

Veille de l'IREDU



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Acquisition de compétences

Blaskó, Z., da Costa, P. D., & Vera-Toscano, E. (2019). **Non-cognitive civic outcomes: How can education contribute? European evidence from the ICCS 2016 study.** *International Journal of Educational Research*, 98, 366-378. <https://doi.org/10.1016/j.ijer.2019.07.005>

This article explores the diverse associations between different educational approaches in civic and citizenship education and a number of civic attitudes and behaviours, including citizenship, expected participation and attitudes towards equal rights, among teenage students in 13 European countries. The results obtained using the 2016 International Civic and Citizenship Survey (ICCS) show that all three educational approaches identified (formal civic learning, school democracy and active community involvement) are related to what students think and how they feel about civic and citizenship issues, although the role of each approach varies considerably across the different civic attitudes and behaviours. Furthermore, students' civic and citizenship knowledge shows somewhat controversial associations with the various attitudes and behaviours discussed here, while civic self-efficacy is consistently positively related to them.

Cadiou, S. (2019). **Savoir intime dans l'apprentissage de l'écriture.** *Recherches en éducation*, (38). Consulté à l'adresse http://www.recherches-en-education.net/IMG/pdf/REE_38.pdf

Chim, H. Q., Van Gerven, P. W. M., de Groot, R. H. M., oude Egbrink, M. G. A., Erkens, R. H. J., & Savelberg, H. H. C. M. (2019). **The effects of standing tutorials on learning in undergraduate students: Study protocol.** *International Journal of Educational Research*, 98, 123-133. <https://doi.org/10.1016/j.ijer.2019.08.005>

Standing classrooms could potentially counteract excessive sedentary behavior. This paper describes the protocol for an exploratory longitudinal randomized controlled trial aimed at studying the effects of standing during tutorials on learning in undergraduate students. Learning is operationally defined as the use of interactions that are conducive to learning and an improved performance on concept tests. Final examination scores are also used as a measure of learning performance. The secondary aim is to explore the unintended effects of standing tutorials through the students' subsequent physical activity, tutorial attendance, and affect. Participants were randomly recruited to a sitting or standing tutorial for nine weeks. This study addresses learning in a real-world setting and reveals insights on the effects of standing on learning.

Clements, D. H., Sarama, J., Baroody, A. J., Joswick, C., & Wolfe, C. B. (2019). **Evaluating the Efficacy of a Learning Trajectory for Early Shape Composition.** *American Educational Research Journal*, 56(6), 2509-2530. <https://doi.org/10.3102/0002831219842788>

Although basing instruction on learning trajectories (LTs) is often recommended, there is little direct evidence regarding the premise of a LT approach—that instruction should be presented (only) one LT level beyond a child's present level. We evaluated this hypothesis in the domain of early shape composition. One group of preschoolers, who were at least two levels below the target instructional LT level, received instruction based on an empirically validated LT. The counterfactual (skip-levels) group received an equal amount of instruction focused only on the target level. At posttest, children in

the LT condition exhibited significantly greater learning than children in the skip-levels condition, mainly on near-transfer items; no child-level variables were significant moderators. Implications for theory and practice are discussed.

Egana-delSol, P., Contreras, D., & Valenzuela, J. P. (2019). **The impact of art-education on human Capital: An empirical assessment of a youth orchestra.** *International Journal of Educational Development*, 71, 102105. <https://doi.org/10.1016/j.ijedudev.2019.102105>
Research on the causal relation between extracurricular activities and the development of cognitive and socio-emotional outcomes is scarce at the individual level, despite increasing international evidence that such activities are highly relevant and even, in some cases, more effective than traditional school improvement support programs. Based on an unprecedented intervention in the area of music, this paper evaluates the impact of intensive participation of children and young at-risk students in the creation and development of the first youth orchestra of the municipality of Curanilahue, a small and poor county in the south of Chile, South America. After confronting many potential sources of selection bias in the impact estimation—self-selection, parents selection, orchestra selection, payment capacity—we found positive effects of this experience on participants at both the cognitive and socio-emotional levels. We found that orchestra participation positively affects both language and mathematics in SAT-like tests. The estimated impacts are in the upper bound of the impact evaluation sizes range in the developing world (e.g. Duflo et al., 2013; McEwan, 2012; Ganimian and Murnane, 2016). Furthermore, having analyzed the increase in test scores for those students participating in the orchestra who take the test more than once, we find results that indicate a progressive increase in their scores, both in mathematics and in language, an indicator that can be considered as a proxy of socio-emotional outcomes related to the orientation and persistence to obtain personal goals.

Kankaraš, M., Feron, E., & Renbarger, R. (2019). **Assessing students' social and emotional skills through triangulation of assessment methods** (OECD Education Working Paper N° 208). Consulté à l'adresse OECD Publishing website: <https://doi.org/10.1787/717ad7f2-en>

Triangulation – a combined use of different assessment methods or sources to evaluate psychological constructs – is still a rarely used assessment approach in spite of its potential in overcoming inherent constraints of individual assessment methods. This paper uses field test data from a new OECD Study on Social and Emotional Skills to examine the triangulated assessment of 19 social and emotional skills of 10- and 15-year-old students across 11 cities and countries. This study assesses students' social and emotional skills combining three sources of information: students' self-reports and reports by parents and teachers. We examine convergent and divergent validities of the assessment scales and the analytical value of combining information from multiple informants. Findings show that students', parents' and teachers' reports on students' skills overlap to a substantial degree. In addition, a strong 'common rater' effect is identified for all three informants and seems to be reduced when we use the triangulation approach. Finally, triangulation provides skill estimates with stronger relations to various life outcomes compared with individual student, parent or teacher reports.

Mein, E., Esquinca, A., Monarrez, A., & Saldaña, C. (2020). **Building a Pathway to Engineering: The Influence of Family and Teachers Among Mexican-Origin Undergraduate Engineering Students.** *Journal of Hispanic Higher Education*, 19(1), 37-51. <https://doi.org/10.1177/1538192718772082>

This study draws on sociocultural perspectives of identity to understand the ways in which Mexican-origin undergraduate students are recruited into the “figured world” of engineering. The analysis of in-depth, ethnographically situated interviews with 14 participants revealed three sets of recurrent discourses in students’ accounts of their pathways to engineering: discourses about the family and the “choice” to study engineering, discourses about childhood activities tied to engineering aspirations, and discourses about teacher support to become an engineer.

Miller, A., Gore, J., Wallington, C., Harris, J., Prieto-Rodriguez, E., & Smith, M. (2019). **Improving student outcomes through professional development: Protocol for a cluster randomised controlled trial of Quality Teaching Rounds.** *International Journal of Educational Research*, 98, 146-158. <https://doi.org/10.1016/j.ijer.2019.09.002>

Translation of teacher professional development into improved student outcomes is of global interest, with experimental methods required to demonstrate potential professional development intervention effects. This protocol for a four-arm cluster randomised controlled trial is designed to test the efficacy of a structured collaborative approach to professional development called Quality Teaching Rounds (QTR). Linear mixed models will be used to compare a QTR group to two time-equivalent intervention groups and a usual-practice control group. The primary outcomes are at the student level (reading, mathematics and science). Secondary outcomes are assessed at student level (quality of school life and aspirations), and teacher level (teaching quality, engagement, morale, teaching efficacy and collective efficacy). Qualitative methods are used to complement quantitative analysis.

Morilla, X. R., & Errico, L. M. (2019). **Selection and educational attainment: Why some children are left behind? Evidence from a middle-income country** [Working Paper]. Consulté à l'adresse Department of Applied Economics at Universitat Autònoma de Barcelona website: <https://econpapers.repec.org/paper/uabwprdea/wpdea1901.htm>
We model schooling as a sequential process and examine why some children are left behind. We focus on the factors that explain selection at early stages of the education system. Our findings for Uruguay suggest that long-term factors, such as parental background or ethnicity matter across all education stages while the effect of short-term factors, such as family income, wear out as individuals progress in the education system, suggesting a severe selection process at early stages.

OCDE. (s. d.). **Skills Matter: Additional Results from the Survey of Adult Skills.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en

In the wake of the technological revolution that began in the last decades of the 20th century, labour-market demand for information-processing and other high-level cognitive and interpersonal skills have been growing substantially. Based on the results from the 33 countries and regions that participated in the 1st and 2nd round of the Survey of Adult Skills in 2011-12 and in 2014-15, this report describes adults’ proficiency in three information-processing skills, and examines how proficiency is related to labour-market and social outcomes. It also places special emphasis on the results from the 3rd and final round of the first cycle of PIAAC in 2017-18, which included 6 countries

(Ecuador, Hungary, Kazakhstan, Mexico, Peru and the United States). The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), was designed to provide insights into the availability of some of these key skills in society and how they are used at work and at home. The first survey of its kind, it directly measures proficiency in three information-processing skills: literacy, numeracy and problem-solving in technology-rich environments.

Yu, B., & Kelly, S. (2019). **The non-cognitive returns to vocational school tracking: South Korean evidence.** *International Journal of Educational Research*, 98, 379-394. <https://doi.org/10.1016/j.ijer.2019.09.008>

This study investigates whether attending career and technical (or vocational) high schools (vs. general high schools) leads to different non-cognitive skill developmental trajectories. Using the Seoul Educational Longitudinal Study data (SELS: 2010), we apply quasi-experimental methods including matching and growth mixture models. Contrary to much of the evidence from studies of both within- and between-school vocational tracking, we found significant positive impacts of career and technical schools on non-cognitive skills. However, the mediating role of school curriculum (e.g., number of hours spent on extra curriculum or career development) was found to be trivial.

Zhang, D., & Qi, C. (2019). **Reasoning and proof in eighth-grade mathematics textbooks in China.** *International Journal of Educational Research*, 98, 77-90. <https://doi.org/10.1016/j.ijer.2019.08.015>

Despite the importance of reasoning and proof (RP) opportunities in mathematics textbooks has been focused on by many researches, the methodologies were lack of consistency. To make it more accessible to obtain specific details about RP in the mathematics textbooks and compare RP across Oriental and Western mathematics textbooks, this study provides a unified analytical framework to present RP within the exercises and narratives. Meanwhile, this paper utilized this new framework to examine two volumes of Chinese reform-oriented eighth-grade mathematics textbooks. We connected the results with prior researches, and discussed the features of Chinese textbook design regarding to RP compared with U.S. textbooks. Moreover, this framework could also be applicable to examine RP in the enacted lessons in future studies.

Aspects économiques de l'éducation

Artene, A. (2018). **Dobrogea School of Economics** (LawArXiv N° jb3um). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osflawarx/jb3um.htm>

At present, we have all the necessary elements to be able to claim that « Dobrogea Economics School in Constanta » really exists in the Romanian and European academic landscape. Among these elements, we take into account those related to tradition, university education programs, valuable teaching staff, material basis, results / scientific visibility, etc. This article provides an approach to the establishment and further development of the Faculty of Economics at « Ovidius » University of Constanta. The continuous development of the collaboration relations with other universities - Romanian and foreign -, with governmental or private institutions, with the business environment, etc. confirms that today there is a Dobrogean School of Economics and, moreover, it has all the chances to last forever.

Bacher-Hicks, A., Chin, M. J., Kane, T. J., & Staiger, D. O. (2019). **An experimental evaluation of three teacher quality measures: Value-added, classroom observations, and student surveys.** *Economics of Education Review*, 73, 101919. <https://doi.org/10.1016/j.econedurev.2019.101919>

Nearly every state evaluates teacher performance using multiple measures, but evidence has largely shown that only one such measure—teachers' effects on student achievement (i.e., value-added)—captures teachers' causal effects. We conducted a random assignment experiment in 66 fourth- and fifth-grade mathematics classrooms to evaluate the predictive validity of three measures of teacher performance: value-added, classroom observations, and student surveys. Combining our results with those from two previous random assignment experiments, we provide additional experimental evidence that value-added measures are unbiased predictors of teacher performance. Though results for the other two measures are less precise, we find that classroom observation scores are predictive of teachers' performance after random assignment while student surveys are not. These results thus lend support to teacher evaluation systems that use value-added and classroom observations, but suggest practitioners should proceed with caution when considering student survey measures for teacher evaluation.

Beach, C., & Milne, F. (2019). **Ontario Post-Secondary Education Funding Policies: Perverse Incentives and Unintended Consequences** (Working Paper N° 1424). Consulté à l'adresse Economics Department, Queen's University website: <https://econpapers.repec.org/paper/qedwpaper/1424.htm>

This paper offers some observations on the funding of post-secondary schools in Ontario and Canada more broadly. Specifically, it notes how limited public funding for domestic students has provided strong incentives for PSE schools to attract full fee-paying international students, whose numbers have risen dramatically in recent years in Canada. The result has been a rising financial exposure of such schools to sudden external funding shocks and an increasing risk to the overall quality and available curriculum of programs delivered to all students. The paper also comments on Ontario plans for differentiation of schools, and raises concerns about Ontario's planned heavy reliance on performance-based funding rules. We explore unintended consequences of crude application of simplistic performance metrics using a number of examples from recent British and Australian experience.

Beghin, J., & Park, B. (2019). **The Exports of Higher Education Services from OECD Countries to Asian Countries. A Gravity Approach** (Staff Paper N° 296470). Consulté à l'adresse University of Nebraska-Lincoln, Department of Agricultural Economics website: <https://econpapers.repec.org/paper/agsnbaesp/296470.htm>

We analyze bilateral exports of higher education services between OECD countries and Asia, using a gravity equation approach, panel data from 1998 to 2016, and PPML regression. The approach treats higher education consumption by Asian countries as a consumable durable good reflecting investment in human capital. Asian Students come to OECD countries to obtain degrees from their universities. Structurally, the flow of students from Asian country j to OECD country i depends on the higher-education capacity of i , the perceived quality of universities in i , expected earnings in i , a series of bilateral transaction costs between i and j , the income per capita in j , school-age demographics in j , and the usual multilateral trade resistance terms. We find that

bilateral flows of students are strongly influenced by wage levels in the host country, bilateral distance, importers' income, demographics, common language, the visa regime prevailing in bilateral country pairs, and the network of migrants from j in i . These results hold through a variation of specifications, proxies, and estimation methods. We find mixed evidence on the role of tertiary education capacity in OECD countries and no evidence of a country's universities reputations explaining the flow of students. The evolution over time of education capacity, earnings, visa regimes, migrant networks, strong income growth and changes in demographics in nearby export markets explain the emergence of Australia, Canada, Korea, and New Zealand and the loss of market share by the US, which still strongly dominates international trade in higher education services. The decline in Chinese students coming to the US is also predicted for the most recent years driven by reduced by its college-age population.

Bietenbeck, J., Ericsson, S., & Wamalwa, F. M. (2019). **Preschool attendance, schooling, and cognitive skills in East Africa**. *Economics of Education Review*, 73, 101909. <https://doi.org/10.1016/j.econedurev.2019.101909>

We study the effects of preschool attendance on children's schooling and cognitive skills in Kenya and Tanzania. We use a within-household estimator and data from nationally representative surveys of school-age children's literacy and numeracy skills, which include retrospective information on preschool attendance. In both countries, school entry rules are not strictly enforced, and children who attend preschool often start primary school late. At ages 7–9, these children have thus attended fewer school grades than their same-aged peers without pre-primary education. However, they catch up over time: at ages 13–16, children who went to preschool have attended about the same number of school grades and score about 0.10 standard deviations higher on standardized tests in both countries. They are also 3 (5) percentage points more likely to achieve basic literacy and numeracy in Kenya (Tanzania).

Calsamiglia, C., & Loviglio, A. (2019). **Grading on a curve: When having good peers is not good**. *Economics of Education Review*, 73, 101916. <https://doi.org/10.1016/j.econedurev.2019.101916>

Student access to education levels, tracks or majors is usually determined by their previous performance, measured either by internal exams, designed and graded by teachers in school, or external exams, designed and graded by central authorities. We say teachers grade on a curve whenever having better peers harms the evaluation obtained by a given student. We use rich administrative records from public schools in Catalonia to provide evidence that teachers indeed grade on a curve, leading to negative peer effects. This puts forth a source of distortion that may arise in any system that uses internal grades to compare students across schools and classes. We find suggestive evidence that school choice is impacted only the year when internal grades matter for future prospects.

Cattaneo, M., Lergetporer, P., Schwerdt, G., Werner, K., Woessmann, L., & Wolter, S. C. (2019). **Information Provision and Preferences for Education Spending: Evidence from Representative Survey Experiments in Three Countries** (CESifo Working Paper Series N° 7936). Consulté à l'adresse CESifo Group Munich website: <https://econpapers.repec.org/paper/cesceswps/5f7936.htm>

Do differences in citizens' policy preferences hamper international cooperation in education policy? To gain comparative evidence on public preferences for education

spending, we conduct representative experiments with information treatments in Switzerland using identical survey techniques previously used in Germany and the United States. In Switzerland, providing information about actual spending and salary levels reduces support for increased education spending from 54 to 40 percent and for increased teacher salaries from 27 to 19 percent, respectively. The broad patterns of education policy preferences are similar across the three countries when the role of status-quo and information are taken into account.

Cornelisz, I., Meeter, M., & van Klaveren, C. (2019). **Educational equity and teacher discretion effects in high stake exams.** *Economics of Education Review*, 73, 101908. <https://doi.org/10.1016/j.econedurev.2019.07.002>

This study examines teacher discretion effects in Dutch secondary education for the period 2007–2012. Stark discontinuities are observed in the exam grade distribution for high-stakes retaking students and are located at important graduation thresholds. This phenomenon is systematically related to the level of discretion when grading the exam, with results suggesting that approximately 11% of all graduating retakers did so because of teacher discretion. This yields unequal graduation opportunities that are the result of school- and subject choice patterns, since teacher discretion is structurally and selectively exerted at the school-level with the objective to let students on the margin graduate.

Dillender, M., Friedson, A., Gian, C., & Simon, K. (2019). **Does the healthcare educational market respond to short-run local demand?** *Economics of Education Review*, 73, 101932. <https://doi.org/10.1016/j.econedurev.2019.101932>

The Patient Protection and Affordable Care Act (ACA) increased demand for healthcare across the U.S., but it is unclear if or how the supply side has responded to meet this demand. In this paper, we take advantage of plausibly exogenous geographical heterogeneity in the ACA to examine the healthcare education sector's response to increased demand for healthcare services. We look across educational fields, types of degrees, and types of institutions, paying particular attention to settings where our conceptual model predicts heightened responses. We find no statistically significant evidence of increases in graduates and can rule out fairly modest effects. This implies that healthcare production may have adjusted to increased demand from insurance expansion in other ways rather than primarily through new graduates of local healthcare educational markets.

Feld, J., Salamanca, N., & Zölitz, U. (2019). **Students are almost as effective as professors in university teaching.** *Economics of Education Review*, 73, 101912. <https://doi.org/10.1016/j.econedurev.2019.101912>

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

Foliano, F., Green, F., & Sartarelli, M. (2019). **Away from home, better at school. The case of a British boarding school.** *Economics of Education Review*, 73, 101911. <https://doi.org/10.1016/j.econedurev.2019.101911>

In this paper we study whether substituting family inputs with school resources in an academically oriented environment has an impact on achievement in high-stakes national examinations. We use administrative data for England to estimate the effect of attending a selective boarding school that admits an unusually high share of pupils with low socio-economic status on attainment at the end of compulsory education. By using propensity score matching we obtain comparable control groups in selective non-boarding schools. Our main finding is that the probability of being in the top decile of achievement in the exams increases by about 18 percentage points compared to 59% for controls.

Francisco, K. A., & Tanaka, M. (2019). **Does public infrastructure affect human capital? The effect of improved transport connectivity on children's education in the Philippines.** *Economics of Education Review*, 73, 101927. <https://doi.org/10.1016/j.econedurev.2019.101927>

While the literature acknowledges the importance of transport infrastructure and improved connectivity to economic growth, a less explored aspect is how these investments impact human capital. This paper seeks to address this gap by evaluating the impact of the Roll-on/Roll-off (Ro-Ro) policy -a policy that allowed for a more efficient mode of inter-island transfer within the country -on school attendance in the Philippines. Using a difference-in-differences strategy, we compare the school attendance of children in municipalities near the Ro-Ro and the non-Ro-Ro ports over the span of ten years. Our results show consistent improvements in school attendance of males and females in the primary, secondary and tertiary level of education in areas near the Ro-Ro ports. We also observe a reduction in child employment, especially in males. Additional tests reveal that the Ro-Ro policy was able to affect children's education through increased household income in areas near the Ro-Ro ports.

Fruehwirth, J. C., & Gagete-Miranda, J. (2019). **Your peers' parents: Spillovers from parental education.** *Economics of Education Review*, 73, 101910. <https://doi.org/10.1016/j.econedurev.2019.101910>

Better-educated parents bestow significant advantages on their children in life; we explore whether this advantage multiplies, spilling over to classmates. Using a nationally-representative sample of US kindergarteners, we find significant effects of the parental education of classmates on math and reading, but not on socio-emotional skills. The effects are economically meaningful: reassigning classrooms so that all students have the same parental education composition would narrow the achievement gap between children of parents who are high-school-educated (or less) and those who are university-educated by 9 to 13 percent. These spillovers are not explained by rich, beginning of the school-year, measures of cognitive and socio-emotional skills, nor by race or socioeconomic status. Interestingly, not all spillovers from parental education are positive. In reading, we find that university-educated parents who are not working full-time create some negative spillovers for the classroom, which appear to come from their children's relatively advanced reading skills.

