurial and engaging in knowledge exchange activities as part of an expanding third mission agenda. However, our understanding of the evolution and diversity of such activities is limited. Using longitudinal data from the Higher Education Business Community Interaction (HEBCI) Survey, this study examines the evolving configuration of universities' knowledge exchange activities and stakeholders by analysing distinctive clusters of English universities. We find an increasingly diverse profile of third mission activities across different types of universities: within old, more established universities, Russell Group universities increasingly focus on research-oriented activities typically in partnership with large firms and non-commercial organisations; while another group engages in a broad range of knowledge exchange activities with low specialisation over time. Newer, less research intensive, universities increasingly rely on activities such as consultancy and formation of spin-offs. A decreased engagement with small and medium enterprises and a lower share of knowledge exchange activities at the regional level are observed across the time studied for all universities.

Scott, P. (2019). **Martin Trow's elite-mass-universal triptych: Conceptualising Higher Education development.** *Higher Education Quarterly*, 73(4), 496-506. <https://doi.org/10.1111/hequ.12224>

Martin Trow was among the most influential scholar in Higher Education studies in the second half of the 20th century. He is best known for his conceptualisation of the development of Higher Education into three stages—elite, mass and universal systems. This article considers, first, his intellectual method and the underpinning theory (or lack of it); secondly, the extent to which his ideas, generated in the exceptional environment of post-war America were, and are, relevant to different national contexts and in the very different environment of the 21st century; thirdly, the strengths—and weaknesses—of Trow's conceptualisation of three stages of Higher Education development; and, finally the new lines of research suggested by an overall assessment of his work.

Sun, M., Liu, J., Zhu, J., & LeClair, Z. (2019). **Using a Text-as-Data Approach to Understand Reform Processes: A Deep Exploration of School Improvement Strategies.** *Educational Evaluation and Policy Analysis*, 41(4), 510-536. <https://doi.org/10.3102/0162373719869318>

Although program evaluations using rigorous quasi-experimental or experimental designs can inform decisions about whether to continue or terminate a given program, they often have limited ability to reveal the mechanisms by which complex interventions achieve their effects. To illuminate these mechanisms, this article analyzes novel text data from thousands of school improvement planning and implementation reports from Washington State, deploying computer-assisted techniques to extract measures of school improvement processes. Our analysis identified 15 coherent reform strategies that varied greatly across schools and over time. The prevalence of identified reform strategies was largely consistent with school leaders' own perceptions of reform priorities via interviews. Several reform strategy measures were significantly associated with reductions in student chronic absenteeism and improvements in student achievement. We finally discuss the opportunities and pitfalls of using novel text data to study reform processes.

Tavignot, P., & Thémines, J.-F. (2019). *Professeurs des écoles en formation initiale au fil des réformes, Un modèle de professionnalisation en question*. Consulté à l'adresse <http://www.septentrion.com/fr/livre/?GCOI=27574100754200>

Tandis que la formation initiale des professeurs des écoles passait en dix ans par trois organisations différentes, que s'est-il produit, du point de vue des personnes en formation initiale dans ces contextes successifs ? Telle est la question à laquelle répond ce véritable « roman » scientifique de la professionnalité des professeurs des écoles et de leur formation. À partir des résultats d'une enquête statistique reconduite en 2005, 2012 et 2015 auprès d'étudiants des deux IUFM, puis ESPE normandes, les chercheurs observent des mutations, en particulier dans la déconstruction progressive du métier représenté et du métier en cours dans les pratiques chez les professeurs débutants. La dimension longitudinale de la recherche et le parti pris de considérer, non l'offre de formation mais l'appropriation qu'en font ces débutants, souligne les à-coups, paradoxes et incertitudes grandissantes d'un modèle de professionnalisation des professeurs du premier degré par leur formation initiale.