Greaves, E., & Sibieta, L. (2019). **Constrained optimisation? Teacher salaries, school resources and student achievement.** *Economics of Education Review*, 73, 101924. <https://doi.org/10.1016/j.econedurev.2019.101924>

Should schools increase teachers' salaries to improve pupil attainment? We study the potential implications of an individual school offering higher teacher salaries from within a fixed budget by exploiting a natural experiment that forces some schools within a local area to pay teachers according to higher salary scales, but does not offer any extra funding. We show schools follow this regulation and pay their teachers more. The characteristics of teachers are largely unaffected, but teachers at high pay schools are less likely to be absent. Teacher and assistant numbers are largely unchanged. Instead, schools balance their budgets by making sizeable reductions in other expenditures, particularly spending on equipment and services, amounting to around 4% of non-instructional spending. There is no evidence of any overall effect on pupil attainment, however. It is likely that positive effect of the natural experiment through teachers is almost exactly countered by the negative effects of reductions in other expenditure.

Kelchen, R. (2019). **An empirical examination of the Bennett hypothesis in law school prices.** *Economics of Education Review*, 73, 101915. <https://doi.org/10.1016/j.econedurev.2019.101915>

Whether colleges increase tuition in response to increased federal student loan limits (the Bennett Hypothesis) has been a topic of debate in the higher education community for decades, yet most studies have been based on small increases to Pell Grant or undergraduate student loan limits. In this paper, I leverage a large increase in graduate student lending limits that took place in 2006 followed by an expansion of federal income-driven repayment programs to examine whether law schools responded by raising tuition and whether student debt levels also increased. Using data from 2001 to 2015 across public and private law schools and both interrupted time series and difference-in-differences analytical techniques, I found rather modest relationships across both public and private nonprofit law schools. I conclude with some possible explanations for the lack of strong empirical support for the Bennett Hypothesis.

Khalidi, E. (2019). **La gratuité de l'école publique laïque. Pour promouvoir la mixité scolaire.** Consulté à l'adresse <https://www.furet.com/livres/la-gratuite-de-l-ecole-publique-laique-eddy-khalidi-9782343188966.html>

La Constitution française stipule, dans son préambule : « l'organisation de l'enseignement public obligatoire gratuit et laïque à tous les degrés est un devoir de l'Etat ». Depuis 1953, le Comité National d'Action Laïque (CNAL), agit pour que soient garantis les fondements de l'Ecole de la Républi...

Light, A., & Schreiner, S. (2019). **College major, college coursework, and post-college wages.** *Economics of Education Review*, 73, 101935. <https://doi.org/10.1016/j.econedurev.2019.101935>

We ask whether estimated wage payoffs to college majors change when we account for skills acquired in college by including college major dummies and detailed coursework measures in log-wage models. Using data from the 1997 National Longitudinal Survey of Youth, we find that students in all majors differ considerably in the percentage of credits taken within-major, as well as in their overall credit distributions. When credit distributions are taken into account in modeling log-wages, estimated coefficients for college majors often fall by 50% or more. Moreover, estimated log-wage

gaps between select pairs of majors often change by orders of magnitude depending on whether we compare individuals whose overall credit distributions correspond to obtaining a low, medium, or high level of credit concentration within the major.

Lindo, J. M., Marcotte, D. E., Palmer, J. E., & Swensen, I. D. (2019). **Any press is good press? The unanticipated effects of Title IX investigations on university outcomes.** *Economics of Education Review*, 73, 101934. <https://doi.org/10.1016/j.econedurev.2019.101934>

Since 2011, when the landmark "Dear Colleague" letter declared that the Department of Education (DoE) would use equal-access requirements of federal law to remediate sexual assault on college campuses, 458 investigations have been opened. This letter was withdrawn in 2017 and it remains uncertain how the DoE will handle the issue in the future. We examine the effects of the investigations arising from the 2011 policy change on university outcomes. We find that applications and enrollment increase in response to Title IX investigations, for both males and females. We find little evidence of effects on degree completion or donations.

Lombardi, M. (2019). **Is the remedy worse than the disease? The impact of teacher remediation on teacher and student performance in Chile.** *Economics of Education Review*, 73, 101928. <https://doi.org/10.1016/j.econedurev.2019.101928>

I study the impact of remedial training for low-performing teachers in Chile. Taking advantage of the fact that assignment to remediation is mainly based on teacher evaluation scores, I use a fuzzy regression discontinuity design and find that teachers barely assigned to remediation improve their pedagogical practices as measured by their next evaluation scores. While there is suggestive evidence that these teachers' students obtain higher standardized test scores after the training is complete, this result is not robust, and the suggestive positive impact disappears after one year. I also find that during the year of their teacher's reevaluation, the students of teachers assigned to remedial training obtain significantly lower test scores. Teachers assigned to remediation report lower prestige and job satisfaction, suggesting that the stigma of being labeled as a low performer leads teachers to put more effort into preparing their teaching evaluations, causing a temporary drop in student learning.

Maurer, S. E. (2019). **Oil discoveries and education provision in the Postbellum South.** *Economics of Education Review*, 73, 101925. <https://doi.org/10.1016/j.econedurev.2019.101925>

This paper studies the effect of oil wealth on the provision of education in the early 20th century United States. Using information on the location and discovery of major oil fields, I find that oil wealth increased local revenue and education spending. However, population increased, and as consequence, schooling quality did not improve across the board. Nominal teacher wages increased, and oil-rich counties were more likely to participate in the Rosenwald school building program for blacks. However, neither student-teacher ratios nor school attendance rates improved in the wake of oil discoveries.

Messacar, D., & Frenette, M. (2019). **Education savings plans, matching contributions, and household financial allocations: Evidence from a Canadian reform.** *Economics of Education Review*, 73, 101922. <https://doi.org/10.1016/j.econedurev.2019.101922>

Despite a large literature that investigates the effects of education savings plans on schooling outcomes, much less is known about how parents finance this saving and how it affects other household spending, including spending broadly related to child-rearing. To provide new insights on this issue, this paper estimates the spillover effects of contributions to an education savings plan on household spending and retirement saving behavior in Canada. The analysis uses a cross-sectional, nationally-representative household expenditures survey (N = 28,978) and, in an instrumental variables design, exploits policy-induced variation in education saving resulting from changes in federal matching contributions for low-income and middle-income households. The analysis finds that education saving has little effect on total household expenditures, donations, and home investments, and crowds in retirement saving among households with strictly positive net contributions in both types of saving vehicles. Only out-of-house childcare expenditures decrease as a result of education saving, suggesting that households substitute between educational investments and current spending on other child-rearing commodities. However, the dollar value of this substitution is small. These findings offer new insights into how households finance education saving for their children and suggest that different types of tax-preferred saving vehicles may be complementary rather than substitutes.

Neyt, B., Vandenbulcke, S., & Baert, S. (2019). **Are men intimidated by highly educated women? Undercover on Tinder.** *Economics of Education Review*, 73, 101914. <https://doi.org/10.1016/j.econedurev.2019.101914>

In this study, we examine the impact of an individual's education level on her/his mating success on the mobile dating app Tinder. To do so, we conducted a field experiment on Tinder in which we collected data on 3,600 profile evaluations. In line with previous research on mating preferences from multiple fields, our results indicate a heterogeneous effect of education level by gender: while women strongly prefer a highly educated potential partner, this hypothesis is rejected for men. In contrast with recent influential studies from the field of economics, we do not find any evidence that men would have an aversion to a highly educated potential partner. Additionally, in contrast with most previous research – again from multiple fields – we do not find any evidence for preferences for educational assortative mating, i.e. preferring a partner with a similar education level.

Nordin, M., Heckley, G., & Gerdtham, U. (2019). **The impact of grade inflation on higher education enrolment and earnings.** *Economics of Education Review*, 73, 101936. <https://doi.org/10.1016/j.econedurev.2019.101936>

This study examines the consequences of grade inflation at the upper secondary education level on enrolment in higher education and earnings for Sweden. Although grade inflation is unfair and may imply inefficient allocation of human resources, current knowledge of grade inflation effects on individual outcomes is scarce. One explanation is probably the challenge of measuring and estimating causal grade inflation effects. We find that grade inflation at the school level affects earnings mainly through choice of university and the chosen field of education, rather than through enrolment per se, because attending universities of higher quality and pursuing high-paying fields of education have a substantial impact on earnings. On the other hand, high-skilled students attending upper secondary schools without grade inflation and, unexpectedly, low-skilled women attending "lenient" schools are harmed by this. This causes extensive unfairness and, plausibly, detrimental welfare effects.

Regmi, K., & J. Henderson, D. (2019). **Labor demand shocks at birth and cognitive achievement during childhood.** *Economics of Education Review*, 73, 101917. <https://doi.org/10.1016/j.econedurev.2019.101917>

As epidemiological studies have shown that conditions during gestation and early childhood affect adult health outcomes, we examine the effect of local labor market conditions in the year of birth on cognitive development in childhood. To address the endogeneity of labor market conditions, we construct gender-specific predicted employment growth rates at the state level by interacting an industry's share in a state's employment with the industry's national growth rate. We find that an increase in employment opportunities for men leads to an improvement in children's cognitive achievement as measured by reading and math test scores. Additionally, our estimates show a positive and significant effect of male-specific employment growth on children's Peabody Picture Vocabulary Test scores and in home environment in the year of birth. We find an insignificant positive effect of buoyancy in females' employment opportunities on said test scores.

Sansone, D. (2019). **LGBT students: New evidence on demographics and educational outcomes.** *Economics of Education Review*, 73, 101933. <https://doi.org/10.1016/j.econedurev.2019.101933>

This paper shows that LGBT students in the U.S. are less likely to graduate from high school and attend college. These differences persist after controlling for demographic characteristics, family background, state and school fixed effects. Relatedly, LGBT students have lower educational expectations, a lower sense of school belonging, and are more likely to have been affected by discrimination.

Valente, C. (2019). **Primary education expansion and quality of schooling.** *Economics of Education Review*, 73, 101913. <https://doi.org/10.1016/j.econedurev.2019.101913>

The rapid increases in enrollment seen in many developing countries might further worsen the poor schooling quality found in these countries. I estimate the effect of enrollment growth following the removal of primary school fees in Tanzania and find evidence of a sizeable increase in pupil-teacher ratios and a reduction in observable teacher quality, but rule out a substantial effect on test scores overall. These results are robust to instrumenting enrollment growth using predetermined fertility and migration decisions, and to a number of checks including the use of baseline enrollment rates as an alternative source of variation in enrollment growth. However, when investigating the possibility of heterogeneous effects for urban and rural areas, I find evidence of a deterioration of test scores in urban areas.

Vieira, R. S., & Arends-Kuenning, M. (2019). **Affirmative action in Brazilian universities: Effects on the enrollment of targeted groups.** *Economics of Education Review*, 73, 101931. <https://doi.org/10.1016/j.econedurev.2019.101931>

This paper investigates how the adoption of affirmative action for college admission affected the enrollment of students from disadvantaged backgrounds in Brazil. We explore the time heterogeneity of policy adoption by universities to identify the policy impacts while accounting for contemporaneous confounding effects. Our study shows that the adoption of affirmative action increased the enrollment of students from groups explicitly targeted by each policy, particularly public high-school students and Blacks.¹¹The standard racial/skin-color categories used by the Brazilian Statistical

Agency (IBGE) include: Branco (light-skinned), Preto (black-skinned), Amarelo (yellow – mainly referring to Chinese and Japanese origin), Pardo (brown-skinned or mixed) and Indígena (Indigenous). The Portuguese term “Pardo” is especially ambiguous (Cicalò, 2008), and any direct translation to English may be misleading. Therefore, we use the original Portuguese terms to refer to the standard racial categories used in Brazil. However, Brazilian affirmative action policies with a racial component were mostly defined to target the combined group of Pretos and Pardos, without any differentiation between those groups. Therefore, in this paper, we use the English word “Black” to refer to the combined group of Pretos and Pardos. We note that the word negro is sometimes used in Brazil to refer to that same combined group, however, this is not a consistent definition, especially in terms of racial identity as not all pardos may consider themselves as negros (Francis & Tannuri-Pianto, 2012a). Therefore, our definition of the term “Black” should not be considered a direct translation of the Portuguese term Negro. We also demonstrate that these effects were concentrated within more competitive and more prestigious academic programs. Lastly, we find that universities that adopted affirmative action policies with explicit racial criteria experienced an increase in the enrollment of Black students whereas universities that adopted race-neutral policies had no significant changes in the racial profile of their students. These results indicate that affirmative action policies were successful in improving access to higher education for targeted groups. However, we also identify important limitations of these policies.

Aspects psychologiques de l'éducation

Atteveldt, N. van, Tijmsma, G., Janssen, T., & Kupper, F. (2019). **Responsible Research and Innovation as a Novel Approach to Guide Educational Impact of Mind, Brain, and Education Research.** *Mind, Brain, and Education*, 13(4), 279-287. <https://doi.org/10.1111/mbe.12213>

We propose a Responsible Research and Innovation (RRI) framework to improve the alignment between mind, brain, and education (MBE) research, the educational practice, and other societal stakeholders. RRI is an approach that has successfully been used in different research fields, but not yet in MBE research. After substantiating the need for, and possibilities of using this framework within MBE research, we report a case study to demonstrate the feasibility and benefits of RRI within an MBE context. This case study entails developing an educational intervention to improve learners' sense of agency regarding their own learning processes using neurofeedback. Using RRI, we found that societal stakeholders (teenagers, parents, and teachers) anticipate different potential impacts of this neurotechnology-based intervention than researchers did, enabling us to adapt the intervention according to these perspectives. This example demonstrates that RRI enables researchers to be reflexive and responsive to the stakeholders needs and values, to ultimately improve the educational and societal value of MBE research.

Barboza, G. E. (2020). **Child Maltreatment, Delinquent Behavior, and School Factors as Predictors of Depressive Symptoms from Adolescence to Adulthood: A Growth Mixture Model.** *Youth & Society*, 52(1), 27-54. <https://doi.org/10.1177/0044118X17721803>

Previous methodological approaches have not been flexible enough to model the heterogeneity of depressive symptoms or to identify variations between prototypical trajectories conditional on risk and protective factors. The current study examined

latent class trajectories of depressive symptoms using data from 3,819 respondents of the Adolescent Health Survey. Four trajectory profiles of depressive symptoms were identified: low-stable, high-decreasing, low-increasing, and moderate-decreasing. A broad array of risk factors were included into the modeling procedure to identify predictors of group membership. Relative to the low-stable group, membership in one of the three symptomatic groups (i.e., heightened depressive symptoms) was predicted by poverty, low self-esteem, gender, drinking frequency, poor academic outcomes, delinquency, and child maltreatment type. This study contributes to our understanding about the longitudinal manifestations of depression and identifies a broad array of factors significantly related to pathways of resilience.

Becquet, V. (2019). **Les défis du futur pour les éducateurs**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343189963?utm_source=phplist&utm_campaign=message_28218&utm_medium=email&utm_content=lienTitre

Si le futur s'invente aujourd'hui, c'est bien aux défis posés aux éducateurs qu'il a fallu répondre à partir de trois entrées thématiques. Tout d'abord, la réflexion porte sur des concepts centraux pour penser l'individu contemporain et son inscription sociale que sont l'intelligence et l'identité. Elle se nourrit des apports des neurosciences pour considérer l'importance de cette connaissance de plus en plus fine du fonctionnement du cerveau et ses implications sur l'éducation.

Cheung, N. W. T. (2020). **Gender, Victimization, and Adolescent Psychological Health in the Context of Migration: Evidence From China**. *Youth & Society*, 52(1), 99-118. <https://doi.org/10.1177/0044118X17734232>

Although gender has become a key dimension in migration research, previous scholarship has largely focused on adult rather than child migrants. Even less attention has been paid to the role of gender in migration-related child health. By comparing rural migrant and urban-born adolescents in the largest city in south China, this study assessed gender differences in psychological health and whether such differences were informed by socially induced victimization stressors and stress-moderation mechanisms related to the social relationships that link migrants to their host cities (local ties) and home villages (translocal ties). Victimization was more strongly correlated with suboptimal psychological health in girls versus boys across the migrant and urban-born samples. Local and translocal ties directly increased the psychological health and buffered the deleterious effect of victimization for migrant girls; yet, the roles of these ties were less notable in migrant boys. These results indicate gendered susceptibility to social stress in migrant adolescents.

Dahal, T., Topping, K., & Levy, S. (2019). **Educational factors influencing female students' dropout from high schools in Nepal**. *International Journal of Educational Research*, 98, 67-76. <https://doi.org/10.1016/j.ijer.2019.08.010>

Female students' retention rate in schools is a serious issue in Nepal, as in other countries. This paper reports on the findings of a qualitative study on the effect of educational factors on female students' retention rates in high schools in Nepal. Data gathering locations were chosen on the basis of female students' dropout rates published in the consolidated report of the Ministry of Education (2011). Face to face interviews were conducted with 96 participants. The findings showed that weakness in policy implementation resulted in low motivation in teachers and students, poor

learning achievement and student dropout. The participants mentioned weaknesses such as inadequate scholarship quotas and amounts for female students, impractical scholarship criteria, inadequate teaching and untested methods of evaluation.

Dolscheid, S., & Verlage, H. (2019). **Preschoolers' Associations Between Space and Numbers Can Be Biased by Surface Area.** *Mind, Brain, and Education*, 13(4), 261-267. <https://doi.org/10.1111/mbe.12217>

People associate numbers and horizontal space. This association has been demonstrated by the so-called SNARC (Spatial-Numerical Association of Response Codes)-effect, with Western participants responding faster to larger numbers with their right hand and vice versa for smaller numbers. SNARC-like effects have also been reported for preschoolers. However, it remains unclear whether children's SNARC-effects are exclusively based on number or whether nonnumerical factors such as surface area can also play a role. To address this question, we asked children to compare quantities in a nonsymbolic number comparison task. On half of the trials, the larger set took up more total surface area (congruent trials), and on the other half, the smaller number had more surface area (incongruent trials). We obtained a significant interaction of SNARC-like effects and congruency. SNARC-effects were only observed for congruent trials, demonstrating that preschoolers' spatial-numerical associations can be affected by nonnumerical magnitude.

Duval-Héraudet, J. (2019). **Analyse clinique de la pratique en milieu scolaire et ailleurs ...** Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343186337&utm_source=phplist&utm_campaign=message_28218&utm_medium=email&utm_content=lienTitre

L'analyse clinique de la pratique est un espace qui se préoccupe en premier lieu de ce que vit le professionnel. L'aide d'un groupe de pairs permet à celui-ci de se désengluier de son propre transfert, de mieux comprendre ce que cet autre met en scène et répète au sein de la relation, et de retrouver une posture professionnelle. Il n'est jamais facile pour un professionnel de ne pas savoir faire, de se sentir impuissant face à celui ou ceux qu'il a la charge d'accompagner, que celui-ci soit un élève, un usager ou un groupe. Prendre le risque d'énoncer ses difficultés requiert de la sécurité et de la confiance.

Fong, C. J., Dillard, J. B., & Hatcher, M. (2019). **Teaching self-efficacy of graduate student instructors: Exploring faculty motivation, perceptions of autonomy support, and undergraduate student engagement.** *International Journal of Educational Research*, 98, 91-105. <https://doi.org/10.1016/j.ijer.2019.08.018>

In the U.S., graduate student instructors teach a substantial percentage of undergraduate courses. Teaching motivation is an important predictor of high-quality teaching; thus, understanding the motivations and beliefs of graduate student instructors is essential for undergraduate student success. Graduate students also form the pool from which faculty members are selected, so the trajectories of emerging faculty are often set during these formative teaching experiences. Our study explored antecedents of teaching self-efficacy for 98 graduate student instructors from STEM, humanities, and social science disciplines. We found that the number of semesters completed in graduate school and being in a non-STEM field were positively associated with teaching self-efficacy for instructional approaches and teaching self-efficacy for

learning environment, respectively. Additionally, we found that teaching self-efficacy along with autonomy-supportive instruction was positively related to undergraduates' classroom engagement (n = 2623). Relations between perceptions of autonomy-support and classroom engagement were moderated by teaching self-efficacy; this moderation was more pronounced for STEM contexts. Implications for research and practice are discussed.

Graham, J., & McClain, S. (2019). **A Canonical Correlational Analysis Examining the Relationship Between Peer Mentorship, Belongingness, Impostor Feelings, and Black Collegians' Academic and Psychosocial Outcomes.** *American Educational Research Journal*, 56(6), 2333-2367. <https://doi.org/10.3102/0002831219842571>

Disparities in students' psychosocial outcomes are an underresearched area of achievement gap research. Racial-ethnic minorities endorse a lower sense of belonging, higher impostorism scores, and decreased college adjustment at predominately White institutions relative to White students and these disparities impact their college outcomes. This study explores how peer mentorship contributes to the academic and socioemotional outcomes of a sample of Black collegians. Furthermore, the study examines whether variations in student outcomes function as a result of the type of mentorship endorsed by students. Results revealed a positive relationship between mentorship, mentorship experiences and college adjustment, and an inverse relationship with impostorism. Furthermore, students with mentors reported significantly higher belongingness and college adjustment scores compared to students with no mentors.

Guillaume, R. O., & Kalkbrenner, M. T. (2019). **The utility of self-determination theory in faculty of color's successful pursuit of tenure and promotion to the rank of associate professor.** *International Journal of Educational Research*, 98, 272-279. <https://doi.org/10.1016/j.ijer.2019.09.007>

Drawing on the core components of Self-Determination Theory (SDT), this qualitative phenomenological study uncovered the lived experiences of 21 Faculty of Color (FOC) who successfully navigated tenure and promotion to achieve the rank of associate professor in departments of educational leadership and administration the United States of America. Two structural themes emerged from the data, Owning of External Locus of Control (subtheme empowerment through intrinsic motivation and collaboration) and Impact of Work on Others. Findings supported the utility of self-determination in FOC's successful attainment of tenure and promotion. Implications for how institutional agents can use SDT to support FOC on the tenure-track are discussed.

Hobbiss, M. H., Massonnié, J., Tokuhama-Espinosa, T., Gittner, A., Lemos, M. A. de S., Tovazzi, A., ... Gous, I. (2019). **"UNIFIED": Bridging the Researcher-Practitioner Divide in Mind, Brain, and Education.** *Mind, Brain, and Education*, 13(4), 298-312. <https://doi.org/10.1111/mbe.12223>

Mind, Brain, and Education (MBE) science is by definition transdisciplinary. However, the communication and collaboration between constituent disciplines needed for true transdisciplinarity remains relatively rare. Consequently, many of the potential benefits of MBE science remain unrealized for parties on all sides of the discipline. The present commentary first conducts an analysis of the current strengths, weaknesses, opportunities, and threats of transdisciplinary partnerships in MBE. A new, free, and international web platform ("UNIFIED") is then proposed to broker relationships between

researchers and teachers within schools. This website would allow users to form collaborations based on a system of tags indexing their research interests as well as practicalities such as their location. Such a website appears well placed to realize many of the opportunities, and mitigate the threats and weaknesses, of transdisciplinary MBE research. The article concludes with an appeal to interested researchers and schools to contribute to the development of the project.

Ismayilova, K., & Klassen, R. M. (2019). **Research and teaching self-efficacy of university faculty: Relations with job satisfaction.** *International Journal of Educational Research*, 98, 55-66. <https://doi.org/10.1016/j.ijer.2019.08.012>

We explored the research and teaching self-efficacy and job satisfaction of 528 university faculty (46% female) from Azerbaijan and Turkey using a mixed methods approach. Results from the quantitative Study 1 showed that teaching self-efficacy was higher than research self-efficacy, and that levels of research self-efficacy varied according to career stage and qualifications, but not gender. Job satisfaction was highest for faculty members with Master's degrees. Teaching self-efficacy was the strongest predictor of job satisfaction. The results from qualitative Study 2 showed that contextual factors such as university climate and peer collegiality influenced self-efficacy and job satisfaction. Implications of the findings for university administrators and policy-makers in Azerbaijan and Turkey were presented.

Jarraud, F. (2019, novembre 26). **L'effet du groupe et la motivation des élèves.** Consulté 28 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/26112019Article637103517987129901.aspx>

Vaut-il mieux mettre ses enfants dans le public ou le privé ? Partant de cette question, Isabelle Plante (Uqam), Annie Dubeau (UQAM) et Frédéric Guay (Université Laval) publient une étude qui montre l'importance de l'effet de groupe sur les résultats des élèves. « C'est le fait d'être scolarisé dans un groupe de pairs plus performants qui favorise la motivation scolaire, l'engagement et la réussite. « Plus la moyenne de groupe était élevée en mathématiques et en français (les deux matières analysées dans le cadre de l'étude) en début d'année scolaire, plus chacun des élèves du groupe devenait engagé et motivé, et mieux il réussissait dans ces matières à la fin de l'année scolaire, précise Isabelle Plante. On a observé un effet général lié à la force moyenne du groupe, indépendamment du type de groupe », note un compte rendu de l'Uqam.

Krell, J., Todd, A., & Dolecki, P. K. (2019). **Bridging the Gap Between Theory and Practice in Neurofeedback Training for Attention.** *Mind, Brain, and Education*, 13(4), 246-260. <https://doi.org/10.1111/mbe.12220>

Modernizing classroom pedagogical practice requires openness to revisiting previously held assumptions and theories about what constitutes authentic teaching/learning cycles. The ever-growing gap between the number of stimuli that students are exposed to and their available attentional resources indicates that sustained attention may have increasing value transitioning into 21st-century learning environments requiring self-reflection, collaborative learning, and self-directed decision-making. Neurofeedback has shown promise in laboratory and clinical settings as a tool for building sustained attention, but little in situ research has been completed in bringing the technology into the school for empirical testing. Furthermore, attentional research lacks connections between neural network modeling and observable neuromarkers for

attention. This article aims to bridge these distinct concepts to support an understanding of the potential impacts of neurofeedback training (NT) and to provide a framework for other Mind, Brain, and Education researchers planning in situ NT studies.

Martin-Mattera, P., Bernard-Tanguy, L., Lévy, A., Martin-Lavaud, V., Ménard-Huneau, M., Perreti, P., & Saiet, M. (Éd.). (s. d.). **Nouvelles technologies, nouvelles psychologies? Education, santé, lien social: usages et mésusages**. Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343179421&utm_source=phplist&utm_campaign=message_28218&utm_medium=email&utm_content=lienTitre

Notre société numérique connaît une (r)évolution technologique qui modifie les rapports au temps et à l'espace, c'est-à-dire au monde et aux autres. L'intimité, les relations sociales, le positionnement à l'égard de la loi, les modalités de la rencontre, la relation au plaisir et à la jouissance, à l'information et au savoir, à l'engagement, aux contrats à l'identité, et bien d'autres aspects encore du lien à soi-même et à l'autre, semblent profondément modifiés. Sont-ils pour autant facilités, amplifiés, accélérés, transformés, transcendés, ou au contraire empêchés, court-circuités, manipulés, falsifiés, pervertis ?

McMahon, K., Yeh, C. S.-H., & Etchells, P. J. (2019). **The Impact of a Modified Initial Teacher Education on Challenging Trainees' Understanding of Neuromyths**. *Mind, Brain, and Education*, 13(4), 288-297. <https://doi.org/10.1111/mbe.12219>

Initial teacher education (ITE) offers an underutilized opportunity for bridging the gap between neuroscience research and educational practice. This article reports on innovations embedded within an ITE program to support trainee teachers to recognize and challenge the persistence of neuromyths. Education researchers, neuroscientists, and psychologists collaboratively applied design-based research to create, improve, and reflect on original neuroeducational teaching/learning resources for university-based primary (elementary) ITE trainees. Encouragingly, pre and postsurveys showed reductions in trainees' beliefs in neuromyths and a shift to responses showing uncertainty that suggested their beliefs became unsettled. The most persistent neuromyths were those regarding fish oils, left brain/right brain, and learning styles/visual, auditory, or kinaesthetic (VAK). Trainees retained their initial interest in knowledge about the brain and education, gained confidence, and became more critical about applying the learning sciences in educational contexts.

Morris, S., Farran, E. K., & Dumontheil, I. (2019). **Field Independence Associates with Mathematics and Science Performance in 5- to 10-Year-Olds after Accounting for Domain-General Factors**. *Mind, Brain, and Education*, 13(4), 268-278. <https://doi.org/10.1111/mbe.12214>

Field independence describes the extent to which individuals are influenced by context when trying to identify embedded targets. It associates with cognitive functioning and is a predictor of academic achievement. However, little is known about the neural and cognitive underpinnings of field independence that lead to these associations. Here, we investigated behavioral associations between two measures of field independence (Children's Embedded Figures Test [CEFT] and Design Organization Test [DOT]) and performance on tests of mathematics (reasoning and written arithmetic) and science (reasoning and scientific inquiry) in 135 children aged 5–10 years. There were strong

associations between field independence and mathematics and science, which were largely explained by individual differences in age, intelligence, and verbal working memory. However, regression analyses indicated that after controlling for these variables, the CEFT explained additional variance on the mathematical reasoning and science tests, whereas the DOT predicted unique variance on the written arithmetic test.

Raybaud, A. (2019, novembre 16). **Stress chronique, perfectionnisme : l'« épuisement académique », phénomène méconnu.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/11/16/stress-chronique-perfectionnisme-l-epuisement-academique-phenomene-meconnu_6019392_4401467.html

Des chercheurs et professionnels de santé n'hésitent pas à parler de burn-out pour certains étudiants très investis dans leurs études. Les établissements commencent à se pencher sur le problème.

Soltanlou, M., Coldea, A., Artemenko, C., Ehlis, A.-C., Fallgatter, A. J., Nuerk, H.-C., & Dresler, T. (2019). **No Difference in the Neural Underpinnings of Number and Letter Copying in Children: Bayesian Analysis of Functional Near-Infrared Spectroscopy Data.** *Mind, Brain, and Education*, 13(4), 313-325. <https://doi.org/10.1111/mbe.12225>

It is under debate whether the neural representation of numbers and letters might rely on distinct neural correlates, or on a mostly shared neural network. In the present study, a total of 47 children in fifth grade (Experiment 1) and sixth grade (Experiment 2) simply copied numbers and letters on a touch screen while brain activation changes were recorded by means of functional near-infrared spectroscopy (fNIRS). fNIRS data of both experiments and a joint analysis revealed that a shared neural network, particularly in the left hemisphere, was activated in response to both number and letter copying. Interestingly, no difference was observed in brain activation patterns between these two stimuli, as revealed by Bayesian analysis. Our findings indicate that both number and letter copying lead to similar brain activation in children. We further suggest methodological and applied applications of these findings in the frame of educational neuroscience.

Spreckelsen, M. von, Dove, E., Coolen, I., Mills, A., Dowker, A., Sylva, K., ... Scerif, G. (2019). **Let's Talk About Maths: The Role of Observed "Maths-Talk" and Maths Provisions in Preschoolers' Numeracy.** *Mind, Brain, and Education*, 13(4), 326-340. <https://doi.org/10.1111/mbe.12221>

Developmental cognitive neuroscience highlights the importance of interactions between children and their environment. As young children spend increasing time in childcare, it is key to investigate the impact of "maths-talk" and maths provisions in preschools. Qualitative insights from early educators indicate a greater bias toward counting activities than would be expected given the Early Years curriculum. In addition, we quantified the observed breadth of preschool practitioners' maths language (e.g., place-value language), setting-based maths provisions (e.g., quality of maths-related activities), and their relation with children's early numeracy skills. In settings with greater practitioners' breadth of maths language, children display greater cardinality skills although our data call for the further investigation of parental socioeconomic status and education. We conclude with a discussion on the need to operationalize children's maths learning environments as diversely as possible. Enriching

practitioners' skill sets may be an effective and needed way of improving early maths outcomes.

Stupnisky, R. H., BrckaLorenz, A., & Laird, T. F. N. (2019). **How does faculty research motivation type relate to success? A test of self-determination theory.** *International Journal of Educational Research*, 98, 25-35. <https://doi.org/10.1016/j.ijer.2019.08.007>

Studies show institutional, demographic, and social-environmental factors to be incomplete predictors of professor research productivity; meanwhile, the effects of motivation on faculty research are relatively understudied. The current study tested the extent to which self-determined motivation served as a predictor of faculty research success. Analysis of 1846 USA faculty from 19 institutions using structural equation modeling found autonomous motivation (enjoyment, value) positively related to self-reported research productivity and number of publications, beyond demographics and position details. The basic needs of autonomy and competence predicted autonomous motivation, and indirectly predicted achievement. External motivation (rewards) had relatively smaller positive relationships with research productivity, while introjected motivation (guilt) had no relationships. The results contribute to both the faculty development and motivation research literatures.

Thies, K., & Kordts-Freudinger, R. (2019). **German higher education academic staff's positive emotions through work domains.** *International Journal of Educational Research*, 98, 1-12. <https://doi.org/10.1016/j.ijer.2019.08.004>

This experience-sampling study explores positive state emotions (enjoyment, contentment, pride, relief) and cognitive appraisals (value, control) of N = 50 German higher education academic staff in work domains (teaching, research, service). Results indicate that academic staff experience contentment and enjoyment stronger than pride and relief. Value and control are both positively related to the four emotions. The teaching domain enhances stronger experiences of enjoyment, pride and relief when compared with research, and stronger enjoyment when compared with service. The appraisal-emotion relations were not specific for the domain with the exception of research moderating the relation between control and contentment. In sum, the present study suggest differences of emotion intensities between domains, whereas the appraisal-emotion relations are found as domain independent.

Torres, K. M., Arrastia-Chisholm, M. C., & Tackett, S. (2020). **Perceptions of Writing Anxiety and Self-Efficacy Among Spanish Heritage Language Learners.** *Journal of Hispanic Higher Education*, 19(1), 84-98. <https://doi.org/10.1177/1538192718775175>

Many Hispanics living in the United States have limited Spanish language abilities particularly in relation to literacy skills. This study investigated 25 Hispanic heritage language learners' (HLLs) perceptions of their Spanish language writing abilities. During interview sessions, participants described the aspects of writing that were the easiest and most difficult for them to acquire. Findings revealed that HLLs experienced difficulties with accent rules, correct spelling, and conjugations. Additional findings, limitations, and further research are discussed.

Van der Kleij, F. M., Adie, L. E., & Cumming, J. J. (2019). **A meta-review of the student role in feedback.** *International Journal of Educational Research*, 98, 303-323. <https://doi.org/10.1016/j.ijer.2019.09.005>

Recent formative assessment research recognises the need for students to be active participants in feedback processes. This meta-review investigates evolution and reconceptualization of the student role in feedback research reviews published since 1969. Sixty-eight relevant reviews were identified, systematically coded and analysed. Four student role categories were established: no student role (transmission model); limited student role (information processing model); some student role (communication model); and substantial student role (dialogic model). While reviews have evolved towards the student-centred perspective, this is not a linear progression over time and critical ideas about the student role in feedback have been overlooked or only partially or simplistically adopted. The findings will assist researchers to understand assumptions about student roles in previous feedback research.

Wu, L., & Kim, M. (2019). **See, Touch, and Feel: Enhancing Young Children's Empathy Learning Through a Tablet Game.** *Mind, Brain, and Education*, 13(4), 341-351. <https://doi.org/10.1111/mbe.12218>

Ongoing research is providing new insights into the biological rudiments of empathy and its neurobiological underpinnings. There is also growing awareness that tablet technology, when used educationally and ethically, can aid adolescents and young-adults' empathic learning. However, there has been little attempt globally to translate this new knowledge into the learning and teaching of empathy in early years education. This small-scale study aimed at enhancing 3–6-year-olds' empathy by designing a tablet game and evaluating its developmental impact by combining teachers' observation with pre-electroencephalogram (EEG) and post-EEG. Children in one Australian preschool, were invited to (1) attend to and perceive emotionally salient events in a story, (2) actively share the emotions of the characters identified, and (3) take others' perspectives, reasoning why a given emotion arises within the context. Repeated measures analysis of both EEG and observation data indicate that interacting with the tablet game enhanced participating preschoolers' empathic learning.

Aspects sociaux de l'éducation

Alfaro, E. C. (2020). **Communication Frequency and Types of Supportive Messages: A Mixed Methods Approach to Examining Mexican-Origin College Students' Relationships With Their Mothers and Fathers.** *Journal of Hispanic Higher Education*, 19(1), 52-68. <https://doi.org/10.1177/1538192718772663>

The current study examined communication between Mexican-origin college students (n = 84) and their parents and the supportive messages that students received. Students attend a Hispanic Serving Institution in central Texas. Most students (96.4%) communicated weekly with parents. Females communicated more with their mothers. Relationship quality was positively related to communication with fathers. Parents' supportive messages targeted characteristics of parent-child relationships and noncognitive predictors of academic outcomes. Findings demonstrate that parents are a viable focus for college retention efforts.

Arnold, I. J. M., & Versluis, I. (2019). **The influence of cultural values and nationality on student evaluation of teaching.** *International Journal of Educational Research*, 98, 13-24. <https://doi.org/10.1016/j.ijer.2019.08.009>

This study explores the influence of nationality and its associated cultural values on student evaluation of teaching (SET) using multilevel analysis. We use over 2000 observations from tutor classes in an international economics bachelor program and employ Hofstede's (1980) cultural values framework. Our findings show that while the influence of nationality itself is negligible, cultural values may affect SET scores. In particular, the Hofstede dimensions "power distance" and "individualism versus collectivism" have a significant and non-trivial effect on SET scores, implying that identical teaching performance may be valued differently depending on the cultural composition of the international classroom. Cultural bias may thus be added to the list of SET biases, adding an additional concern regarding the use of this instrument, especially when teachers with national and international classrooms are compared.

Assaad, R., Hendy, R., & Salehi-Isfahani, D. (2019). **Inequality of opportunity in educational attainment in the Middle East and North Africa: Evidence from household surveys.** *International Journal of Educational Development*, 71, 102070. <https://doi.org/10.1016/j.ijedudev.2019.05.005>

Education is widely considered as the most important path to social mobility in the Middle East and North Africa (MENA), yet there are very few studies of the extent to which it fulfills this promise. In this paper we use survey data from eight MENA countries to understand the relationship between schooling attainment of youth and the circumstances into which they are born, namely gender, parental education, parental household's position in the per capita expenditure distribution and urban/rural location. We consider various attainment levels from the chance of entering any kind of schooling to attending upper secondary schooling and address the fact that many children are still in school by using a censored ordered probit model. We find high degrees of inequality of opportunity in school attainment, especially with respect to attending secondary school. The most opportunity unequal countries in this respect are Iran, Iraq, Syria, and Yemen. Jordan, Palestine and Tunisia are the least opportunity unequal in this respect. This paper builds on a previous study of inequality of opportunity in educational achievement, which showed that in most MENA countries, learning opportunities are not equal. In this study, we find that - even in attending and staying in school- the playing field is not level.

Augustyn, M. B., & Jackson, D. B. (2020). **An Intersectional Look at the "Rush to Adulthood": Considering the Role of Gender, Race and SES in the Link Between Precocious Transitions and Adult Antisocial Behavior.** *Youth & Society*, 52(1), 3-26. <https://doi.org/10.1177/0044118X17725245>

Research suggests a link between precocious transitions to adulthood (e.g., high school dropout) and maladaptation, and this association is typically assumed to be uniform. We propose that this monolithic portrayal of precocious transitions as problematic for adult functioning is unwarranted, particularly across identities defined by gender, race/ethnicity, and socioeconomic status (SES). Using data from the National Longitudinal Study of Adolescent to Adult Health, we use propensity score methodology to demonstrate that the effects of precocious transitions on adult antisocial behavior vary. Results indicate a general null effect of experiencing any precocious transition among low SES subgroups regardless of gender and race/ethnicity and criminogenic effects among more economically privileged subgroups, with the exception of Hispanic females. Additional analyses reveal that the effect of individual transitions further vary in significance across social identities,

displaying a criminogenic effect among some subgroups and a null/protective effect among others. Implications for theory and future research are discussed.

Barboza, G. E. (2020). **Child Maltreatment, Delinquent Behavior, and School Factors as Predictors of Depressive Symptoms from Adolescence to Adulthood: A Growth Mixture Model.** *Youth & Society*, 52(1), 27-54. <https://doi.org/10.1177/0044118X17721803>

Previous methodological approaches have not been flexible enough to model the heterogeneity of depressive symptoms or to identify variations between prototypical trajectories conditional on risk and protective factors. The current study examined latent class trajectories of depressive symptoms using data from 3,819 respondents of the Adolescent Health Survey. Four trajectory profiles of depressive symptoms were identified: low-stable, high-decreasing, low-increasing, and moderate-decreasing. A broad array of risk factors were included into the modeling procedure to identify predictors of group membership. Relative to the low-stable group, membership in one of the three symptomatic groups (i.e., heightened depressive symptoms) was predicted by poverty, low self-esteem, gender, drinking frequency, poor academic outcomes, delinquency, and child maltreatment type. This study contributes to our understanding about the longitudinal manifestations of depression and identifies a broad array of factors significantly related to pathways of resilience.

Benbelli, S., Khalil, J., & Benbelli, Z. (2018). **Café d'hommes, service de femmes.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Benites-Gamborizzo, E. (2018). **Le travail des femmes agents immobiliers aux États-Unis.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Carrillo, V. G., & Dean, S. R. (2020). **Understanding the Impact of Chicana Feminism on College Success: A Literature Review.** *Journal of Hispanic Higher Education*, 19(1), 99-110. <https://doi.org/10.1177/1538192718795256>

Chicanas and Latinas are still severely underrepresented in higher education. Much of the previous literature focuses on the barriers to their success. This article highlights studies related to Chicana Feminism and the ways this perspective can positively impact college attainment and success. The authors conclude by discussing implications of biculturalism and further recommendations developing biculturalism among Chicanas and Latinas.

Carter Andrews, D. J., Brown, T., Castro, E., & Id-Deen, E. (2019). **The Impossibility of Being "Perfect and White": Black Girls' Racialized and Gendered Schooling Experiences.** *American Educational Research Journal*, 56(6), 2531-2572. <https://doi.org/10.3102/0002831219849392>

The African American Policy Forum and the Center for Intersectionality and Social Policy Studies states, "The risks that Black and other girls of color confront rarely receive the full attention of researchers, advocates, policymakers, and funders." The limited awareness of the challenges that Black girls face perpetuates the mischaracterization of their attitudes, abilities, and achievement. Thus, school becomes an inhospitable place where Black girls receive mixed messages about femininity and goodness and are held to unreasonable standards. This study explores how Black girls describe and

understand their school experiences as racialized and gendered and the ways a conversation space allows Black girls' meaning making about and critical examination of individual and collective schooling experiences.