Thomas, J.-É. (2019). **Les effectifs d'élèves à chaque heure de cours dans le second degré en 2018**. *Note d'information*, (19.39). Consulté à l'adresse https://cache.media.education.gouv.fr/file/2019/71/8/depp-ni-2019-19-39-effectifs-eleves-second-degre_1196718.pdf

À la rentrée 2018, pour une heure de cours tous secteurs confondus, un enseignant est face à 23,8 élèves en moyenne pour les formations en collège, à 24,2 élèves pour les formations générales et technologiques en lycée et à 15,6 élèves pour les formations professionnelles en lycée. Au collège dans le secteur public, les conditions d'encadrement sont plus favorables pour les établissements situés en zone prioritaire avec 21,3 élèves par structure (E/S) contre 23,9 élèves dans les collèges hors éducation prioritaire. Pour ce niveau de formation, un enseignant est devant 23,0 élèves en moyenne dans les DOM contre 23,3 élèves en métropole, mais le nombre d'élèves par structure est moins élevé dans les communes rurales métropolitaines (22,6 élèves). Toutes formations confondues, un enseignant avec une discipline de poste « mathématique » enseigne devant 23,4 élèves en moyenne soit davantage qu'un enseignant de physique-chimie qui enseigne devant 22,4 élèves et de biologie-géologie avec 22,0 élèves.

Welters, R., Lewthwaite, B., Thomas, J., & Wilson, K. (2019). **Re-engaged students' perceptions of mainstream and flexible learning environments – a 'semi-quantitative' approach**. *International Journal of Inclusive Education*, 23(12), 1315-1331. <https://doi.org/10.1080/13603116.2018.1447613>

Flexible Learning Options (FLOs) attempt to enable secondary school completion by young people for whom 'mainstream' schooling has not worked well. Despite their proliferation and the increased research attention to understanding the mechanisms at work within such programmes, quantitative methods have not been utilised to compare participants' perceptions of the learning environments of FLOs and mainstream schools. This study describes the development and application of a quantitative instrument to assess re-engaged Australian students' perceptions of an FLO relative to their previous (mainstream) schools. Findings indicate that, on average, young people rate the learning environment more highly at the FLO than at the mainstream school from which they disengaged, indicating that the learning environment of the FLO aligns more closely with the needs of its student cohort.

However, bimodal results for some instrument items highlight that the learning environment is influential, but not necessarily a precondition of school disengagement or re-engagement. Implications of this study are considered, with attention to the complexities that mainstream schools and FLOs negotiate in creating effective learning environments for diverse young people.

Winkler, I., & Rybnikova, I. (2019). **Student resistance in the classroom—Functional-instrumentalist, critical-emancipatory and critical-functional conceptualisations.** *Higher Education Quarterly*, 73(4), 521-538. <https://doi.org/10.1111/hequ.12219>

The paper provides a systemic literature review and a typology of texts that discuss student resistance in the classroom in Higher Education. Analysing 134 empirical and conceptual studies published between 1988 and 2018 for how student resistance is conceptualised, this review identifies three approaches: functional-instrumentalist, critical-emancipatory and critical-functional. Presenting the three approaches in more depth, the article points to the main tenets, like supposed reasons for and suggested ways of handling student resistance. In the final part of the analysis, the paper discusses the typology in light of the current institutional background of Higher Education, including the managerial university and ambivalences of critical education. Finally, the article offers future research directions.

Yhuan, T. (2019). **Legal Entity Reform of Indonesia's Public Colleges and Universities.** <https://doi.org/10.3726/b15724>

Since 1999, Indonesia's higher education system has entered a new stage. The government promotes legal entity reform at public colleges and universities, and plans to transform all public colleges and universities into legal entities. This is unprecedented in Indonesian education history. Eight public higher education institutions in the first and second batch were successfully converted to legal entities. After experiencing legal entity reform, Indonesia's public colleges and universities improved. The government indirectly proposed three types of public higher education institution. This means that Indonesia's public colleges and universities developed from a single model to becoming these diversified models.

Pratiques enseignantes

Claude, M.-S., & RAYOU, P. (2019). **La classe inversée. Les dessous d'un contrat.** Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02320866>

La classe inversée connaît un grand succès (Lebrun & Lecocq, 2015). Cet article se propose d'étudier les «dessous du contrat» sous-tendant une situation de classe inversée en français, en Troisième, dans un collège de la périphérie parisienne. L'enseignante, qui fait partie d'un groupe d'innovateurs exerçant dans le même établissement, cherche à favoriser l'autonomie des élèves organisés en groupes de travail. Sur le plan didactique, elle souhaite s'appuyer sur la lecture personnelle des élèves tout en les initiant à l'exercice scolaire du commentaire. Des tensions apparaissent à l'analyse entre le contrat didactique et le projet pédagogique.