Cheung, N. W. T. (2020). **Gender, Victimization, and Adolescent Psychological Health in the Context of Migration: Evidence From China.** *Youth & Society*, 52(1), 99-118. <https://doi.org/10.1177/0044118X17734232>

Although gender has become a key dimension in migration research, previous scholarship has largely focused on adult rather than child migrants. Even less attention has been paid to the role of gender in migration-related child health. By comparing rural migrant and urban-born adolescents in the largest city in south China, this study assessed gender differences in psychological health and whether such differences were informed by socially induced victimization stressors and stress-moderation mechanisms related to the social relationships that link migrants to their host cities (local ties) and home villages (translocal ties). Victimization was more strongly correlated with suboptimal psychological health in girls versus boys across the migrant and urban-born samples. Local and translocal ties directly increased the psychological health and buffered the deleterious effect of victimization for migrant girls; yet, the roles of these ties were less notable in migrant boys. These results indicate gendered susceptibility to social stress in migrant adolescents.

Civís, M., Diaz-Gibson, J., López, S., & Moolenaar, N. (2019). **Collaborative and innovative climates in pre-service teacher programs: The role of social capital.** *International Journal of Educational Research*, 98, 224-236. <https://doi.org/10.1016/j.ijer.2019.08.019>

While the value of social capital for teaching seems paramount, a crucial question is how to shape the necessary learning climate that allows beginning pre-service teachers to build and access such social capital. A total of 321 pre-service teachers from Barcelona participated in a survey including social network questions, climate scales, and performance data. Findings reveal a significant relationship between pre-service teachers' social capital and performance as well as professional competence. Also, results show that a collaborative and innovative climate is positively related to pre-service teachers' performance and professional competence as mediated through student's social capital. Thus, social capital plays a mediating role by explaining the relationship between a supportive learning climate in internship schools and pre-service teachers' performance.

Cosentino, C., Fortson, J., Liuzzi, S., Harris, A., & Blair, R. (2019). **Can scholarships provide equitable access to high-quality university education? Evidence from the Mastercard Foundation Scholars Program.** *International Journal of Educational Development*, 71, 102089. <https://doi.org/10.1016/j.ijedudev.2019.102089>

This paper estimates the impact of a scholarship program—the Mastercard Foundation Scholars Program—on access to university. Using propensity score matching, the analysis finds that the Program improves access to high-quality university studies among vulnerable, disadvantaged youth, mostly from Africa—increasing timely access to university, to higher levels of study, and to studies abroad. Half of scholarship recipients studying abroad return to Africa and a third pursue graduate studies within 18 months of graduation. The Program's collaborative approach holds promise for scaling up this

and similar efforts to increase university participation among youth in African and other nations.

D'agostino, A., & Sulzer, E. (2018). **Génération technicienne : féminiser et rajeunir pour accompagner les réorganisations d'entreprises.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

de Leeuw, R. R., de Boer, A. A., Beckmann, E. J., van Exel, J., & Minnaert, A. E. M. G. (2019). **Young children's perspectives on resolving social exclusion within inclusive classrooms.** *International Journal of Educational Research*, 98, 324-335. <https://doi.org/10.1016/j.ijer.2019.09.009>

Not all children benefit from the opportunities of inclusive education, especially children with social, emotional and behavioural difficulties (SEBD). This article presents the findings of a Q study exploring the perspectives of children with or at risk of SEBD, who experience difficulties with their social participation within the mainstream classroom. Forty-five children, aged 6–8 years, sorted 15 statements outlining approaches for resolving social exclusion and victimisation situations. Four shared perspectives were identified per situation using by-person factor analysis. These perspectives differed primarily with respect to the actors held responsible for resolving the situation. Therefore, a one-size-fits-all approach is not appropriate for addressing the social needs of children with or at risk of SEBD within the inclusive classroom.

Devineau, S. (2018). **Le travail en école maternelle. Des gestes de métier sous l'emprise du genre.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Fish, R. E. (2019). **Standing Out and Sorting In: Exploring the Role of Racial Composition in Racial Disparities in Special Education.** *American Educational Research Journal*, 56(6), 2573-2608. <https://doi.org/10.3102/0002831219847966>

Schools differentially sort students into special education by race, though researchers debate the extent to which this is caused by racist school practices versus variation in student need due to other racial inequalities. I test the interaction between school-level racial composition and student-level race as a predictor of special education receipt. I find that as the proportion of White students increases, the risk of lower-status disabilities, such as intellectual disability, increases for Black, Latinx, and Native American students. As the proportion of White students decreases, White students' risk of higher-status disabilities, such as speech/language impairment, increases relative to students of color. Thus, in the context of racial distinctiveness, student race becomes salient to sorting into special education.

Gardes, C. (2018). **Bricolages de genre dans un métier de service : vendeurs et vendeuses dans les magasins low-cost.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Girard, A., Gal-Petitfaux, N., & Vors, O. (2019). **Evolution au cours d'une année scolaire de la perception par les élèves du soutien social de l'enseignant d'EPS en classe « difficile ».** *STAPS*, (72), 49-61.

L'enseignement de l'EPS dans les classes « difficiles » pose la question de l'engagement des élèves dans les apprentissages. Les recherches actuelles montrent qu'une relation enseignant-élève positive, considérée comme le soutien de l'enseignant envers l'élève

en référence à la théorie du care (Noddings, 2012), impacte l'engagement des élèves à l'école (Roorda et al., 2011). Les études montrent que plus le soutien social de l'enseignant (teacher social support) est fort, plus l'élève améliore son comportement et ses résultats scolaires, et réduit l'absentéisme (Wentzel et al., 2010). Peu de recherches ayant analysé l'évolution de ce soutien social (Tennant et al., 2015), cette étude cherche à comprendre cette évolution au cours d'une année scolaire. Notre recherche s'ancre dans le cadre de la psychologie sociale. La relation enseignant-élève est étudiée sous l'angle du Soutien Social de l'enseignant vers l'élève (social support, Tardy, 1985). Le soutien social de l'enseignant est un des éléments du Child and Adolescent Social Support Scale (CASS-S) (Malecki & Demaray, 2000), ce dernier incluant le soutien social de l'enseignant, des parents, et des pairs perçus par l'élève. Le recueil de données a consisté à la passation du questionnaire Teacher Social Support (TSS) extrait du CASS-S à propos de leur enseignant d'EPS (Rueger, Malecki & Demaray, 2010) auprès de 235 élèves de lycée professionnel considérés comme « difficiles ». Le questionnaire a été rempli à trois moments différents de l'année scolaire 2018-2019 en début de leçon d'EPS à trois périodes différentes (P1 : octobre, P2 : février-mars, P3 : avril-mai). Les questionnaires étaient composés de douze items renseignant les quatre composantes du TSS : Soutien émotionnel (Emotional support), Soutien informatif (Informational support), Soutien dans les consignes (Instrumental support), Soutien évaluatif (Appraisal Support). Les données ont été traitées par un test ANOVA à mesure répétée via le logiciel STATISTICA. Les résultats statistiques montrent qu'il n'y a pas d'évolution significative de la perception, par les élèves, du soutien social de leur enseignant au cours de l'année. Cependant, l'analyse de chacune des composantes du soutien social montre une évolution significative de l'importance du soutien émotionnel ($p = 0,036$). On constate une évolution de perception du soutien social de l'enseignant entre P1 et P3 pour un tiers des élèves étudiés. En effet, lorsqu'on analyse les 33% des réponses présentant de grandes variations (± 4 points) entre P1 et P3, on relève des différences significatives apparaissant entre ces deux temps de mesure. L'évolution significative du soutien émotionnel nous amène à questionner, vis-à-vis du public étudié, l'importance de ce soutien pour engager les élèves. L'étude des grandes variations de réponses pour 33% des élèves nous invite également à procéder à une étude qualitative de l'expérience en classe pour comprendre ce qui influence l'évolution de la perception du soutien social de l'enseignant par les élèves.

Graham, J., & McClain, S. (2019). **A Canonical Correlational Analysis Examining the Relationship Between Peer Mentorship, Belongingness, Impostor Feelings, and Black Collegians' Academic and Psychosocial Outcomes.** *American Educational Research Journal*, 56(6), 2333-2367. <https://doi.org/10.3102/0002831219842571>

Disparities in students' psychosocial outcomes are an underresearched area of achievement gap research. Racial-ethnic minorities endorse a lower sense of belonging, higher impostorism scores, and decreased college adjustment at predominately White institutions relative to White students and these disparities impact their college outcomes. This study explores how peer mentorship contributes to the academic and socioemotional outcomes of a sample of Black collegians. Furthermore, the study examines whether variations in student outcomes function as a result of the type of mentorship endorsed by students. Results revealed a positive relationship between mentorship, mentorship experiences and college adjustment, and an inverse relationship with impostorism. Furthermore, students with mentors reported significantly

higher belongingness and college adjustment scores compared to students with no mentors.

Groves, O., & O'Shea, S. (2019). **Learning to 'be' a university student: First in family students negotiating membership of the university community.** *International Journal of Educational Research*, 98, 48-54. <https://doi.org/10.1016/j.ijer.2019.08.014>

An integral part of the higher education (HE) journey is the act of 'becoming' a student, however students who are first in their families (FiF) to attend university have had limited exposure to the HE environment. Innovatively for research with this cohort, this paper draws on situated learning theory to examine how learning to become a university student occurs through participation within the university community of practice. Drawing upon in-depth interviews with FiF learners at the end of their degrees, i.e. successful students, the analysis describes students' movement from initial participation at the periphery of the university community to fuller participation. This paper offers practical insights into how we might support and engage this cohort to improve student retention.

Hora, M. T., Smolarek, B. B., Martin, K. N., & Scrivener, L. (2019). **Exploring the Situated and Cultural Aspects of Communication in the Professions: Implications for Teaching, Student Employability, and Equity in Higher Education.** *American Educational Research Journal*, 56(6), 2221-2261. <https://doi.org/10.3102/0002831219840333>

One of the problematic features of the "skills discourse" is the view that skills are decontextualized bits of knowledge and disposition. Instead, how skills such as communication are defined and used are shaped by cultural, political, and situational factors. In this article, we integrate theory from communication studies, critical discourse analysis, and cognitive anthropology to examine how 96 students, educators, and employers in nursing and engineering define and describe communication skills. Thematic and social network analyses revealed multiple "genres" of communication, their association with specific situations, variation in the structure of situated notions of communication by role group, and cultural models underlying their use. Results suggest new approaches for research and practice regarding teaching and cultural diversity in higher education.

INSEE. (2019). **France, portrait social -Edition 2019.** *INSEE références.* Consulté à l'adresse <https://www.insee.fr/fr/statistiques/fichier/4238781/FPORSOC19.pdf>

L'Insee Références France, portrait social s'adresse à tous ceux qui veulent mieux connaître la société française. Dans cette édition 2019, l'Insee propose quarante ans d'évolution de la société française concernant la démographie, le temps de travail, la mobilité sociale, les inégalités de vie et de redistribution et les opinions des français. Trois dossiers analysent ensuite de manière approfondie certains aspects de la société française avec l'évolution du niveau de vie des familles monoparentales, les effets de l'imposition conjointe sur le niveau de vie des couples mariés ou pacsés comparés à une situation où il serait individualisé et l'effet des réformes socio-fiscales intervenues en 2018 sur le niveau de vie des ménages.

Jarraud, F. (2019a, novembre 19). **L'origine sociale des inégalités scolaires des enfants d'immigrés.** Consulté 21 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/20112019Article637098324450954353.aspx>

« L'intégration des immigrés à la société française fait l'objet d'interrogations médiatiques et politiques récurrentes, au travers desquelles s'expriment de nombreux stéréotypes, souvent déconnectés des savoirs scientifiques. C'est le cas de l'échec scolaire des enfants d'immigrés », explique Mathieu Ichou dans un rapport de la Fondation Jean Jaurès. Pour lui, « c'est moins l'origine géographique des parents que leur position sociale qui permet d'appréhender les inégalités scolaires françaises ».

Jarraud, F. (2019, novembre 20). **Lycée: La réforme n'a pas gommé les inégalités sociales et de genre dans l'orientation**. Consulté 21 novembre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/11/20112019Article637098324_541110786.aspx

La réforme du lycée qui a supprimé les filières de l'enseignement général, n'a pas fait disparaître les stéréotypes. Les maths et les sciences restent la voie royale des plus favorisés. Les filles choisissent davantage les lettres et les garçons les sciences. La réforme maintient les inégalités. C'est d'autant plus remarquable que la réforme a fait sauter les repères habituels et que Parcoursup avec ses attendus locaux a rendu l'orientation encore plus opaque aux non initiés.

Jarraud, F. (2019, novembre 28). **Forte montée du pessimisme chez les jeunes**. Consulté 28 novembre 2019, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2019/11/28112019Article637105244_273507639.aspx

Réalisé par l'Injep, Le baromètre DJEPVA est sans appel. Le pourcentage de jeunes qui se déclarent optimistes et confiants est passé de 20% en 2017 à 7% en 2019. 39% n'ont pas confiance en l'avenir, en hausse depuis 2018. 41% des jeunes ne sont pas satisfaits de leur situation. 73% veulent que ça change et la proportion de ceux qui veulent un « changement radical » progresse nettement. Le baromètre donne aussi un regard sur les loisirs des jeunes. Passer du temps avec des proches reste la première activité de loisir. Mais passer du temps sur internet est la seconde (28% des jeunes). 6% des jeunes font de la création numérique.

Kuehni, M., & Bovey, L. (2018). **En première ligne. Le personnel éducatif face à la violence dans les établissements socio-éducatifs: une question de genre? Regards sociologiques**, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Liang, W., Liu, S., & Ye, X. (2019). **Internal migrant children in Chinese classrooms: Do they influence students' achievements?** *International Journal of Educational Research*, 98, 106-122. <https://doi.org/10.1016/j.ijer.2019.08.013>

This paper analyzes whether internal migrant children have negative peer effects on students' academic achievements and to explore the mechanisms of these effects, if present. We firstly divided the migrant students into different groups according to their migrant experience. We then examined peer effects of different groups of migrant children, and the effects in differently ranked schools were particularly explored. It is found that rural-urban migrant children had negative peer effects, particularly in low- and middle-ranked schools, while the urban-urban migrant children had no negative peer effects. Endogenous and correlated effects are found as the mechanism of these peer effects.

Martin, C. (2018). **Des compétences masculines aux qualités féminines. Stratégies contraintes de légitimation professionnelle chez des salariées du football féminin.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Monchatre, S. (2018a). **Le genre comme compétence. Relation de service, sexuation de l'activité et légitimités au travail.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Monchatre, S. (2018b). **Organisations et pluralité des ordres sexués. Variations sur le genre au travail.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Morilla, X. R., & Errico, L. M. (2019). **Selection and educational attainment: Why some children are left behind? Evidence from a middle-income country** [Working Paper]. Consulté à l'adresse Department of Applied Economics at Universitat Autònoma de Barcelona website: <https://econpapers.repec.org/paper/uabwprdea/wpdea1901.htm>
We model schooling as a sequential process and examine why some children are left behind. We focus on the factors that explain selection at early stages of the education system. Our findings for Uruguay suggest that long-term factors, such as parental background or ethnicity matter across all education stages while the effect of short-term factors, such as family income, wear out as individuals progress in the education system, suggesting a severe selection process at early stages.

Observatoire des inégalités. (2019, novembre 6). **L'enseignement supérieur se démocratise-t-il ?** Consulté 2 décembre 2019, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/L-enseignement-superieur-se-democratise-t-il>

L'origine sociale des étudiants a peu évolué depuis dix ans. Pour autant, les enfants d'ouvriers et d'employés sont aujourd'hui bien plus souvent diplômés que leurs parents.

Observatoire des inégalités. (s. d.). **Le parcours d'une génération à l'école selon l'origine sociale.** Consulté 2 décembre 2019, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/parcours-generation-milieu-social?id_theme=17

Au collège, les enfants d'employés et d'ouvriers sont presque trois fois plus nombreux que les enfants de cadres supérieurs. À bac + 5, c'est l'inverse. Que s'est-il passé ?

Poteat, V. P., Calzo, J. P., Yoshikawa, H., Rosenbach, S. B., Ceccolini, C. J., & Marx, R. A. (2019). **Extracurricular Settings as a Space to Address Sociopolitical Crises: The Case of Discussing Immigration in Gender-Sexuality Alliances Following the 2016 U.S. Presidential Election.** *American Educational Research Journal*, 56(6), 2262-2294. <https://doi.org/10.3102/0002831219839033>

School-based extracurricular settings could promote dialogue on sociopolitical crises. We considered immigration discussions within gender-sexuality alliances (GSAs), which address multiple systems of oppression. Among 361 youth and 58 advisors in 38 GSAs (19 in 2016–2017/Year 1; 19 in 2017–2018/Year 2), youth in Year 1 reported increased discussions from baseline throughout the remaining school year; differences were nonsignificant in Year 2. In both years, youth reporting greater self-efficacy to promote social justice, and GSAs with advisors reporting greater self-efficacy to address culture,

race, and immigration discussed immigration more over the year (adjusting for baseline). In interviews, 38 youth described circumstances promoting or inhibiting discussions: demographic representation, open climates, critical reflection, fear or consequences of misspeaking, discomfort, agenda restrictions, and advisor roles.

Reardon, S. F., Fahle, E. M., Kalogrides, D., Podolsky, A., & Zárate, R. C. (2019). **Gender Achievement Gaps in U.S. School Districts**. *American Educational Research Journal*, 56(6), 2474-2508. <https://doi.org/10.3102/0002831219843824>

We estimate male-female test score gaps in math and English language arts (ELA) for nearly 10,000 U.S. school districts using state accountability data from third- through eighth-grade students in the 2008–2009 through 2015–2016 school years. We find that the average U.S. school district has no gender achievement gap in math, but there is a gap of roughly 0.23 standard deviations in ELA that favors girls. Both math and ELA gaps vary among school districts; some districts have more male-favoring gaps and some more female-favoring gaps. Math gaps tend to favor males more in socioeconomically advantaged school districts and in districts with larger gender disparities in adult income, education, and occupations; however, we do not find strong associations in ELA.

Stephens, J. T. (2019). **Teaching Critically Where Rural and Nonrural Cultures Intersect**. *American Educational Research Journal*, 56(6), 2043-2076. <https://doi.org/10.3102/0002831219839311>

With the adoption of the Common Core State Standards (CCSS) by much of the United States, local school districts are encouraged to develop CCSS-aligned curricula that are culturally relevant for an area's students. However, addressing cultural relevancy within communities where rural and urban cultures intersect requires a conceptualization of a rural space that lies between rural and urban places and processes. The results of document analysis, surveys, interviews, and generational narratives conducted in a rural county in a southeastern U.S. state indicate a need for a critical rural pedagogy that merges a critical pedagogy of place with local values and the complexities of rural culture to serve as a foundation from which to build culturally relevant curricula.

Wills, G., & Hofmeyr, H. (2019). **Academic resilience in challenging contexts: Evidence from township and rural primary schools in South Africa**. *International Journal of Educational Research*, 98, 192-205. <https://doi.org/10.1016/j.ijer.2019.08.001>

Poverty is considered a risk factor that jeopardizes children's academic performance. However, even in high-poverty contexts there are students who manage to achieve consistently good academic results. This paper uses a resilience framework to identify and describe the characteristics of students from South African rural and township primary schools who perform above socio-economic expectations in literacy. After accounting for differences in socio-economic status, we find that resilient students differ significantly from their lower-achieving peers along various dimensions, especially socio-emotional skills. This is a promising finding in light of a growing body of research on skill formation, which suggests that these skills can be fostered through targeted interventions.

Climat de l'école

Girard, A., Gal-Petitfaux, N., & Vors, O. (2019). **Evolution au cours d'une année scolaire de la perception par les élèves du soutien social de l'enseignant d'EPS en classe « difficile »**. *STAPS*, (72), 49-61.

L'enseignement de l'EPS dans les classes « difficiles » pose la question de l'engagement des élèves dans les apprentissages. Les recherches actuelles montrent qu'une relation enseignant-élève positive, considérée comme le soutien de l'enseignant envers l'élève en référence à la théorie du care (Noddings, 2012), impacte l'engagement des élèves à l'école (Roorda et al., 2011). Les études montrent que plus le soutien social de l'enseignant (teacher social support) est fort, plus l'élève améliore son comportement et ses résultats scolaires, et réduit l'absentéisme (Wentzel et al., 2010). Peu de recherches ayant analysé l'évolution de ce soutien social (Tennant et al., 2015), cette étude cherche à comprendre cette évolution au cours d'une année scolaire. Notre recherche s'ancre dans le cadre de la psychologie sociale. La relation enseignant-élève est étudiée sous l'angle du Soutien Social de l'enseignant vers l'élève (social support, Tardy, 1985). Le soutien social de l'enseignant est un des éléments du Child and Adolescent Social Support Scale (CASS-S) (Malecki & Demaray, 2000), ce dernier incluant le soutien social de l'enseignant, des parents, et des pairs perçus par l'élève. Le recueil de données a consisté à la passation du questionnaire Teacher Social Support (TSS) extrait du CASS-S à propos de leur enseignant d'EPS (Rueger, Malecki & Demaray, 2010) auprès de 235 élèves de lycée professionnel considérés comme « difficiles ». Le questionnaire a été rempli à trois moments différents de l'année scolaire 2018-2019 en début de leçon d'EPS à trois périodes différentes (P1 : octobre, P2 : février-mars, P3 : avril-mai). Les questionnaires étaient composés de douze items renseignant les quatre composantes du TSS : Soutien émotionnel (Emotional support), Soutien informatif (Informational support), Soutien dans les consignes (Instrumental support), Soutien évaluatif (Appraisal Support). Les données ont été traitées par un test ANOVA à mesure répétée via le logiciel STATISTICA. Les résultats statistiques montrent qu'il n'y a pas d'évolution significative de la perception, par les élèves, du soutien social de leur enseignant au cours de l'année. Cependant, l'analyse de chacune des composantes du soutien social montre une évolution significative de l'importance du soutien émotionnel ($p = 0,036$). On constate une évolution de perception du soutien social de l'enseignant entre P1 et P3 pour un tiers des élèves étudiés. En effet, lorsqu'on analyse les 33% des réponses présentant de grandes variations (± 4 points) entre P1 et P3, on relève des différences significatives apparaissant entre ces deux temps de mesure. L'évolution significative du soutien émotionnel nous amène à questionner, vis-à-vis du public étudié, l'importance de ce soutien pour engager les élèves. L'étude des grandes variations de réponses pour 33% des élèves nous invite également à procéder à une étude qualitative de l'expérience en classe pour comprendre ce qui influence l'évolution de la perception du soutien social de l'enseignant par les élèves.

Grimes, A., & White, D. (2019). **Digital inclusion and wellbeing in New Zealand** (Working Paper N° 19_17). Consulté à l'adresse Motu Economic and Public Policy Research website: https://econpapers.repec.org/paper/mtuwpaper/19_5f17.htm

We examine: (i) which groups have a lower likelihood of being digitally included in New Zealand, and (ii) how digital inclusion relates to wellbeing. Using four large-scale surveys, we identify several groups whose members are prone to relatively low internet access: people living in social housing; disabled individuals; Pasifika; M?ori; people living

in larger country towns (10,000-25,000 people); older members of society (particularly those aged over 75 years); unemployed people and those not actively seeking work. Those in social housing and disabled people are particularly disadvantaged with respect to internet access. Disabled people are also at greater risk than others from a virus infection or other internet interference. We identify a number of associative (but not necessarily causal) relationships between internet access and wellbeing. Those with internet access tend to have higher wellbeing and richer social capital outcomes (e.g. voting) than those without access. For adolescents, as internet use on weekdays outside of school increases, students' subjective wellbeing declines; once daily internet use exceeds about two hours, we find no positive association between internet use and adolescents' wellbeing. These results are of particular interest given that 15% of 15-year olds (including 27% of Māori students) report using the internet for more than 6 hours per day on a weekday outside of school, while over half report more than two hours' use.

Jarraud, F. (2019a, novembre 18). **Violences en hausse dans les établissements secondaires**. Consulté 19 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/18112019Article637096590608624020.aspx>

Selon l'enquête SIVIS, qui recueille les déclarations des établissements, le taux moyen d'incidents graves est en hausse dans les collèges et lycées professionnels en 2018-2019. Les incidents restent marqués par de fortes différences entre établissements. La plupart des violences graves restent verbales.

Jarraud, F. (2019b, novembre 19). **Le Défenseur des droits inquiet de la violence scolaire**. Consulté 19 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/19112019Article637097453200883318.aspx>

« Au sein de l'Education nationale, la violence est également une réalité ». Dévoilé le 18 novembre, le rapport du Défenseur des droits sur la violence n'oublie pas l'Education nationale. Il souligne par exemple que 6% des collégiens ont manqué des cours par peur de la violence et 22% estiment qu'il y a de la violence dans leur établissement. Le Défenseur demande l'inscription dans le Code de l'éducation de l'interdiction de tout traitement humiliant des enfants. Il recommande la formation de tous les professionnels intervenant auprès des enfants sur la gestion des situations critiques pour prévenir l'escalade de la violence. Il demande à l'Education nationale des actions effectives de lutte contre les stéréotypes.

Kuehni, M., & Bovey, L. (2018). **En première ligne. Le personnel éducatif face à la violence dans les établissements socio-éducatifs : une question de genre ?** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Maeng, J. L., Malone, M., & Cornell, D. (2020). **Student threats of violence against teachers: Prevalence and outcomes using a threat assessment approach**. *Teaching and Teacher Education*, 87, 102934. <https://doi.org/10.1016/j.tate.2019.102934>

Internationally, student aggression against teachers is a prevalent problem in schools. Student threat assessment is an emerging violence prevention practice, but its use for threats against teachers has not been investigated. This study examined use of threat assessment for a statewide sample of student threats against teachers (n = 226)

compared to threats against other students (n = 1,228). Results indicated that threats against teachers were less prevalent (15.5%) than threats against peers (84.5%). Of threats against teachers, 30% were classified as serious by the school's threat assessment team and 5.8% were attempted. Implications for school policy and practice and teacher safety are discussed.

Willis, A., Hyde, M., & Black, A. (2019). **Juggling With Both Hands Tied Behind My Back: Teachers' Views and Experiences of the Tensions Between Student Well-Being Concerns and Academic Performance Improvement Agendas.** *American Educational Research Journal*, 56(6), 2644-2673. <https://doi.org/10.3102/0002831219849877>

Youth mental health in Australia is concerning with 25% of young people reported as experiencing mental health issues in a 12-month period. Meanwhile, Australian schools march forward with academic improvement agendas. Survey research conducted among primary and secondary school teachers, most drawn from the Australian state of Queensland, revealed that although teachers value student well-being initiatives, they are experiencing very real tensions dealing with student mental health concerns and performance targets, which is complicated by a lack of confidence in the efficacy of well-being programs in schools. These findings raise concerns about the need for government authorities, school leaders, and teacher education providers to further investigate the need for balance between school performance improvement agendas and student well-being concerns.

Formation continue

Ade-Ojo, G. O., & Duckworth, V. (2019). **Forms of institutionalised symbolic violence and resistance in the journey of a cohort of adult literacy learners.** *International Journal of Educational Research*, 98, 336-344. <https://doi.org/10.1016/j.ijer.2019.08.008>

This paper explores how the public domain of schooling has shaped a cohort of Adult Literacy learners in the North of England. It highlights the important role that education plays in providing cultural and social resources required to organise an upward mobility shift; just as it serves as a site in which the inequalities that already exist are reproduced. The study explores the forms in which Bourdieu's symbolic violence was visited on the cohort and how they resisted. It demonstrates the importance of offering learners, who do not fit with dominant ideologies a voice and a validation of their literacies, leading to the development of knowledge and the creation of a critical space for curriculum development, learner transformation and consciousness-raising.

Allmang, S., Jou, J., Gadoth, A., Rozhenkova, V., Raub, A., & Heymann, J. (2019). **Legislative protection from discrimination in access to employer-provided training.** *International Journal of Training and Development*, 23(4), 276-290. <https://doi.org/10.1111/ijtd.12162>

This article provides an analysis of laws across all 193 United Nations countries that protect workers from discrimination in access to employer-provided training. We assessed the overall level of protection and the characteristics most commonly protected, as well as the extent of variation across geographic regions and country income. Overall, 60% of countries were found to offer specific protections from discrimination in access to training for at least one of the seven protected

characteristics, which was significantly less than the percentage of countries offering protections from discriminatory hiring or terminations. Gender was the most commonly protected characteristic, whereas sexual orientation was least commonly protected. These findings suggest that employer-provided training is less well-protected from discrimination when compared with other aspects of employment and that there is variation in protection across socio-demographic characteristics and geographic regions. Additional legislation may be needed to ensure equitable access to training for all workers.

Cai, J., & Kosaka, M. (2019). **Learner-engaged curriculum co-development in Older Adult Education: Lessons learned from the universities for older adults in China.** *International Journal of Educational Research*, 98, 36-47. <https://doi.org/10.1016/j.ijer.2019.08.011>

Different from other forms of education, Older Adult Education is characterized by the flexibility of education contents and forms, multiplicity of education objectives and the distinctiveness of older adult learners. Such characteristics make developing a high-quality curriculum challenging. In contrast to the conventional view that curriculum development is educators' duty, this work presents a novel learner-engaged model for curriculum co-development based on a comprehensive survey on three representative curricula in Chinese universities for older adults. The survey reveals that older learners intensively collaborate with educators throughout the lifecycle of curricula. The co-development model features that older learners, as education receivers, are also curriculum co-developers. The developed curricula successfully accommodate older learners' needs and keep up-to-date in accordance with their background.

Laugier, M., Montagne, Y. F., & Loizon, D. (2019). **Le rapport au savoir en formation continue: les effets de l'inconscient chez un professeur des écoles. Une étude de cas.** *Recherches en éducation*, (38). Consulté à l'adresse http://www.recherches-en-education.net/IMG/pdf/REE_38.pdf

Södervik, I., Mikkilä-Erdmann, M., & Chi, M. T. H. (2019). **Conceptual change challenges in medicine during professional development.** *International Journal of Educational Research*, 98, 159-170. <https://doi.org/10.1016/j.ijer.2019.07.003>

This study investigates professional development during medical studies from a conceptual change perspective. Medical students' conceptual understanding and clinical reasoning concerning the central cardiovascular system were investigated during the first three years of study. Professional development was inspected from the perspectives of biomedical knowledge, clinical knowledge and skills needed to solve a patient case. Biomedical misconceptions regarding false beliefs and mental models were detected. Students with misconceptions were more likely to give lower level answers in clinical application tasks and to make inaccurate diagnoses compared to those students who had accurate conceptual understanding. Based on the results, pedagogical suggestions are discussed.

Insertion professionnelle

Girinshuti, C. (2019). **Accès à l'emploi des enseignants et enseignantes diplômés de Suisse romande. Quels sont les effets d'un recrutement géré localement sur les logiques d'accès au métier ?** *Education et sociétés*, n° 43(1), 77-92.

L'auteur montre que l'accès à l'emploi enseignant en Suisse romande est un processus régulé localement, à l'échelon des établissements; avec un recrutement qui s'effectue indépendamment et parallèlement au système de formation des enseignantes et enseignants. Les individus accèdent d'abord aux écoles avant ou pendant leur formation par des emplois précaires ou comme stagiaires. Ils ajustent ensuite la qualité de leur poste, notamment leur taux d'occupation après leur cursus pédagogique. Leurs carrières différenciées modulent la gestion de cet accès processuel à l'emploi.

Marché du travail

Askenazy, P., Behaghel, L., Laouenan, M., & Meurs, D. (2019). **Quarante ans d'analyse du travail et de l'emploi: points de vue de quatre économistes**. *Travail et emploi*, n° 158(2), 69-93. <https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-travail-et-emploi-2019-2-page-69.htm>

Nous mettons en parallèle les mutations du marché du travail en France au cours des quarante dernières années et les évolutions des regards que portent sur lui la statistique publique et les économistes du travail. Trait saillant, l'économie du travail a pris un tournant empirique en mobilisant les nouvelles méthodes micro-économétriques d'analyse des politiques publiques développées à partir des années 1990. Ce tournant n'a pas suffi pour progresser de façon décisive dans la lutte contre le chômage ou les inégalités sur le marché du travail; on peut s'interroger en retour sur les difficultés de la discipline et de ses outils statistiques à appréhender un contexte mouvant, mais aussi peut-être sur le dialogue encore insuffisant avec les décideurs publics.

Benbelli, S., Khalil, J., & Benbelli, Z. (2018). **Café d'hommes, service de femmes**. *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Benites-Gamborizzo, E. (2018). **Le travail des femmes agents immobiliers aux États-Unis**. *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Brochier, D. (2019). **Penser ensemble les métiers au futur**. *Bref du Céreq*, (381). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2019-10/Bref381_web.pdf

Pour mieux anticiper les évolutions des emplois et des compétences, le Céreq et France Stratégie ont expérimenté une démarche prospective originale. Au coeur du processus, un groupe d'experts et d'acteurs économiques et sociaux produisent et partagent une vision prospective à long, moyen et court terme. Appliquée à la filière transformation et valorisation des déchets, cette démarche met en lumière un enjeu de professionnalisation des métiers intégrant des exigences accrues de polyvalence et d'autonomie.

Capus, E., & Taillé-Pollian, S. (2019). **Projet de loi de finances pour 2020: Travail et emploi** (Rapport général fait au nom de la commission des finances N° 140 (2019-2020)). Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/l19-140-331/l19-140-3311.pdf>

Cartier, M., Molinié, A.-F., & Volkoff, S. (2019). **Observer et quantifier le travail pour mieux le comprendre**. *Travail et emploi*, n° 158(2), 155-182. <https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-travail-et-emploi-2019-2-page-155.htm>

Au cours des quatre dernières décennies, les outils permettant d'analyser le travail ont beaucoup évolué. Les données statistiques se sont multipliées, notamment grâce aux enquêtes de la statistique publique, tandis qu'une ethnographie du travail s'est déployée, permettant d'étudier finement les situations de travail. Revue académique publiée avec le soutien de la Direction de l'animation de la recherche, des études et des statistiques (Dares) du ministère du Travail, *Travail et Emploi* constitue un lieu de rencontre privilégié entre ces deux types de méthodes. Dans cette discussion à trois voix, Marie Cartier, spécialiste de l'ethnographie du travail d'une part, Anne-Françoise Molinié et Serge Volkoff, qui ont participé à la construction des enquêtes statistiques sur le travail d'autre part, échangent autour des possibilités d'articuler ces deux dispositifs méthodologiques et soulignent la manière dont ces deux approches, souvent complémentaires, ont permis de documenter nombre de dynamiques importantes dans l'évolution du travail au cours des quarante dernières années.

d'Agostino, A., Baghioni, L., Legay, A., Gayraud, L., & Valette-Wursthén, A. (2019). **Coopérer pour mieux orienter : zoom sur les pratiques locales des acteurs du CEP**. *Céreq Bref*, (383). Consulté à l'adresse <https://www.cereq.fr/sites/default/files/2019-11/Bref%20383-web.pdf>

Créé en 2014 et renforcé en 2018, le conseil en évolution professionnelle (CEP) a pour objectif de fournir un accompagnement personnalisé à tout actif, en emploi ou non, dans son projet d'évolution professionnelle. Sa réussite implique de développer les échanges entre des opérateurs aux champs d'action souvent cloisonnés. Si le CEP semble avoir densifié les coopérations au niveau national, il n'en est pas toujours de même aux niveaux régional et local. Alors qu'en 2020 le paysage régional des opérateurs chargés du CEP évolue, une étude du Céreq se penche sur la diversité des pratiques à l'échelle locale.

D'agostino, A., & Sulzer, E. (2018). **Génération technicienne : féminiser et rajeunir pour accompagner les réorganisations d'entreprises**. *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Foulon, S. (2019, novembre 25). **Quel avenir pour les Territoires zéro chômeur de longue durée ?** Consulté 28 novembre 2019, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/avenir-territoires-zero-chomeur-de-longue-duree/00091113>

Trois rapports sur l'expérimentation Territoires zéro chômeur de longue durée sont remis ce lundi au ministère du Travail.

Gardes, C. (2018). **Bricolages de genre dans un métier de service : vendeurs et vendeuses dans les magasins low-cost**. *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Lallement, M. (2019). **Quarante ans d'institution de l'emploi**. *Travail et emploi*, n° 158(2), 43-67.

Sur fond d'épuisement du compromis fordiste d'après-guerre, les recompositions du marché du travail qui s'opèrent depuis quarante ans ont profondément transformé les modalités et les formes de l'emploi. À l'aide d'une grille d'analyse d'inspiration

durkheimienne, qui regarde l'institution comme un processus multipolaire, l'article examine les transformations de l'emploi en France depuis la fin des années 1970. Il considère, respectivement, le lien entre emploi et intégration sociale, les mutations des régulations dont le système de relations professionnelles a été le siège, les formes évolutives de construction de soi par l'insertion productive et, enfin, le brouillage des catégories d'emploi et de chômage que le développement de zones grises au sein du marché du travail n'a jamais cessé d'amplifier.

Martin, C. (2018). **Des compétences masculines aux qualités féminines. Stratégies contraintes de légitimation professionnelle chez des salariées du football féminin.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Monchatre, S. (2018). **Organisations et pluralité des ordres sexués. Variations sur le genre au travail.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Presti, A. L., Ingusci, E., Magrin, M. E., Manuti, A., & Scrima, F. (2019). **Employability as a compass for career success: development and initial validation of a new multidimensional measure.** *International Journal of Training and Development*, 23(4), 253-275. <https://doi.org/10.1111/ijtd.12161>

This article reports the development and initial validation of a multidimensional measure of employability based on the theoretical model of Lo Presti and Pluviano (2016). Four different studies were designed and implemented. Study 1 was a qualitative study that involved a group of 15 labour market experts and aimed at developing the items pool. In Study 2, an exploratory factor analysis of 526 employees was carried out to examine the structure of the employability measure as previously obtained. Study 3 aimed at verifying the employability measure that had emerged from Study 2 through confirmatory factor analysis of 699 employees, resulting in a 28-item shortened version encompassing the original four employability dimensions. Finally, in Study 4, concurrent and predictive validity of the definitive version of the employability measure were tested on a sample of 712 employees. Implications for vocational guidance and human resource management, as well as future employability research, are discussed.

Métiers de l'éducation

Branch, A. J. (2020). **Promoting ethnic identity development while teaching subject matter content: A model of ethnic identity exploration in education.** *Teaching and Teacher Education*, 87, 102918. <https://doi.org/10.1016/j.tate.2019.102918>

This grounded theory study was conducted to investigate how two veteran social studies teachers, one African American and one Japanese American, incorporated opportunities for students to explore their ethnicity while learning subject matter content. Four themes emerged that form the basis of a model that provides teachers with strategies for assisting students as they learn about their ethnic groups through existing subject matter curricula. These data, and teachers' reports of sustained student engagement when exploration of cultural heritage was incorporated into the curriculum, provide warrant for including instruction in ethnic identity exploration in teacher preparation programs.

Brew, A., & Saunders, C. (2020). **Making sense of research-based learning in teacher education.** *Teaching and Teacher Education*, 87, 102935. <https://doi.org/10.1016/j.tate.2019.102935>

Research-based learning challenges teacher educators to rethink pedagogical strategies, particularly so in a context where views about the role of research in pre-service teachers' professional development are contested. The views of academics implementing a research-based learning course in teacher education are examined through qualitative semi-structured interviews in order to understand how learning autonomy is fostered. Variation was found in what teacher educators thought the course was intended to achieve and in their teaching strategies. The basis for pedagogical decision-making appeared to be their own research learning experiences. Implications for teacher education and for implementing research-based learning more generally are discussed.

Brittle, B. (2020). **Coping strategies and burnout in staff working with students with special educational needs and disabilities.** *Teaching and Teacher Education*, 87, 102937. <https://doi.org/10.1016/j.tate.2019.102937>

Research on special educator burnout has predominantly focused on demographic, environmental and situational factors, with few studies exploring individual characteristics. This cross-sectional self-report study focused on coping strategies as predictors of burnout among Special Educational Needs and Disabilities (SEND) staff. The survey results from 169 participants showed that emotional coping predicted greater levels of burnout. In addition, avoidance coping predicted higher levels of disengagement, whereas rational coping predicted lower levels of disengagement. These results emphasize the importance of examining individual characteristics in SEND staff burnout. This would have implications for monitoring and addressing the psychological wellbeing of SEND staff.

Buisson-Fenet, H., & Pons, X. (2019). **Responsable, mais pas redevable ? Gouvernance par les résultats et relations d' "accountability" dans les établissements scolaires en France.** *Education et sociétés*, n° 43(1), 41-56. <https://www-cairn-info.proxy-scd.u-bourgogne.fr/revue-education-et-societes-2019-1-page-41.html>

Cet article analyse les effets du développement d'une gouvernance par les résultats en éducation en France sur les professionnels des établissements scolaires. À partir d'une enquête qualitative dans six lycées, il met en évidence les limites d'une approche en termes de découplage selon laquelle les transformations en cours affecteraient essentiellement les chefs d'établissement et très peu les enseignants. En mobilisant l'approche relationnelle de l' "accountability" proposée par Mark Bovens, la sociologie des groupes professionnels et celle des instruments d'action publique, les auteurs montrent les transformations des modèles de responsabilité professionnelle en présence, dont les formes empiriques varient selon les ordres éducatifs locaux qui caractérisent les établissements.

Cattonar, B., & Dupriez, V. (2019). **Recomposition des professionnalités et de la division du travail enseignant en situation d'obligation de rendre des comptes. Le cas des professionnels de l'éducation en Belgique francophone.** *Education et sociétés*, n° 43(1), 25-39. <http://www.cairn.info/revue-education-et-societes-2019-1-page-25.htm>

L'article analyse les modèles de professionnalité enseignante promus par les nouvelles politiques éducatives en Belgique francophone. Inspirées de la Nouvelle gestion publique, elles engagent simultanément deux voies distinctes de régulation des pratiques des professionnels de l'éducation : une logique de professionnalisation et une logique de reddition de comptes douce dont les effets potentiels sur la situation professionnelle des enseignants sont contrastés. Ces politiques dessinent une autre division du travail entre les différents segments composant le groupe professionnel enseignant, renforçant les cadres intermédiaires et les élites intellectuelles de la profession. En lien avec la promotion d'une éducation fondée sur des preuves, cette reconfiguration interne à la profession fait émerger un nouvel enjeu pour les enseignants autour de la définition des savoirs professionnels jugés légitimes pour leurs pratiques, qui semble de plus en plus leur échapper.