Jellab, A. (2019). **Parier sur la bienveillance à l'école. Enjeux pédagogiques et éducatifs pour la réussite et l'émancipation des élèves.** *Trema*, (52). Consulté à l'adresse <https://hal-inshea.archives-ouvertes.fr/hal-02335687v1/document>

La bienveillance à l'école s'est invitée ces dernières années dans les débats éducatifs et pédagogiques et ce, au moment où l'on réalise que non seulement le système scolaire français ne corrige pas les inégalités sociales de réussite mais aussi, il les renforce. Dans un contexte d'exacerbation de la compétition scolaire conjuguée à l'essor de nouvelles vulnérabilités, la bienveillance comme posture professionnelle et comme manière d'agir auprès des élèves peut participer judicieusement à la démocratisation scolaire à la condition de ne pas la séparer de l'exigence. Celle-ci suppose que les enseignants sont bien au fait de ce que l'école doit aux élèves et notamment aux plus en difficulté d'entre eux, de leur rapport au savoir et de l'évaluation des apprentissages. La bienveillance doit alors être une thématique commune, et constituer le dénominateur commun d'une culture professionnelle partagée.

Meignan, Y., Masson, C., Dominique, G.-S., & Métral, J.-F. (2019). **Accompagner les élèves?: appropriation de la réforme, ré-élaboration dans le travail réel** [Report]. Consulté à l'adresse <https://hal-agrosup-dijon.archives-ouvertes.fr/hal-02326553>

La mise en œuvre des réformes n'est souvent regardée que comme application, sous l'angle de la conformité, sans considérer vraiment les richesses d'inventions, de créations ordinaires. Contrairement à ce qui se dit parfois, les professionnels ne sont pas résistants au changement, ils veulent être acteurs et auteurs de leurs contributions à ces améliorations, en puisant dans leurs expériences. Dès qu'ils en ont la possibilité, ils explorent des zones laissées dans l'ombre dans la mesure où ils estiment que cela pourrait constituer des opportunités pour expérimenter de possibles améliorations. Il y a alors des traductions, des expérimentations, des expériences redécouvertes, des ajustements progressifs et des débats sur les qualités des produits visés et réalisés dans le travail. C'est précisément ce que les chercheurs ont rencontré dans le travail ordinaire des professionnels avec qui ils ont partagé cette intervention-recherche d'une durée de trois ans. Après une présentation de l'intervention-recherche et de son déroulement dans quatre établissements et avec un groupe de directeurs-adjoints, le rapport de recherche focalise sur trois domaines: Les dispositifs d'AP et leur élaboration; Le potentiel d'apprentissages des dispositifs d'AP pour les élèves; Le travail collectif dans la mise en œuvre de l'accompagnement personnalisé (à l'orientation). La synthèse permet de mettre en lumière les processus d'appropriation de la réforme observés et leurs effets sur la dynamique des rapports entre activité des acteurs et institution. En conclusion, les auteurs ouvrent quelques pistes de réflexion à propos des contenus, modalités et conditions de la mise en œuvre et de l'appropriation d'une réforme éducative par les acteurs.

Plenchette, M. (2019). **Des pratiques participatives en situation de travail aux effets transformateurs dans l'apprentissage du métier de formateur des professionnels de santé** (Thèse en sciences de l'éducation, Conservatoire national des arts et métiers). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02319083>

Cette recherche porte sur le processus de transformation des cadres de l'expérience (Goffman E., 1991) issue des pratiques participatives en situation de travail et ses effets sur l'apprentissage du métier de formateur des professionnels de santé. Les pratiques participatives des professionnels sont mises en objet par le choix d'une focale inscrite dans le courant de la microsociologie. L'observation des situations de travail s'est déroulée sur quatre années, par l'enregistrement de situations de travail in situ effectuées par les formateurs eux-mêmes, suivi d'entretiens de groupe et d'entretiens

individuels semi-directifs. Nos référents théoriques sont issus du champ de l'apprentissage en situation de travail avec la notion de pratiques participatives (Billett S. , 2016), de la théorie des communautés de pratique (Wenger E. , 2005) et l'analyse des interactions avec les travaux de Goffman sur les rites de l'interaction (1974) et les cadres de l'expérience (1991). Notre hypothèse centrale consiste à penser que l'apprentissage du métier de formateur par le biais des pratiques participatives des acteurs en situation de travail suppose des processus de transformation des cadres de l'expérience. Les résultats montrent qu'un processus que nous nommons dynamique des cadres enchâssés produit une modification des positionnements professionnels des acteurs. La perception de leur environnement d'apprentissage change et leurs pratiques professionnelles se transforment.