Chaharbashloo, H., Gholami, K., Aliasgari, M., Talebzadeh, H., & Mousapour, N. (2020). **Analytical reflection on teachers' practical knowledge: A case study of exemplary teachers in an educational reform context.** *Teaching and Teacher Education, 87*, 102931. <https://doi.org/10.1016/j.tate.2019.102931>

The present qualitative study investigates the practical knowledge of primary school exemplary teachers in an educational reform context. Data were collected through detailed classroom observations and notes, checklists, shadowing the teachers, along with semi-structured and stimulated recall interviews. The findings suggested that the participants possessed eight categories of practical knowledge: subject-matter, pedagogical, learners, classroom management, learning environment, curriculum, school environment, and self. Moreover, a conceptual model was developed couching in the content of teachers' practical knowledge in terms of content-centered versus learning-centered orientations. The findings have significant implication to link theory and practice in the teacher education and development programs.

Coombs, A., DeLuca, C., & MacGregor, S. (2020). **A person-centered analysis of teacher candidates' approaches to assessment.** *Teaching and Teacher Education, 87*, 102952. <https://doi.org/10.1016/j.tate.2019.102952>

This study analyzed teacher candidates' approaches to classroom assessment, self-perception of assessment competence, motivation for completing teacher education, and assessment education experiences at the end of their teacher education program. Through latent class analysis, three subgroups of teachers were identified: eager, contemporary, and hesitant assessors. Membership to each class was further characterized by perceived relevance of classroom assessment, motivation for pursuing teacher education, methods of assessment education, and teacher certification. Results from this study support the notion that teacher candidates' approaches to assessment should not be viewed as a stable characteristic, but one shaped by learning experiences, context, and personal dispositions.

Danner, M., Farges, G., Fradkine, H., & Garcia, S. (2019). **Quitter l'enseignement : un révélateur des transformations du métier dans le premier degré.** *Education et sociétés, n° 43(1)*, 119-136.

S'il y a relativement peu de démissions d'enseignants en France, les transformations du métier dans le premier degré aboutissent à des formes variables de défection. Quelles sont les modalités de sortie du métier, leur fréquence et les parcours dans lesquels elles s'insèrent ? Une enquête qualitative sur 47 entretiens avec des professeurs des écoles

qui ont démissionné ou cherchent à le faire dégage des liens étroits entre l'attrition enseignante et l'alourdissement de la charge de travail, surtout bureaucratique, les nouvelles missions –différenciation pédagogique, accueil des élèves en situation de handicap– dans une conjoncture financièrement contrainte. Trois configurations de sortie du métier, relevant de logiques sociales distinctes, peuvent être identifiées soulignant l'importance des ressources nécessaires pour quitter effectivement le métier d'enseignant.

Devineau, S. (2018). **Le travail en école maternelle. Des gestes de métier sous l'emprise du genre.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Devineau, S. (2019). **Quitter son métier, sortir de l'école: ce que disent du travail enseignant des projets féminins de reconversion professionnelle.** *Education et sociétés*, n° 43(1), 137-153. <http://www.cairn.info/revue-education-et-societes-2019-1-page-137.htm>

L'étude des projets de reconversion professionnelle visant l'abandon éventuel du métier de professeur des écoles est l'occasion d'interroger la condition enseignante, d'observer les expériences d'enseignantes et les motifs qui les ont conduites à vouloir quitter l'école. Leurs projets, saisis à travers les récits biographiques, constituent une porte d'entrée privilégiée pour prendre la mesure des remaniements identitaires à l'œuvre. Une reprise des études est un investissement très lourd pour des enquêtés, majoritairement des femmes, salariées à temps plein, déjà inscrites dans une carrière, avec la charge d'une famille composée souvent de jeunes enfants. Le sens de ces parcours en termes de genre intéresse ici en ce qu'il éclaire le travail enseignant et les difficultés du métier.

du Plessis, A. E., Wang, J., Hoang, N. T. H., Schmidt, A., Mertens, L., Cullinan, M., & Cameron, V. (2019). **New lenses to understand beginning teacher workforce concerns: Developing and justifying scale items for measuring beginning teachers' and school leaders' perceptions.** *International Journal of Educational Research*, 98, 206-223. <https://doi.org/10.1016/j.ijer.2019.08.017>

This paper reports on a collaborative project between educational industry and research partners, in Queensland, Australia with the aim of developing instruments to gather new information about beginning teacher workforce issues. The investigation stimulates deeper insight into beginning teachers' (n = 504) and school leaders' (n = 306) perceptions of specific factors influencing beginning teacher attrition and retention and beginning teacher workforce stability. The convergent mixed-method study includes demographic data and information derived from Likert scales and open questions and is underpinned by context-conscious understanding development theory. The initial scale validation and justification involves confirmatory factor analysis and reliability analysis. The findings offer a new lens to develop an in-depth, multi-layered understanding of beginning teacher workforce issues to inform future research and policy decisions.

Fassa-Recrosio, F., & Bataille, P. (2019). **Les réformes de l'enseignement comme révélateur et amplificateur des fractures enseignantes.** *Education et sociétés*, n° 43(1), 5-23. <http://www.cairn.info/revue-education-et-societes-2019-1-page-5.htm>

Dans une conjoncture marquée par les politiques d'austérité, la recherche d'efficacité, la volonté d'éviter l'exclusion ou d'intégrer la diversité, les systèmes d'éducation et de formation se diversifient et se complexifient, suscitant des réformes inspirées de la Nouvelle gestion publique (NGP). Prenant acte de ce nouveau cadrage, ce dossier examine les façons dont ces réformes ont transformé les conditions d'exercice des métiers de l'éducation. Il met l'accent sur l'hybridité de ces processus, insiste sur la nécessité de prendre en compte les situations spécifiques pour comprendre ce que font les principes de la NGP aux fractions des professionnels de terrain en éducation dans l'espace francophone (France, Belgique, Québec et Suisse romande). Tous et toutes ne gagnent pas également à l'adoption de ces réformes, leur appropriation tenant aussi aux caractéristiques sociales des diverses fractions dont sont constitués les corps enseignants. Offrir des éléments éclairant les raisons pour lesquelles les professionnels adhèrent, acceptent ou récusent des réformes qui bouleversent les définitions antérieures de la professionnalité des enseignants et analyser les usages qu'ils et elles font de ces réformes permet aussi de dessiner la carte des territoires professionnels. Ceux-ci se rétrécissent ou prennent de l'ampleur lorsqu'il s'agit à la fois de rendre des comptes et d'endosser la responsabilité de réaliser des objectifs fixés par les politiques comme partie intégrante de l'activité professionnelle.

Frajerman, L. (2019). **Manager les professeurs? Les relations hiérarchiques dans l'établissement en France à l'heure du Nouveau management public.** *Education et sociétés*, n° 43(1), 57-75. <http://www.cairn.info/revue-education-et-societes-2019-1-page-57.htm>

En France, le Nouveau management public est introduit graduellement dans le système éducatif, en restant subordonné aux logiques bureaucratiques. Loin d'une analyse surplombante, l'article vise à saisir les effets concrets de cette situation sur les relations hiérarchiques dans le second degré. L'autonomie professionnelle des enseignants résiste avec des protections statutaires et syndicales fortes. Cela génère un rapport ambigu aux chefs d'établissement, dont la profession s'est transformée, grâce à un compromis corporatiste avec le ministère. Le questionnaire représentatif Militens montre que les enseignants entretiennent majoritairement de bonnes relations avec eux, à condition que leurs pouvoirs n'augmentent pas. Les enseignants les plus investis dans l'établissement restent éloignés des dispositions d'une véritable hiérarchie intermédiaire. Sur le terrain, les rapports de force sont conditionnés par le jeu des acteurs locaux et par leur expertise.

Gillies, R. M., & Rafter, M. (2020). **Using visual, embodied, and language representations to teach the 5E instructional model of inquiry science.** *Teaching and Teacher Education*, 87, 102951. <https://doi.org/10.1016/j.tate.2019.102951>

Helping students to use and interpret representations in science is critically important if they are to become scientifically literate and able to engage in the discourses related to understanding scientific issues. The purpose of this case-study is to report on how one Year 5 teacher in a small, city school in Brisbane, Australia used different visual, embodied, and language representations to capture students' engagement in the inquiry tasks. While the case study showed that the students demonstrated clear understandings of the relationships between the different scientific phenomena they were investigating, there is no evidence that these ways of thinking and talking generalised to other inquiry-science topics. However, the case study does provide insights into how this teacher used different visual, embodied, and language strategies

to help the students in his class develop complex understandings of the inquiry-science unit they were studying.

Girinshuti, C. (2019). **Accès à l'emploi des enseignants et enseignantes diplômés de Suisse romande. Quels sont les effets d'un recrutement géré localement sur les logiques d'accès au métier?** *Education et sociétés*, n° 43(1), 77-92. <http://www.cairn.info/revue-education-et-societes-2019-1-page-77.htm>

L'auteur montre que l'accès à l'emploi enseignant en Suisse romande est un processus régulé localement, à l'échelon des établissements ; avec un recrutement qui s'effectue indépendamment et parallèlement au système de formation des enseignantes et enseignants. Les individus accèdent d'abord aux écoles avant ou pendant leur formation par des emplois précaires ou comme stagiaires. Ils ajustent ensuite la qualité de leur poste, notamment leur taux d'occupation après leur cursus pédagogique. Leurs carrières différenciées modulent la gestion de cet accès processuel à l'emploi.

Guillaume, R. O., & Kalkbrenner, M. T. (2019). **The utility of self-determination theory in faculty of color's successful pursuit of tenure and promotion to the rank of associate professor.** *International Journal of Educational Research*, 98, 272-279. <https://doi.org/10.1016/j.ijer.2019.09.007>

Drawing on the core components of Self-Determination Theory (SDT), this qualitative phenomenological study uncovered the lived experiences of 21 Faculty of Color (FOC) who successfully navigated tenure and promotion to achieve the rank of associate professor in departments of educational leadership and administration the United States of America. Two structural themes emerged from the data, Owning of External Locus of Control (subtheme empowerment through intrinsic motivation and collaboration) and Impact of Work on Others. Findings supported the utility of self-determination in FOC's successful attainment of tenure and promotion. Implications for how institutional agents can use SDT to support FOC on the tenure-track are discussed.

Hopkins, M., Bjorklund, P., & Spillane, J. P. (2019). **The social side of teacher turnover: Closeness and trust among general and special education teachers in the United States.** *International Journal of Educational Research*, 98, 292-302. <https://doi.org/10.1016/j.ijer.2019.08.020>

Social conditions in schools can influence teacher turnover. In this study, we use longitudinal data from 47 general and special education teachers in the same mid-sized district in the Midwestern United States, and employ survival analysis to identify the social conditions that predict turnover in teachers' first five years on the job. Findings reveal that the quality of teachers' relationships mattered more than the quantity of their social ties. Specifically, teachers reporting higher levels of relational trust were significantly less likely to leave or move, while social network closeness did not significantly predict leaving or moving. Further, our findings that special education teachers were particularly susceptible to leaving or moving compared to their general education colleagues.

Humphreys, S., Dunne, M., Durrani, N., Sankey, S., & Kaibo, J. (2020). **Becoming a teacher: Experiences of female trainees in initial teacher education in Nigeria.** *Teaching and Teacher Education*, 87, 102957. <https://doi.org/10.1016/j.tate.2019.102957>

This article foregrounds the experiences of female trainees on a scholarship programme for initial teacher education aimed at increasing the number of qualified female

teachers from rural northern Nigeria, and boosting female pupil enrolments. Challenging conditions in colleges of education, including curricular shortcomings, overcrowding, limited resources and inadequate learning support were compounded by non-academic factors – especially financial, and gendered constraints. Collectively, they threatened student retention, learning and attainment, and the programme's gender equity goals. Findings highlight the need to move beyond increasing numbers of female student-teachers, to improving quality in teacher education, paying attention to out-of-college conditions too.

Jarraud, F. (2019, novembre 26). **Quitter l'enseignement : Vie personnelle et New Public Management**. Consulté 28 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/26112019Article637103518164956057.aspx>

« C'était inhumain de mettre une petite nana qui n'a aucune expérience toute seule avec sa classe unique ». Manon fait partie des professeures des écoles qui ont décidé de quitter l'école étudiés par M Danner, Géraldine Farges, S Garcia (Université de Bourgogne) et H Fradkine. Traçant le parcours de 47 enseignants sur le départ, l'étude, publiée dans Education et Sociétés n°43, montre l'impact du New Public Management sur le métier d'enseignant. Mais d'autres facteurs plus personnels jouent aussi sur leur décision, comme le montre aussi un article de S Devineau.

Klassen, R. M., Kim, L. E., Rushby, J. V., & Bardach, L. (2020). **Can we improve how we screen applicants for initial teacher education?** *Teaching and Teacher Education*, 87, 102949. <https://doi.org/10.1016/j.tate.2019.102949>

Identifying the best possible candidates for initial teacher education (ITE) programs is one of the first steps in building a strong teacher workforce. We report three phases of development and testing of a contextualized teaching-focused situational judgment test (SJT) designed to screen applicants at a large and competitive ITE program in the U.K. Results showed that the SJT was a reliable and predictive tool that enhanced existing screening methods. We suggest that using state-of-the-art methods to help make admissions decisions could improve the reliability, validity, and fairness of selection into ITE.

Kuehni, M., & Bovey, L. (2018). **En première ligne. Le personnel éducatif face à la violence dans les établissements socio-éducatifs : une question de genre?** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

López, M. M. (2020). **Linking Community Literacies to critical literacies through community language and literacy mapping**. *Teaching and Teacher Education*, 87, 102932. <https://doi.org/10.1016/j.tate.2019.102932>

In this study, teachers engaged in Community Language and Literacy mapping to understand the resources present in their communities in urban, rural, and suburban schools. Through the ethnographic project, teachers built on their findings to create critical literacies units. As a result, teachers embraced complexity and considered multiple perspectives. However, many found it difficult to push their students to action and social justice. Overall participants broadened their view of what counts as literacy, deepened their understanding of critical literacies, and used community language and literacy practices in their classroom teaching.

Lutovac, S. (2019). **Pre-service mathematics teachers' narrated failure: Stories of resilience.** *International Journal of Educational Research*, 98, 237-244. <https://doi.org/10.1016/j.ijer.2019.09.006>

In educational research, failure has often been touched upon as a by-product, but rarely has failure been investigated without attempting to find ways around it instead of attempting to simply understand it better. This paper provides insight into a pilot study on understanding math failure through narrative. I analyse two pre-service mathematics teachers' narratives about failure and identity in order to illustrate their personal understandings of their own failures. The analysed stories provide insight into the subjects and their failure resilience, and initiate a discussion on subjective understanding of resilience. These stories also illustrate the need to further research regarding the subjective understandings of failure in general and in math specifically.

März, V., & Kelchtermans, G. (2020). **The networking teacher in action: A qualitative analysis of early career teachers' induction process.** *Teaching and Teacher Education*, 87, 102933. <https://doi.org/10.1016/j.tate.2019.102933>

Mathou, C. (2019). **Réformes par compétences et gouvernance par les résultats : mouvements convergents ou en tension? Le cas du Renouveau pédagogique au Québec.** *Education et sociétés*, n° 43(1), 155-169. <http://www.cairn.info/revue-education-et-societes-2019-1-page-155.htm>

L'article examine la trajectoire de la politique curriculaire québécoise de 2000 à 2015 à la lumière de la sociologie du curriculum. L'analyse de contenu des textes de l'enseignement secondaire permet de distinguer deux périodes dans le déploiement de cette politique : au début des années 2000 la tentative d'institutionnalisation de la réforme par compétences a laissé place à la fin de la décennie à d'autres orientations pédagogiques lorsque l'évaluation et la reddition de comptes se sont développées. La politique curriculaire s'est alors fortement infléchi à la faveur d'une gestion axée sur les résultats et des orientations plus instrumentales. L'analyse met en évidence que l'empilement des textes liés à cette trajectoire a généré un curriculum composite soutenu par des logiques concurrentes et en tension. Ces résultats invitent également à nuancer l'idée d'un mouvement nécessairement convergent entre réformes dites par compétences, nouvelle gestion publique et politiques néo-libérales.

McLean, L., Abry, T., Taylor, M., & Gaias, L. (2020). **The influence of adverse classroom and school experiences on first year teachers' mental health and career optimism.** *Teaching and Teacher Education*, 87, 102956. <https://doi.org/10.1016/j.tate.2019.102956>

Ramis-Conde, I., & Hope, A. (2020). **Training teachers in maintaining equity in the micro-moments of a mathematical dialogue.** *Teaching and Teacher Education*, 87, 102924. <https://doi.org/10.1016/j.tate.2019.102924>

This article presents the analysis of a large body of video data of trainee teachers who were learning mathematical dialogue techniques. We explore some of the ways in which trainee teachers can make better use of children's own contributions to foster learning and increase pupil motivation – taking a number of analytic principles from conversation analysis. While the importance of dialogue in mathematics education has drawn increased attention in recent years, there is still relatively little work on how

teachers may learn to make better use of dialogue in the classroom. This paper aims to address that lacunae.

Ritter, R., Wehner, A., Lohaus, G., & Krämer, P. (2020). **Effect of same-discipline compared to different-discipline collaboration on teacher trainees' attitudes towards inclusive education and their collaboration skills.** *Teaching and Teacher Education*, 87, 102955. <https://doi.org/10.1016/j.tate.2019.102955>

van Bommel, J., Randahl, A.-C., Liljekvist, Y., & Ruthven, K. (2020). **Tracing teachers' transformation of knowledge in social media.** *Teaching and Teacher Education*, 87, 102958. <https://doi.org/10.1016/j.tate.2019.102958>

Social media represent an increasingly important vehicle for informal professional development amongst teachers, and provide an illuminating means of tracing their collective knowledge building. The study reported here examines six large Facebook groups, created by and for teachers in Sweden, to exchange information about the teaching of mathematics and Swedish. Analysis establishes that professional knowledge was made available in 86% of discussion threads, most commonly relating to Shulman's categories of Knowledge of Learners, Curricular Knowledge, and Pedagogical Content Knowledge. Participants acknowledged opportunities for professional learning in 88% of such threads, and showed new understanding in 11%, particularly in longer threads.

Viviers, S., Abdoulaye, A., & Dionne, P. (2019). **L'évolution de l'identité de métier des conseillers d'orientation à l'aune des transformations de l'organisation du travail scolaire au Québec.** *Education et sociétés*, n° 43(1), 93-118. <http://www.cairn.info/revue-education-et-societes-2019-1-page-93.htm>

La profession de conseiller d'orientation est dans une période de redéfinition identitaire dans l'organisation du travail scolaire au Québec. La Nouvelle gestion publique prescrit une flexibilité fonctionnelle et une pratique axée sur la collaboration-conseil auprès des acteurs scolaires et des parents. Dans le travail réel, les CO doivent composer avec les prescriptions découlant des réformes. Lorsque des écarts surviennent entre les activités portées par leur désir de métier et celles du quotidien, ils peuvent vivre une expérience de souffrance identitaire de métier en ne reconnaissant plus leur profession dans ce qu'ils font. Mobilisant une méthodologie d'enquête quantitative, l'article identifie d'une part les pratiques qui correspondent le mieux à ce désir de métier et d'autre part celles que les CO mettent effectivement en œuvre. Indirectement, l'étude éclaire les particularités des réformes menées au Québec et la manière dont elles touchent l'expérience de métier des professionnels de l'éducation.

Numérique et éducation

Asarta, C. J., & Schmidt, J. R. (2020). **The effects of online and blended experience on outcomes in a blended learning environment.** *The Internet and Higher Education*, 44, 100708. <https://doi.org/10.1016/j.iheduc.2019.100708>

Outcomes in a blended course in business and economic statistics are assessed within the context of students' previous experience with online and blended courses. Experience with class formats that rely heavily upon online materials may translate into improved outcomes in subsequent blended courses. We explore whether any

significant gains accrued to students due to previous experience. When outcomes were analyzed using the full sample of students, no effects on outcomes from having previous experience versus having none were found. However, when the transfer status of students and ranges of grade point averages were considered, it was found that online and blended experience provided a positive marginal effect on outcomes for high-achieving transfer students. The effect was one-third to two-thirds of a letter grade depending on the amount of experience.

Becquet, V. (2019). *Les défis du futur pour les éducateurs*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343189963?utm_source=phplist&utm_campaign=message_28218&utm_medium=email&utm_content=lienTitre

Si le futur s'invente aujourd'hui, c'est bien aux défis posés aux éducateurs qu'il a fallu répondre à partir de trois entrées thématiques. Tout d'abord, la réflexion porte sur des concepts centraux pour penser l'individu contemporain et son inscription sociale que sont l'intelligence et l'identité. Elle se nourrit des apports des neurosciences pour considérer l'importance de cette connaissance de plus en plus fine du fonctionnement du cerveau et ses implications sur l'éducation.

Bozkurt, A., Koutropoulos, A., Singh, L., & Honeychurch, S. (2020). **On lurking: Multiple perspectives on lurking within an educational community**. *The Internet and Higher Education*, 44, 100709. <https://doi.org/10.1016/j.iheduc.2019.100709>

Lurkers, or as defined in this research, Legitimate Peripheral Participants (LPPs), have been a fundamental aspect of online communities and more research is needed to better understand them. This paper, therefore, examines lurkers in a mixed-method study through the lenses of Transactional Distance, Interaction Types, and Self-Determination Theory and aims to identify their defining features. The findings show that the degree of engagement of any particular LPP is influenced by different aspects of distance and interaction. Time, as an external factor, and lack of interest, as an internal factor, emerge to be the most influential considerations; but a combination of these factors can also lead learners to be an LPP. Characteristic words to define LPPs seem to be ones that have positive connotations and indicate that LPPs learn through less active and visible methods than other learners.