Puhani, P. A., & Yang, P. (2019). ***Does increased teacher accountability decrease leniency in grading?*** (Economics Working Paper Series N° 1914). Consulté à l'adresse University of St. Gallen, School of Economics and Political Science website: https://econpapers.repec.org/paper/usgeconwp/2019_3a14.htm

Because accountability may improve the comparability that is compromised by lenient grading, we compare exit exam outcomes in the same schools before and after a policy change that increased teacher accountability by anchoring grading scales. In particular, using a large administrative dataset of 364,445 exit exam outcomes for 72,889 students, we assess the effect of introducing centralized scoring standards into schools with higher and lower quality peer groups. We find that implementation of these standards increases scoring differences between the two school types by about 25 percent.

Ria, L. (2019). ***Former les enseignants: pour un développement professionnel fondé sur les pratiques de classe.*** Consulté à l'adresse <https://esf-scienceshumaines.fr/pedagogie/345-former-les-enseignants.html>

Ria, L., & Gaudin, C. (2019). ***Enseigner autrement à l'université: vers une nouvelle culture de la formation?*** *Education Permanente*, (220-221). Consulté à l'adresse http://www.education-permanente.fr/public/articles/articles.php?id_revue=1760&id_article=2831#resume2831

Cet article propose d'examiner les bases d'une manière de faire de la recherche en formation des adultes qui relève d'une approche micrologique de l'expérience. Il s'agit non pas de présenter une nouvelle méthode de recherche à proprement parler, ni de définir un nouveau concept scientifique, mais d'aborder les fondements d'un postulat à la fois épistémologique, théorique et méthodologique, orienté vers l'étude des transformations minuscules et des processus infinitésimaux peu observés ou auxquels il n'est pas accordé suffisamment d'importance et qui, pourtant, participent à la formation du sujet.

Touioui, F. (2019). ***L'apport d'une activité intrascolaire au développement du plein potentiel des élèves du primaire sous l'angle de l'inclusion et de la réussite de tous.*** Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/22362>

Relation formation-emploi

Saing, P., & Robert, N. (2019). *Les auditeurs de la Licence professionnelle Sciences humaines et sociales mention intervention sociale : Parcours de formation et évolution professionnelle*. Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-02316438>

Le Conservatoire national des arts et métiers (Cnam) propose des enseignements à la carte, qui, associés, peuvent constituer un diplôme. Il est également possible de suivre des enseignements inclus dans un « package » et ainsi également prétendre à un diplôme de licence, master ou doctorat (LMD), un titre d'ingénieur ou un titre du Répertoire national des certifications professionnelles (RNCP). C'est dans le cadre de la réflexion sur la refonte de la maquette de la « licence professionnelle (LP) Sciences humaines et sociales mention intervention sociale : insertion et réinsertion sociale et professionnelle » que l'équipe pédagogique en charge de cette LP a sollicité l'Observatoire des études et carrières (OEC) pour un appui. En effet, suite à différents constats tels que la diminution du nombre d'inscriptions aux enseignements, le peu d'attrait de certaines options et l'écart entre l'objectif pédagogique de cette LP et les missions développées dans le cadre des stages, l'équipe pédagogique souhaitait avoir une analyse chiffrée.

Réussite scolaire

Bruno, A., Marie-Christine, T., & Céline, D. (2019). *Facing the Risk of Upward Mobility: Performance-Avoidance Goals and the Social Class Achievement Gap among High-School Students*. Consulté à l'adresse <https://hal.uca.fr/hal-02344135>

Ehlers, T., & Schwager, R. (2019). *Academic Achievement and Tracking - A Theory Based on Grading Standards* (CESifo Working Paper Series N° 7866). Consulté à l'adresse CESifo Group Munich website: https://econpapers.repec.org/paper/cesceswps/_5f7866.htm

We present a theory explaining the impact of ability tracking on academic performance based on grading policies. Our model distinguishes between initial ability, which is mainly determined by parental background, and eagerness to extend knowledge. We show that achievements of low ability students may be higher in a comprehensive school system, even if there are neither synergy effects nor interdependent preferences among classmates. This arises because the comprehensive school sets a compromise standard which exceeds the standard from the low ability track. Moreover, if students with lower initial ability have higher eagerness to learn, merging classes will increase average performance.

Farges, G. (2018). *Du secondaire au supérieur, « l'effet parent enseignant » au regard de l'hétérogénéité des statuts parentaux*. *Revue française de pédagogie. Recherches en éducation*, (203), 69-90. <https://doi.org/10.4000/rfp.8140>

Cet article a pour objet de contribuer à l'analyse des carrières scolaires des enfants d'enseignants en considérant le capital scolaire acquis au lycée et les parcours dans l'enseignement supérieur. En comparant les enfants d'enseignants avec les enfants dont les parents exercent d'autres professions, notamment parmi les cadres et les professions intermédiaires, notre analyse vise à mieux comprendre les caractéristiques et la structure des ressources parentales (paternelles et maternelles) qui

accompagnent les scolarités les plus réussies. À partir de l'exploitation de données récentes de l'enquête Emploi de l'Insee, nous mettons au jour que réussite et parcours scolaires longs ne caractérisent pas également tous les enfants d'enseignants, ce que révèle la prise en compte de la profession des deux parents. En outre, nous montrons qu'à la fin de l'enseignement secondaire les jeunes dont les parents sont professeurs du secondaire ou du supérieur, en particulier ceux dont la mère occupe cette profession, bénéficient d'un avantage net assez saillant. Les enfants d'institutrices se caractérisent aussi par une réussite scolaire notable. Cependant, une fois le baccalauréat obtenu, les carrières scolaires des enfants d'enseignants se distinguent moins de celles des enfants d'autres professions parmi les cadres et professions intellectuelles supérieures, voire sont moins longues et/ou moins prestigieuses.

Figlio, D., Giuliano, P., Özek, U., & Sapienza, P. (2019). **Long-Term Orientation and Educational Performance**. *American Economic Journal: Economic Policy*, 11(4), 272-309. <https://doi.org/10.1257/pol.20180374>

Long-Term Orientation and Educational Performance by David Figlio, Paola Giuliano, Umut Özek and Paola Sapienza. Published in volume 11, issue 4, pages 272-309 of *American Economic Journal: Economic Policy*, November 2019, Abstract: We study the role of Long-Term Orientation on the educational attain...

Hanushek, E. A., Piopiunik, M., & Wiederhold, S. (2019). **The Value of Smarter Teachers International Evidence on Teacher Cognitive Skills and Student Performance**. *Journal of Human Resources*, 54(4), 857-899. <https://doi.org/10.3368/jhr.54.4.0317.8619R1>

We construct country-level measures of teacher cognitive skills using unique assessment data for 31 countries. We find substantial differences in teacher cognitive skills across countries that are strongly related to student performance. Results are supported by fixed-effects estimation exploiting within-country between-subject variation in teacher skills. A series of robustness and placebo tests indicate a systematic influence of teacher skills as distinct from overall differences among countries in the level of cognitive skills. Moreover, observed country variations in teacher cognitive skills are significantly related to differences in women's access to high-skill occupations outside teaching and to salary premiums for teachers.

Hernández, A. S. (2018). **Modélisation d'un dispositif de prévention du décrochage : approche comparée des contextes d'enseignement supérieur en France et en Colombie**. Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02317769>

Cette recherche s'intéresse au modèle du dispositif, pour ce faire nous analyserons le cas de la prévention du décrochage dans l'enseignement supérieur en France et en Colombie. Nous faisons une étude comparative entre les deux pays, afin de couvrir l'ensemble du processus de prévention du décrochage dans le contexte universitaire. Nous nous intéressons donc au processus de prévention du décrochage qui va à partir des lois politiques éducatives qui l'impulsent jusqu'à sa mise en œuvre dans le quotidien des acteurs qui intègrent le dispositif. Le décrochage dans le cadre éducatif est un processus conduisant à un étudiant à se délier du système de formation jusqu'à l'abandonner avant d'avoir un diplôme. Les besoins et les nécessités dans le fonctionnement des universités privées et publiques sont de plus en plus évidents. Plusieurs sortes de dispositifs ont été élaborées pour aider les étudiants dans leur parcours universitaire. Notre modèle du dispositif est applicable à nos éléments

empiriques. Nous visons l'élaboration d'un modèle du dispositif heuristique qui peut être aussi un outil utilisable pour connaître différents phénomènes sociaux.