Chene, V. L. (2019). *Inclusion numérique en contexte d'établissements médico-sociaux* (Thèse en sciences de l'éducation, Université Rennes 2). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02382708>

L'idéal de société inclusive se fonde sur des principes de justice et de cohésion sociale. Il se traduit par une volonté d'inclure les personnes en danger de pauvreté et d'exclusion, de réduire les inégalités sociales et de favoriser la participation à la vie de la société. Confrontées à des inégalités sociales, des politiques spécifiques sont mises en œuvre en faveur des personnes présentant un handicap. Elles se traduisent par un principe d'accessibilité généralisée à l'emploi, l'éducation, le bâti, les transports, les loisirs, la culture, les technologies numériques, etc. Dans notre société où les usages des technologies numériques apparaissent comme le remède à tous les problèmes sociaux (Proulx, 1990), quels bénéfices peuvent tirer les personnes présentant un handicap des usages de ces technologies ? Pour répondre à cette question, je suis allée enquêter des personnes accueillies dans des établissements médico-sociaux en région Bretagne. J'ai accompagné leurs usages des technologies numériques et dans une approche ethno

méthodologique (Lapassade, 2000) et écologique de l'activité (Denis, 2009), j'ai analysé ces usages comme un construit social (Jouët, 2000). Dans cette recherche nous verrons en quoi l'appropriation des technologies numériques par les personnes présentant une déficience intellectuelle ou des troubles psychiques transforme les représentations négatives qu'elles ont d'elles-mêmes et fait émerger un pouvoir d'agir avec les technologies numériques qui participent à leur émancipation.

Grimes, A., & White, D. (2019). **Digital inclusion and wellbeing in New Zealand** (Working Paper N° 19_17). Consulté à l'adresse Motu Economic and Public Policy Research website: https://econpapers.repec.org/paper/mtuwpaper/19_5f17.htm

We examine: (i) which groups have a lower likelihood of being digitally included in New Zealand, and (ii) how digital inclusion relates to wellbeing. Using four large-scale surveys, we identify several groups whose members are prone to relatively low internet access: people living in social housing; disabled individuals; Pasifika; Māori; people living in larger country towns (10,000-25,000 people); older members of society (particularly those aged over 75 years); unemployed people and those not actively seeking work. Those in social housing and disabled people are particularly disadvantaged with respect to internet access. Disabled people are also at greater risk than others from a virus infection or other internet interference. We identify a number of associative (but not necessarily causal) relationships between internet access and wellbeing. Those with internet access tend to have higher wellbeing and richer social capital outcomes (e.g. voting) than those without access. For adolescents, as internet use on weekdays outside of school increases, students' subjective wellbeing declines; once daily internet use exceeds about two hours, we find no positive association between internet use and adolescents' wellbeing. These results are of particular interest given that 15% of 15-year olds (including 27% of Māori students) report using the internet for more than 6 hours per day on a weekday outside of school, while over half report more than two hours' use.

Heinrich, C. J., Darling-Aduana, J., Good, A., & Cheng, H. (Emily). (2019). **A Look Inside Online Educational Settings in High School: Promise and Pitfalls for Improving Educational Opportunities and Outcomes**. *American Educational Research Journal*, 56(6), 2147-2188. <https://doi.org/10.3102/0002831219838776>

This research examines online course-taking in high schools, which is increasingly used by students falling behind in progress toward graduation. The study looks inside educational settings to observe how online courses are used and assess whether students gain academically through their use. Drawing on 7 million records of online instructional sessions linked to student records, we find mostly negative associations between online course-taking and math and reading scores, with some gains in credits earned and grade point averages by upperclassmen. Those least prepared academically and with weaker course-taking behaviors fared more poorly and were likely set back by online course-taking. Limited resources constrained the implementation of district-recommended practices and instructional supports, such as live teacher interactions and individualized content assistance.

Hickey, D. T., Robinson, J., Fiorini, S., & Feng, Y. (2020). **Internet-based alternatives for equitable preparation, access, and success in gateway courses**. *The Internet and Higher Education*, 44, 100693. <https://doi.org/10.1016/j.iheduc.2019.100693>

Remedial college courses generate tuition and fit neatly into existing course structures. But they often fail to deliver access and success in foundational "gateway"

undergraduate courses. Because under-represented minorities are over-represented in these courses, remedial courses obstruct equitable access and success. Schools are increasingly turning instead to supplemental instruction and Internet-based intelligent tutoring systems (ITSs). But these alternatives don't generate tuition, are difficult to evaluate, and can require substantial infrastructure. This study compared 2561 students who qualified for Principles of Chemistry and Biochemistry by passing Developmental Chemistry with 607 students who qualified by completing a commercial Internet-based ITS. Propensity-score techniques were used to control for biased selection and assignment. We found that spending approximately 30 h on a \$30 ITS was equally as effective as spending hundreds of hours and thousands of dollars of tuition on a three or five credit remedial course in terms of final grades in Principles for the entire population as well as for under-represented minorities. This finding has implications for advising students and for designing and evaluating programs for underprepared students and under-represented minorities.

Manca, S. (2020). **Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook.** *The Internet and Higher Education*, 44, 100707. <https://doi.org/10.1016/j.iheduc.2019.100707>

Commercial social media are being increasingly adopted in formal learning settings even though they have not been conceived specifically for education. Whereas highly popular social services like Facebook and Twitter have been thoroughly investigated for their benefits for teaching and learning in higher education, other social media platforms which have been gaining considerable attention among youth have been largely overlooked in scholarly literature. The purpose of this study is to fill that vacuum by analyzing whether and how social media platforms like Instagram, Pinterest, Snapchat and WhatsApp have become an integral component of teaching and learning in higher education. A total of 46 studies are analyzed in terms of what pedagogical affordances of these four platforms they identify (e.g., mixing information and learning resources, hybridization of expertise, widening of the context of learning) and the benefits for learning that the authors go on to investigate. Results show that although the use of WhatsApp is well documented in a plethora of studies, there is a dearth of research about Instagram, Pinterest and Snapchat. While more than half of the studies are carried out in the Middle East and Asian areas and investigate mostly benefits for second and foreign language learning, the overall geographical distribution of studies examining learning via social media reflects the preferences expressed for these services on the part of the general population. Moreover, it is found that the pedagogical affordances of social media are still only being partially implemented and that diverse social media exploit affordances to different degrees.

Martin-Mattera, P., Bernard-Tanguy, L., Lévy, A., Martin-Lavaud, V., Ménard-Huneau, M., Perreti, P., & Sietet, M. (Éd.). (s. d.). **Nouvelles technologies, nouvelles psychologies ? Education, santé, lien social: usages et mésusages.** Consulté à l'adresse http://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&isbn=9782343179421&utm_source=phplist&utm_campaign=message_28218&utm_medium=email&utm_content=lienTitre

Notre société numérique connaît une (r)évolution technologique qui modifie les rapports au temps et à l'espace, c'est-à-dire au monde et aux autres. L'intimité, les relations sociales, le positionnement à l'égard de la loi, les modalités de la rencontre, la

relation au plaisir et à la jouissance, à l'information et au savoir, à l'engagement, aux contrats à l'identité, et bien d'autres aspects encore du lien à soi-même et à l'autre, semblent profondément modifiés. Sont-ils pour autant facilités, amplifiés, accélérés, transformés, transcendés, ou au contraire empêchés, court-circuités, manipulés, falsifiés, pervertis ?

Orientation scolaire et professionnelle

Jarraud, F. (2019, novembre 20). **Lycée : La réforme n'a pas gommé les inégalités sociales et de genre dans l'orientation**. Consulté 21 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/20112019Article637098324541110786.aspx>

La réforme du lycée qui a supprimé les filières de l'enseignement général, n'a pas fait disparaître les stéréotypes. Les maths et les sciences restent la voie royale des plus favorisés. Les filles choisissent davantage les lettres et les garçons les sciences. La réforme maintient les inégalités. C'est d'autant plus remarquable que la réforme a fait sauter les repères habituels et que Parcoursup avec ses attendus locaux a rendu l'orientation encore plus opaque aux non initiés.

Politique de l'éducation et système éducatif

Adnot, P., & Rapin, J.-F. (2019). **Projet de loi de finances pour 2020 : Recherche en enseignement supérieur** (Rapport général fait au nom de la commission des finances N° 140 (2019-2020)). Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/119-140-314/119-140-314.html>

Artene, A. (2018). **Dobrogea School of Economics** (LawArXiv N° jb3um). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osflawarx/jb3um.htm>

At present, we have all the necessary elements to be able to claim that « Dobrogea Economics School in Constanta » really exists in the Romanian and European academic landscape. Among these elements, we take into account those related to tradition, university education programs, valuable teaching staff, material basis, results / scientific visibility, etc. This article provides an approach to the establishment and further development of the Faculty of Economics at « Ovidius » University of Constanta. The continuous development of the collaboration relations with other universities - Romanian and foreign -, with governmental or private institutions, with the business environment, etc. confirms that today there is a Dobrogean School of Economics and, moreover, it has all the chances to last forever.

Becquet, V. (2019). **Les défis du futur pour les éducateurs**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343189963?utm_source=phplist&utm_campaign=message_28218&utm_medium=email&utm_content=lienTitre

Si le futur s'invente aujourd'hui, c'est bien aux défis posés aux éducateurs qu'il a fallu répondre à partir de trois entrées thématiques. Tout d'abord, la réflexion porte sur des concepts centraux pour penser l'individu contemporain et son inscription sociale que

sont l'intelligence et l'identité. Elle se nourrit des apports des neurosciences pour considérer l'importance de cette connaissance de plus en plus fine du fonctionnement du cerveau et ses implications sur l'éducation.

Bellamy, V. (2019). **Choix de trois spécialités en première générale à la rentrée 2019 : 15 combinaisons pour 80 % des élèves.** *Note d'information*, (19.48). Consulté à l'adresse <https://www.education.gouv.fr/cid146760/choix-de-trois-specialites-en-premiere-generale-a-la-rentree-2019-15-combinaisons-pour-80-des-eleves.html>

Près de 69 % d'entre eux ont choisi d'étudier les mathématiques, 47 % la physique-chimie, 43 % les sciences de la vie et de la Terre, 39 % les sciences économiques et sociales (SES), 35 % l'histoire-géographie et 28 % les langues, littérature et cultures étrangères et régionales. Les enseignements « scientifiques » (sauf sciences de la vie et de la Terre – SVT) ont plus souvent été choisis chez les garçons que chez les filles. À l'inverse les enseignements d'humanités, de SES, d'histoire-géographie et de langues-littérature sont plus choisis par les filles. Parmi les nombreuses combinaisons possibles, 28 % des élèves de première générale ont choisi la combinaison « mathématiques, physique-chimie, SVT » ; 8 % ont choisi « histoire-géographie, mathématiques, SES » et 7 % « histoire-géographie, langues-littérature, SES ». Au total, les choix ont été assez ouverts puisqu'il faut 15 combinaisons d'enseignements pour retrouver 80 % des élèves, 17 chez les filles et 13 chez les garçons.

Bellamy, V., Blanché, E., Dieusaert, P., & George, E. (2019). **Les élèves du second degré à la rentrée 2019 : toujours plus de collégiens et toujours moins de lycéens.** *Ministère de l'Éducation nationale et de la Jeunesse*, (19.46). Consulté à l'adresse <https://www.education.gouv.fr/cid58762/les-eleves-du-second-degre-a-la-rentree-2019.html>

À la rentrée 2019, les établissements publics et privés du second degré accueillent 5,676 millions d'élèves, soit 31 400 de plus qu'en 2018 (+ 0,6 %). Les effectifs sont en hausse dans les collèges (+ 38 700 élèves). Le nombre d'élèves décroît en revanche dans les lycées, dans les formations générales et technologiques (– 2 200) comme dans les formations professionnelles (– 5 100). Ces évolutions sont largement dues aux évolutions démographiques : les générations qui arrivent dans des formations de lycée sont plus petites que celles qui arrivent ou sont actuellement au collège. Le taux de redoublement en seconde générale et technologique est à nouveau en baisse et retrouve son niveau de 2017. Parmi les élèves scolarisés en seconde générale et technologique à la rentrée 2018, 3,6 % redoublent en 2019 contre 4,4 % en 2018. À la fin de la troisième, l'orientation en voie professionnelle progresse très légèrement : 24,5 % des élèves scolarisés en troisième générale à la rentrée 2018 ont poursuivi leurs études en second cycle professionnel en 2019.

Bouvier, A. (2019). **Propos iconoclastes sur le système éducatif français.** Consulté à l'adresse https://www.lalibrairie.com/livres/propos-iconoclastes-sur-le-systeme-educatif-francais_0-6180572_9782701320649.html

Ce livre est un cri de colère contre les nombreuses hypocrisies qui traversent l'Éducation nationale et les deux bureaucraties, étatique et syndicale, chantres des statu quo. L'auteur actualise une sélection de questions taboues soulevées pendant dix-huit mois sur son blog. Elles concernent tous les recoins du système éducatif français. Pourquoi beaucoup de parents ont-ils peur de l'école et des contacts avec les enseignants ? Pourquoi le temps réel de travail des enseignants français est-il un secret

si bien gardé ? Pourquoi l'enseignement professionnel est-il ignoré et méprisé, alors qu'il est souvent innovant ? Comment agir dans la méfiance généralisée ? Pourquoi l'évaluation des enseignants français est-elle impossible ? Faut-il supprimer les concours ? Puis l'auteur propose une radioscopie originale de l'action du ministre Jean-Michel Blanquer sur près de trois ans, en évitant aussi bien les critiques idéologiques systématiques que l'idolâtrie béate. À la moitié du quinquennat, il se livre ainsi à une tentative de description de l'École qui se dessine en France à l'horizon 2025.

Brun, L., & Cavan, N. (2019). **Les élèves du premier degré à la rentrée 2019**. Note d'information, (19.45). Consulté à l'adresse <https://www.education.gouv.fr/cid146770/les-eleves-du-premier-degre-a-la-rentree-2019.html>

À la rentrée 2019, 6,704 millions d'élèves sont scolarisés dans les écoles publiques et privées du premier degré. Du fait des évolutions démographiques, les effectifs sont en baisse par rapport à la rentrée précédente : - 46 500 élèves (soit - 0,7 %). Cette baisse est particulièrement marquée dans le préélémentaire (- 29 100 élèves, soit - 1,2 %) alors que l'élémentaire diminue de 0,4 % seulement (- 17 200 élèves). Les effectifs d'élèves en situation de handicap bénéficiant d'un dispositif unités localisées pour l'inclusion scolaire (ULIS) sont moins touchés par la baisse générale avec une diminution de 0,5 % soit 250 élèves de moins qu'à la rentrée 2018. Trois caractéristiques de cette rentrée méritent d'être relevées : - la baisse des effectifs s'observe dans le secteur privé sous contrat comme dans le secteur public, mais le secteur privé hors contrat demeure dynamique ; - les taux de scolarisation des enfants de 3, 4 et 5 ans augmentent ; - en éducation prioritaire, plus de 90 % des classes de CP mono-niveaux accueillent au plus 15 élèves.

Buisson-Fenet, H., & Pons, X. (2019). **Responsable, mais pas redevable ? Gouvernance par les résultats et relations d'"accountability" dans les établissements scolaires en France**. *Education et sociétés*, n° 43(1), 41-56. <http://www.cairn.info/revue-education-et-societes-2019-1-page-41.htm>

Cet article analyse les effets du développement d'une gouvernance par les résultats en éducation en France sur les professionnels des établissements scolaires. À partir d'une enquête qualitative dans six lycées, il met en évidence les limites d'une approche en termes de découplage selon laquelle les transformations en cours affecteraient essentiellement les chefs d'établissement et très peu les enseignants. En mobilisant l'approche relationnelle de l'"accountability" proposée par Mark Bovens, la sociologie des groupes professionnels et celle des instruments d'action publique, les auteurs montrent les transformations des modèles de responsabilité professionnelle en présence, dont les formes empiriques varient selon les ordres éducatifs locaux qui caractérisent les établissements.

Cabrera, M. A. (2019a). **Éducation inclusive et politiques prioritaires : regards croisés entre le Chili et l'Europe**. *Education et sociétés*, n° 43(1), 171-186. <http://www.cairn.info/revue-education-et-societes-2019-1-page-171.htm>

Le thème de l'inclusion éducative traverse les politiques éducatives chiliennes. Il se déploie souvent au travers de dispositifs focalisés sur des segments sociaux où un besoin majeur est identifié, dits Politiques d'Éducation Prioritaire (PEP). Cet article fait une étude croisée du cas chilien avec la théorisation des PEP européennes (Frاندji & Rochex 2011). L'analyse généalogique des PEP chiliennes soulève des tendances,

suggérant des compléments pour une conceptualisation globale des PEP. Trois principaux aspects apparaissent : –l'expansion des dispositifs conçus dans le cadre des PEP avec une fonction de pilotage, –l'évolution sémantique de la notion de public et – la privatisation de la production de savoirs.

Cattonar, B., & Dupriez, V. (2019). **Recomposition des professionnalités et de la division du travail enseignant en situation d'obligation de rendre des comptes. Le cas des professionnels de l'éducation en Belgique francophone.** *Education et sociétés*, n° 43(1), 25-39. <http://www.cairn.info/revue-education-et-societes-2019-1-page-25.htm>

L'article analyse les modèles de professionnalité enseignante promus par les nouvelles politiques éducatives en Belgique francophone. Inspirées de la Nouvelle gestion publique, elles engagent simultanément deux voies distinctes de régulation des pratiques des professionnels de l'éducation : une logique de professionnalisation et une logique de reddition de comptes douce dont les effets potentiels sur la situation professionnelle des enseignants sont contrastés. Ces politiques dessinent une autre division du travail entre les différents segments composant le groupe professionnel enseignant, renforçant les cadres intermédiaires et les élites intellectuelles de la profession. En lien avec la promotion d'une éducation fondée sur des preuves, cette reconfiguration interne à la profession fait émerger un nouvel enjeu pour les enseignants autour de la définition des savoirs professionnels jugés légitimes pour leurs pratiques, qui semble de plus en plus leur échapper.

Darcos, L., & Piednoir, S. (2019). **Projet de loi de finances pour 2020 : Recherche et enseignement supérieur** (Rapport général fait au nom de la commission des affaires économiques N° 145 (2019-2020)). Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/a19-145-5/a19-145-51.pdf>

De Saint Martin, C. (2019). **La parole des élèves en situation de handicap - " On sait marcher droit mais de travers! "**. Consulté à l'adresse <https://www.pug.fr/produit/1695/9782706143809/la-parole-des-eleves-en-situation-de-handicap>

Doan, S., Schweig, J. D., & Mihaly, K. (2019). **The Consistency of Composite Ratings of Teacher Effectiveness: Evidence From New Mexico.** *American Educational Research Journal*, 56(6), 2116-2146. <https://doi.org/10.3102/0002831219841369>

Contemporary teacher evaluation systems use multiple measures of performance to construct ratings of teacher quality. While the properties of constituent measures have been studied, little is known about whether composite ratings themselves are sufficiently reliable to support high-stakes decision making. We address this gap by estimating the consistency of composite ratings of teacher quality from New Mexico's teacher evaluation system from 2015 to 2016. We estimate that roughly 40% of teachers would receive a different composite rating if reevaluated in the same year; 97% of teachers would receive ratings within ± 1 level of their original rating. We discuss mechanisms by which policymakers can improve rating consistency, and the implications of those changes to other properties of teacher evaluation systems.

Équipe du Rapport mondial de suivi sur l'éducation. (2019). **Global education monitoring report, 2019: Arab States: Migration, displacement and education: building**

bridges, not walls (p. 81). Consulté à l'adresse Unesco website: <https://unesdoc.unesco.org/ark:/48223/pf0000371320>

Etudier la gestion en école ou à l'université : une guerre des mondes à la française. (2019, novembre 20). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/11/20/etudier-la-gestion-en-ecole-ou-a-l-universite-une-guerre-des-mondes-a-la-francaise_6019855_4401467.html

Pour se former à la gestion, un double système cohabite : les écoles de commerce, privées, et les Instituts d'administration des entreprises, publics. Un clivage historique.

Evain, F. (2019). **Taille des classes du premier degré : dans le secteur public, la baisse s'observe au-delà des classes dédoublées.** *Note d'information*, (19.47). Consulté à l'adresse <https://www.education.gouv.fr/cid146787/taille-des-classes-du-premier-degre.html>

Les classes des écoles publiques comptent 2,6 élèves de moins que les classes des écoles privées. Cet écart s'est accentué au cours des dix dernières années, notamment entre 2017 et 2019, période de mise en oeuvre du dédoublement des classes de CP-CE1 en éducation prioritaire. Les classes de niveau élémentaire en éducation prioritaire sont désormais moins chargées que celles des écoles rurales, elles-mêmes favorisées par rapport aux écoles urbaines hors éducation prioritaire. Les dédoublements, aux impacts très importants en éducation prioritaire pour les élèves de CP et de CE1, n'ont pas été mis en oeuvre au détriment des autres niveaux. Ils n'ont pas non plus été réalisés aux dépens des écoles rurales, où le nombre d'élèves par classe diminue également.