Kakpo, S., & Rayou, P. (2018). **Un accompagnement parental expert. Quand des parents enseignants se mobilisent.** *Revue française de pédagogie. Recherches en éducation*, (203), 15-28. <https://doi.org/10.4000/rfp.8084>

Cet article présente les résultats d'une recherche conduite par observations et entretiens auprès de cinq familles comportant au moins un parent enseignant. Il analyse les différents types de ressources dont ces enseignants disposent pour accompagner le travail scolaire de leurs enfants après la classe. Il dégage le type de cadre qu'ils instituent pour cela ainsi que les principes éducatifs qui l'organisent et entre dans le détail de ces pratiques d'aide. Le corpus étudié n'autorise pas une comparaison de ces pratiques avec celles d'autres parents socialement distincts ou proches. Il permet cependant de montrer l'expertise de ces parents qui savent et peuvent non seulement vérifier le travail, mais aussi et surtout, en diagnostiquant leurs forces et leurs faiblesses, en évaluant leurs marges de progression, faire acquérir à leurs enfants les dispositions nécessaires à la réussite scolaire.

Lasne, A. (2018). **Transmettre un capital culturel scolairement rentable : la spécificité des pratiques éducatives des parents enseignants.** *Revue française de pédagogie. Recherches en éducation*, (203), 29-47. <https://doi.org/10.4000/rfp.8092>

Dans l'enseignement primaire et secondaire français, les enfants d'enseignants obtiennent statistiquement les meilleurs résultats. Cet effet parent enseignant est-il révélateur d'un fonctionnement éducatif familial spécifique ? Les analyses quantitatives des enquêtes du Panel 1995 de la DEPP et « Éducation et Famille » 2003 de l'Insee mettent en lumière des pratiques éducatives qui se distinguent de celles des autres parents au profil socioculturel comparable. Les parents enseignants prêtent prioritairement attention aux caractéristiques pédagogiques des conditions de scolarisation. Ils privilégient les pratiques culturelles qui contribuent au développement de compétences intellectuelles. Ils encouragent l'enfant à exercer son autonomie et sa responsabilité dans un cadre éducatif rassurant, mais exigeant et régulé.

Martin, M. O., & Mullis, I. V. S. (2019). **TIMSS 2015: Illustrating Advancements in Large-Scale International Assessments.** *Journal of Educational and Behavioral Statistics*, 1076998619882030. <https://doi.org/10.3102/1076998619882030>

International large-scale assessments of student achievement such as International Association for the Evaluation of Educational Achievement's Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study and Organization for Economic Cooperation and Development's Program for International Student Assessment that have come to prominence over the past 25 years owe a great deal in methodological terms to pioneering work by National Assessment of Educational Progress (NAEP). Using TIMSS as an example, this article describes how a number of core techniques, such as matrix sampling, student population sampling, item response theory scaling with population modeling, and resampling methods for variance estimation, have been adapted and implemented in an international context and are fundamental to the international assessment effort. In addition to the methodological contributions of NAEP, this article illustrates how the large-scale international assessments go beyond measuring student achievement by representing

important aspects of community, home, school, and classroom contexts in ways that can be used to address issues of importance to researchers and policymakers.

Mayer, S. E., Kalil, A., Oreopoulos, P., & Gallegos, S. (2019). **Using Behavioral Insights to Increase Parental Engagement The Parents and Children Together Intervention.** *Journal of Human Resources*, 54(4), 900-925. <https://doi.org/10.3368/jhr.54.4.0617.8835R>

Parental engagement plays a key role in children's future success. We implemented a behaviorally informed field experiment designed to increase the time parents spend using a digital library on an electronic tablet to read to their children. Behavioral tools—reminders, goal setting, and social rewards—more than doubled the amount of time parents spent reading using the electronic application (one standard deviation effect size) after the six-week intervention. The largest gains were for the most present-oriented parents. Our findings suggest substantial promise for the application of behavioral tools to parenting activities that promote investment in children's human capital.

Ministère de l'enseignement supérieur, de la recherche et de l'innovation. (2019). **Rapport du comité de suivi de la loi Orientation et Réussite des Étudiants.** Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/Actus/87/7/RAPPORT- CSORE_1187877.pdf

Salane, F., & Letrait, M. (2018). **Usages et synchronisation des temps : les enseignants.e.s, des parents comme les autres?** *Revue française de pédagogie. Recherches en éducation*, (203), 49-67. <https://doi.org/10.4000/rfp.8108>

Cet article s'intéresse à l'usage du temps, hors des temps de classe, par les parents enseignants, en les comparant à des parents non-enseignants pourvus d'un fort capital scolaire. Il démontre, à partir de l'analyse secondaire de données quantitatives de l'enquête Emploi du temps 2010 de l'Insee, que ce groupe professionnel continue à avoir un usage du temps et des pratiques spécifiques. Cela se manifeste d'abord par une plus grande disponibilité et une meilleure synchronisation des temps familiaux. Par ailleurs, les parents enseignants ont des pratiques de lecture plus intenses et se caractérisent par l'éclectisme et le cumul des pratiques culturelles et artistiques. Au-delà d'un effet « enseignant », notre recherche met plus précisément en évidence, pour certaines pratiques spécifiques comme la lecture ou le cumul des activités, un effet « enseignante » – et plus souvent « enseignante dans le secondaire ». Enfin, notre recherche se penche sur les pratiques des deux parents et montre que la présence de deux enseignants dans le couple renforce l'homogénéité de pratiques culturelles, artistiques ou associatives.

Tan, H. R. (2019). **More Is Less? The Impact of Family Size on Education Outcomes in the United States, 1850–1940.** *Journal of Human Resources*, 54(4), 1154-1181. <https://doi.org/10.3368/jhr.54.4.0517.8768R1>

Was there a tradeoff between family size and education during the demographic transition in the United States? Exploiting the occurrence of twin births as a source of exogenous variation in family size, I find that an additional sibling reduces the likelihood of attending school by one to two percentage points. To evaluate the persistence of family size effects, I create a linked sample of boys between 1920 and 1940. Individuals raised in larger families accumulate less human capital by adulthood. However, the impact of family size is quantitatively small relative to the average level of education in the population.

van Zanten, A. (2018). **Les pratiques éducatives familiales des enseignants : des parents comme les autres ?** *Revue française de pédagogie. Recherches en éducation*, (203), 5-14.

Ce dossier s'intéresse aux pratiques de suivi de la scolarité de leurs enfants par un groupe socioprofessionnel, celui des enseignants. Nous y avons réuni quatre articles présentant et discutant des apports nouveaux dans ce domaine. Le choix d'un tel sujet peut surprendre : est-il vraiment utile de se pencher sur les modes éducatifs de ce groupe professionnel et, plus largement, de chaque groupe professionnel ? Repère-t-on ainsi autre chose que des légères variations autour de régularités déj...

Veillard, L. (2018). **Le rôle des écrits dans l'apprentissage au sein d'un atelier d'école en CAP de maintenance automobile.** *Revue française de pédagogie. Recherches en éducation*, (203), 91-109. <https://doi.org/10.4000/rfp.8148>

Cet article porte sur les pratiques d'enseignement et d'apprentissage au cours de séances de formation à la maintenance automobile en atelier d'école (niveau CAP). La problématique s'intéresse au rôle des écrits dans le cadrage de l'activité et de l'apprentissage des élèves. À partir d'observations ethnographiques menées sur deux binômes d'élèves au cours d'une séance d'atelier, les analyses mettent en évidence le caractère central de ces ressources écrites pour la réalisation du TP, l'enseignant étant peu disponible pour fournir des explications en raison de l'organisation de la séance. Ces écrits sont d'une grande complexité et posent des difficultés importantes aux élèves. Des stratégies de contournement sont observées (sollicitations répétées de l'enseignant, appels aux autres élèves, etc.), ainsi que de nombreux temps peu favorables aux apprentissages au cours de la séance. Ces résultats nous conduisent à proposer quelques pistes pour concevoir de façon collaborative des ressources multimodales permettant d'améliorer l'efficacité de ces séances sur le plan des apprentissages.

Xiaotao, F., & Xu, R. D. (2019). **Does Contractual Form Matter? The Impact of Different Types of Non-Tenure-Track Faculty on College Students' Academic Outcomes.** *Journal of Human Resources*, 54(4), 1081-1120. <https://doi.org/10.3368/jhr.54.4.0117.8505R>

We examine the impact of non-tenure-track faculty by type of employment on students' academic outcomes in two-and four-year colleges using a two-way fixed-effects model and an instrumental variable approach. We also examine how the estimated effects on student outcomes can be explained by observable instructor characteristics and employment features. We find that non-tenure-track faculty have positive impacts on current course grades but negative impacts on subsequent course outcomes. These negative impacts are stronger for non-tenure-track faculty hired through temporary appointments than for those hired with long-term contracts, which can be explained partly by observable instructor characteristics.