Fassa-Recrosio, F., & Bataille, P. (2019). **Les réformes de l'enseignement comme révélateur et amplificateur des fractures enseignantes.** *Education et sociétés*, n° 43(1), 5-23. <http://www.cairn.info/revue-education-et-societes-2019-1-page-5.htm>

Dans une conjoncture marquée par les politiques d'austérité, la recherche d'efficacité, la volonté d'éviter l'exclusion ou d'intégrer la diversité, les systèmes d'éducation et de formation se diversifient et se complexifient, suscitant des réformes inspirées de la Nouvelle gestion publique (NGP). Prenant acte de ce nouveau cadrage, ce dossier examine les façons dont ces réformes ont transformé les conditions d'exercice des métiers de l'éducation. Il met l'accent sur l'hybridité de ces processus, insiste sur la nécessité de prendre en compte les situations spécifiques pour comprendre ce que font les principes de la NGP aux fractions des professionnels de terrain en éducation dans l'espace francophone (France, Belgique, Québec et Suisse romande). Tous et toutes ne gagnent pas également à l'adoption de ces réformes, leur appropriation tenant aussi aux caractéristiques sociales des diverses fractions dont sont constitués les corps enseignants. Offrir des éléments éclairant les raisons pour lesquelles les professionnels adhèrent, acceptent ou récusent des réformes qui bouleversent les définitions antérieures de la professionnalité des enseignants et analyser les usages qu'ils et elles font de ces réformes permet aussi de dessiner la carte des territoires professionnels. Ceux-ci se rétrécissent ou prennent de l'ampleur lorsqu'il s'agit à la fois de rendre des comptes et d'endosser la responsabilité de réaliser des objectifs fixés par les politiques comme partie intégrante de l'activité professionnelle.

Ferhat, I. (Éd.). (2019). *Les gauches de gouvernement et l'école Programmes, politiques et controverses du Front populaire à 2012*. Consulté à l'adresse <http://www.pur-editions.fr/detail.php?idOuv=4921>

Malgré l'intérêt affirmé des gauches pour le savoir et l'école, elles se sont divisées, parfois nettement, sur l'éducation. De la laïcité scolaire à la nature même de l'école, en passant par le collège ou les méthodes pédagogiques, les sujets d'opposition n'ont pas manqué entre leurs différentes sensibilités. Cet ouvrage est le premier à étudier ces interactions complexes. Il lie des contributions scientifiques basées sur des sources locales comme nationales souvent inédites et des témoignages d'acteurs (responsables politiques, militants, hauts fonctionnaires, universitaires).

Fjellman, A. M. (2019). **School choice, private providers and differentiated mobilities in Swedish metropolitan school markets: Exploring through a counterfactual approach**. *International Journal of Educational Research*, 98, 171-191. <https://doi.org/10.1016/j.ijer.2019.08.006>

The educational reforms implemented in Sweden in the 1990s have introduced school choice and vouchers. The opportunities offered by allowing choice and the geographical disparities in the provision of education, provide the context for the post-reform mobility streams. The study focuses on the impact on educational equity arising from the uneven development of the quasi-school market caused by the mobilization of some students over others. Utilizing register data, the metropolitan market flows have been explored. The results indicate that students with a native and those with a foreign background are not equally mobilized, although this has varied over time. Furthermore, private providers serve as an alternative for low ability students willing to commute beyond their domicile to undertake their education.

Frajerman, L. (2019). **Manager les professeurs? Les relations hiérarchiques dans l'établissement en France à l'heure du Nouveau management public**. *Education et sociétés*, n° 43(1), 57-75. <http://www.cairn.info/revue-education-et-societes-2019-1-page-57.htm>

En France, le Nouveau management public est introduit graduellement dans le système éducatif, en restant subordonné aux logiques bureaucratiques. Loin d'une analyse surplombante, l'article vise à saisir les effets concrets de cette situation sur les relations hiérarchiques dans le second degré. L'autonomie professionnelle des enseignants résiste avec des protections statutaires et syndicales fortes. Cela génère un rapport ambigu aux chefs d'établissement, dont la profession s'est transformée, grâce à un compromis corporatiste avec le ministère. Le questionnaire représentatif Militens montre que les enseignants entretiennent majoritairement de bonnes relations avec eux, à condition que leurs pouvoirs n'augmentent pas. Les enseignants les plus investis dans l'établissement restent éloignés des dispositions d'une véritable hiérarchie intermédiaire. Sur le terrain, les rapports de force sont conditionnés par le jeu des acteurs locaux et par leur expertise.

France Éducation International. (2019, octobre). **Système éducatif en bref: Japon**. Consulté à l'adresse https://www.ciep.fr/sites/default/files/atoms/files/fei-crid_japon_se-en-bref_2019-10.pdf

Cette note dresse un panorama du système éducatif japonais. Elle présente son mode d'organisation et offre un aperçu des secteurs primaire, secondaire et

supérieur de l'éducation ainsi que des contenus de l'enseignement et de la profession enseignante.

Girinshuti, C. (2019). **Accès à l'emploi des enseignants et enseignantes diplômés de Suisse romande. Quels sont les effets d'un recrutement géré localement sur les logiques d'accès au métier?** *Education et sociétés*, n° 43(1), 77-92. <http://www.cairn.info/revue-education-et-societes-2019-1-page-77.htm>

L'auteur montre que l'accès à l'emploi enseignant en Suisse romande est un processus régulé localement, à l'échelon des établissements ; avec un recrutement qui s'effectue indépendamment et parallèlement au système de formation des enseignantes et enseignants. Les individus accèdent d'abord aux écoles avant ou pendant leur formation par des emplois précaires ou comme stagiaires. Ils ajustent ensuite la qualité de leur poste, notamment leur taux d'occupation après leur cursus pédagogique. Leurs carrières différenciées modulent la gestion de cet accès processuel à l'emploi.

Henry, K. L. (2019). **Heretical Discourses in Post-Katrina Charter School Applications.** *American Educational Research Journal*, 56(6), 2609-2643. <https://doi.org/10.3102/0002831219853811>

Using New Orleans as a site of analysis, this article provides a critical race theory reading of a little studied policy mechanism, the charter school application and authorization process. Embedded and competing narratives within charter school applications are analyzed. The authorization process is the central gatekeeping mechanism in the reproduction of charter schools. The authorization process determines who gets to govern schools, including the freedom to set curriculum, discipline policies, personnel, utilization of funds, and their relationship to and role in the communities in which they are located. This article unpacks the community based and "no excuses" discourses within charter applications. It finds patterns of confluence between those narratives and the applicants' racial and educational identities, suggesting that the authorization process worked as a site for the reproduction of racialized neoliberal dominance in post-Katrina New Orleans, disenfranchising local teachers and communities.

Hopkins, M., Gluckman, M., & Vahdani, T. (2019). **Emergent Change: A Network Analysis of Elementary Teachers' Learning About English Learner Instruction.** *American Educational Research Journal*, 56(6), 2295-2332. <https://doi.org/10.3102/0002831219840352>

We study how a suburban U.S. district in the early stages of demographic change developed systems of support for teachers of English learners (ELs). Using district- and school-level social network and interview data, we examine elementary teachers' EL-related professional learning opportunities, and how district and school organizational contexts enabled or constrained these opportunities. We find that the separation of language and content at the district level limited teachers' learning opportunities, yet school leaders mitigated this separation by implementing structures that fostered norms of shared responsibility and collaborative teaching. Findings highlight the relevance of an organizational perspective for understanding how suburban districts respond to demographic change, and have implications for policymakers and practitioners with respect to creating inclusive environments for ELs.

Huang, F., Daizen, T., & Kim, Y. (2019). **Challenges facing international faculty at Japanese universities: Main findings from the 2017 national survey.** *International Journal of Educational Development*, 71, 102103. <https://doi.org/10.1016/j.ijedudev.2019.102103>

The purpose of this study is to explore the main challenges facing full-time international faculty at Japanese universities based on relevant findings from a national survey of them which was carried out from June to August 2017. The study suggests that despite differences in degree, international faculty believed that they experienced many challenges at national, institutional and personal levels. This is especially true in the cases of their responses to the survey questions about the closed nature of Japanese academic market to international faculty and institutional atmosphere. Further, differences in their attitudes toward large numbers of survey questions by academic rank, discipline and nationality are noteworthy and extremely relevant as well. Finally, the American and British junior faculty from the Humanities seem to encounter more difficulties such as unstable employment, uncertain career prospects and serious competitive survival situation than any other categories of international faculty.

Hung, C.-Y. (2019). **From silenced to vocal: Teacher unionists' growing influence on educational development in Taiwan.** *International Journal of Educational Development*, 71, 102124. <https://doi.org/10.1016/j.ijedudev.2019.102124>

The oldest teachers' union in Taiwan, The National Federation of Teachers Unions, has been in operation for almost eight years. This is in stark contrast with the situation in Western countries where teachers' unions have existed for over a century. This article looks into how these pioneering teacher unionists emulated their western forerunners and finally formed a new voice for their peers. By means of interviews with twenty founding members, it is proposed that unionism and professionalism are not mutually exclusive and that the betterment of working conditions can contribute to the quality of education delivered to children. In line with this integrated philosophy, the unions have developed strategies to exercise their right to speak. Micro-strategies champion professional identity to improve members' teaching practice and gain the public's trust. Macro-strategies involve teacher unionists' activism in power politics, contrary to the traditional Confucian image of teachers in Taiwan. The evolution of teacher unionism in such a young democracy can provide inspiration to nearby countries with educators still silenced by those in power and show that teachers can play an active role in transforming education outside the classroom.

IGÉSR. (2019). **Le bilan de la mise en œuvre de la gestion budgétaire et comptable publique (GBCP) dans les universités et organismes de recherche** (N° 2019-065; p. 166).

Consulté à l'adresse IGAENR website: https://cache.media.enseignementsup-recherche.gouv.fr/file/2019/82/1/IGAENR_Rapport2019_065_1201821.pdf

La réforme dite «GBCP» (gestion budgétaire et comptable publique) a notamment pour objectif d'améliorer le pilotage budgétaire des opérateurs de l'État, de donner aux équipes de gouvernance des établissements et organismes les moyens de construire un budget qui reflète la stratégie de leur entité, d'inscrire les prévisions budgétaires dans une perspective pluriannuelle, et de pouvoir mesurer la soutenabilité de la politique menée.

Jarraud, F. (2019, novembre 18). **Alain Bouvier : Des propos iconoclastes ?** Consulté 19 novembre 2019, à l'adresse Le café pédagogique website:

<http://www.cafepedagogique.net/lexpresso/Pages/2019/11/18112019Article637096590626749020.aspx>

« Ce livre est un cri de colère contre les nombreuses hypocrisies qui traversent l'Éducation nationale et les deux bureaucraties, étatique et syndicale, chantres des statu quo ». Tout est dit dans cette phrase. Les « Propos iconoclastes sur le système éducatif français » d'Alain Bouvier (Berger Levrault) proposent une vision libérale du système éducatif. C'est dire que si ces propos ont été longtemps iconoclastes ils sont aujourd'hui au pouvoir. Ce n'est pas une raison pour les ignorer. Car, à la différence de bien des girouettes du 110 rue de Grenelle, reconnaissons à Alain Bouvier de la sincérité dans ses opinions, de la constance et de l'honnêteté.

Jarraud, F. (2019b, novembre 19). **Ecole - collège : Peut on prescrire la coopération ?** Consulté 19 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/19112019Article637097453280101777.aspx>

« L'enjeu de la constitution des collectifs de travail est donc d'autonomiser la régulation entre enseignants... Il n'est pas certain qu'un tel collectif de travail soit l'objet de politiques publiques qui, tout en prônant le changement pédagogique au nom de la lutte contre l'échec scolaire, aboutissent de manière paradoxale à limiter ces transformations en amputant les capacités d'action collectives des acteurs ». Si les instructions officielles en Rep et Rep+ mettent l'accent sur la liaison école collège et la coopération obligatoire des enseignants des deux niveaux, Chloé Lecomte, doctorante université Lumière Lyon 2, montre que cette coordination prescrite n'arrive pas à devenir une réelle coopération. Une analyse qui relativise aussi les idées simples qui voudraient que le rapprochement imposé école collège, par exemple en EPSF, résolve les problèmes...

Jarraud, F. (2019c, novembre 20). **Primaire : De vrais écarts d'effectifs entre les classes.** Consulté 21 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/20112019Article637098324548298332.aspx>

Dans un enseignement primaire où les effectifs élèves baissent et où le gouvernement a décidé de dédoubler certains niveaux, tout semble réuni pour une baisse générale des effectifs par classe. Pourtant on garde encore des classes chargées. Deux nouvelles études de la Depp (division des études du ministère) éclairent la situation à la rentrée 2019. Malgré la conjoncture favorable, l'éducation nationale scolarise de moins en moins à 2 ans et maintient des seuils d'élèves élevés en dehors des CP et CE1 dédoublés.

Jarraud, F. (2019d, novembre 21). **Bac pro : Le bac qui n'en finit pas de ne pas devenir un bac...** Consulté 21 novembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/21112019Article637099174704103398.aspx>

Trente ans après sa création, le bac pro n'est toujours pas un bac comme les autres. Fabienne Maillard (Paris 8) et Gilles Moreau (Gresco Poitiers) dirigent un volume (Le bac pro un baccalauréat comme les autres ? Cereq Octarès éditions) qui explore l'univers de l'enseignement professionnel dans son histoire, ses politiques, ses pédagogies et sa sociologie. Quand on évoque le bac pro on est toujours coincé dans la problématique promotion sociale / ségrégation. Car le bac pro est les deux. Construit sur l'échec

scolaire , le bac pro est un extraordinaire outil de réussite comme le montre très bien un article ethnographique de l'ouvrage. Le bac pro est aussi à lire dans ses rapports compliqués avec l'apprentissage. Rapports où le bac pro est à la fois victime des offensives patronales et prédateur de formations non scolaires.

Jarraud, F. (2019e, novembre 29). **L'École confrontée à la nouvelle gestion publique**. Consulté 2 décembre 2019, à l'adresse Le café pédagogique website: <http://www.cafepedagogique.net/lexpresso/Pages/2019/11/29112019Article637106207018327831.aspx>

La nouvelle gestion publique (ou New Public Management) va t-elle profondément modifier le métier enseignant ? Avec l'arrivée de JM Blanquer, l'entrée du système éducatif dans la nouvelle gestion publique (ou New Public Management) s'accélère. On assiste à un développement des autonomies locales en lien avec une responsabilisation accrue des acteurs locaux. Avec la multiplication des évaluations, la question du statut des directeurs d'école, en débat en ce moment, est représentative de ce glissement d'une gestion collective de l'école vers un management imposant des normes et des contraintes. Education & sociétés consacre son dernier numéro (n°43) à l'analyse des effets de cette transformation sur le métier enseignant. Plusieurs articles en relativisent l'impact. Ainsi en Belgique francophone c'est un mode hybride qui se développe avec le Pacte d'excellence. En France, H Buisson Fenet et X Pons montre qu'on assiste là aussi à des combinaisons locales qui limitent l'application théorique. Finalement en pronant l'autonomie et la responsabilisation, la NGP se heurte au mode du réel , beaucoup plus complexe et nuancé.

Johnson, A., Galloway, C., Friedlander, E., & Goldenberg, C. (2019). **Advancing educational quality in Rwanda: Improving teachers' literacy pedagogy and print environments**. *International Journal of Educational Research*, 98, 134-145. <https://doi.org/10.1016/j.ijer.2019.08.016>

This study investigates the impact of a teacher professional development (PD) program in rural Rwanda, part of a randomized controlled trial of Save the Children's early literacy intervention, "Literacy Boost." We focus on the impact of training on teachers' pedagogical content knowledge (PCK), classroom practices, and classroom print environment. Teachers in sectors assigned to receive PD had significantly higher levels of early literacy PCK than teachers in control sectors, and they reported using significantly more research-based literacy pedagogical practices. Classroom observations also suggested increases in desired pedagogical practices, but differences were not statistically significant. The impact on classroom print environments was large and significant. We discuss implications for improving the quality of early literacy instruction in the least developed countries.

Khaldi, E. (2019). **La gratuité de l'école publique laïque. Pour promouvoir la mixité scolaire**. Consulté à l'adresse <https://www.furet.com/livres/la-gratuite-de-l-ecole-publique-laique-eddy-khaldi-9782343188966.html>

La Constitution française stipule, dans son préambule : « l'organisation de l'enseignement public obligatoire gratuit et laïque à tous les degrés est un devoir de l'Etat ». Depuis 1953, le Comité National d'Action Laïque (CNAL), agit pour que soient garantis les fondements de l'École de la Républi...

Krafft, C., Elbadawy, A., & Sieverding, M. (2019). **Constrained school choice in Egypt.** *International Journal of Educational Development*, 71, 102104. <https://doi.org/10.1016/j.ijedudev.2019.102104>

This paper examines patterns of school choice in Egypt from primary through higher education. We use a mixed-methods approach, combining survey data with qualitative in-depth interviews to explore schooling decisions. We find that attendance of private education institutions has increased over time but only at the university level. Azhari (Islamic religious) school attendance at the pre-university level has increased over time. Multivariate models show that girls are more likely than boys to attend public schools. Students from higher socio-economic status households are the most likely to attend private schools, while Azhari schools are attended by students of diverse socio-economic backgrounds. Yet in most geographic areas school "choice" at the pre-university level is effectively limited to public schools. When choices are available, qualitative data indicate that families still tend to prefer public schools due to their low cost, although private and religious schools are generally perceived to be of higher quality.

Le Nevé, S. (2019, novembre 18). **L'avenir pas si bien tracé des étudiants en double licence.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2019/11/18/l-avenir-pas-si-bien-trace-des-etudiants-en-double-licence_6019539_4401467.html?xtor=EPR-33280894-\[campus\]-20191120-\[zone_edito_1_titre_1\]](https://www.lemonde.fr/campus/article/2019/11/18/l-avenir-pas-si-bien-trace-des-etudiants-en-double-licence_6019539_4401467.html?xtor=EPR-33280894-[campus]-20191120-[zone_edito_1_titre_1])

Ces cursus exigeants mènent rarement à des doubles masters, ce que regrettent de nombreux élèves.

Lebeaume, J. (2019). **Précisions sur la « forme curriculaire » et distinction entre pratiques constitutives et savoirs contributifs.** *Education didactique*, Vol. 13(1), 43-59.

Centré sur la « forme curriculaire », l'article positionne d'abord cette notion dans la littérature scientifique puis précise l'investigation de la structure des curriculums, l'organisation des contenus et leurs relations verticale et horizontale en faisant appel à différents exemples. La distinction des contenus selon leur fonction et leurs références dans la diversité des curriculums permet ensuite de proposer, pour leur investigation didactique à l'échelle méso, un schéma d'analyse qui articule pratiques constitutives et savoirs contributifs. Ce schéma élaboré à partir du curriculum des formations paramédicales est mis à l'épreuve dans l'étude de la morphologie de l'enseignement ménager et de la formation en coiffure. Les perspectives de recherche didactique ouvertes par cette proposition sont enfin discutées.

Longuet, G. (2019). **Projet de loi de finances pour 2020 : Enseignement scolaire** (Rapport général fait au nom de la commission des finances N° 140 (2019-2020)). Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/l19-140-314/l19-140-314.html>

Mathou, C. (2019). **Réformes par compétences et gouvernance par les résultats : mouvements convergents ou en tension? Le cas du Renouveau pédagogique au Québec.** *Education et sociétés*, n° 43(1), 155-169. <http://www.cairn.info/revue-education-et-societes-2019-1-page-155.htm>

L'article examine la trajectoire de la politique curriculaire québécoise de 2000 à 2015 à la lumière de la sociologie du curriculum. L'analyse de contenu des textes de l'enseignement secondaire permet de distinguer deux périodes dans le déploiement

de cette politique : au début des années 2000 la tentative d'institutionnalisation de la réforme par compétences a laissé place à la fin de la décennie à d'autres orientations pédagogiques lorsque l'évaluation et la reddition de comptes se sont développées. La politique curriculaire s'est alors fortement infléchie à la faveur d'une gestion axée sur les résultats et des orientations plus instrumentales. L'analyse met en évidence que l'empilement des textes liés à cette trajectoire a généré un curriculum composite soutenu par des logiques concurrentes et en tension. Ces résultats invitent également à nuancer l'idée d'un mouvement nécessairement convergent entre réformes dites par compétences, nouvelle gestion publique et politiques néo-libérales.

Maxwell, C. (2019). **Stratification and conflict – seeking understanding and spaces for optimism**. *International Journal of Educational Development*, 71, 102121. <https://doi.org/10.1016/j.ijedudev.2019.102121>

In this brief commentary, I reflect on the main themes that emerge across the papers published in this special issue. Despite the focus on Israel, I argue that the key findings have relevance to other contexts. This commentary seeks specifically to identify spaces for optimism in a context often categorised as highly stratified and engaged in an intractable conflict.

Miningou, E. W. (2019). **Effectiveness of education aid revisited: Country-level inefficiencies matter**. *International Journal of Educational Development*, 71, 102123. <https://doi.org/10.1016/j.ijedudev.2019.102123>

It is well demonstrated in the literature that education aid does not necessary produce the expected results in developing countries. The current paper explores the role of country level inefficiencies in the relationship between aid and education outcomes. Applying a Stochastic Frontier approach, it shows that the efficiency in education aid utilization varies across developing countries and seems to be positively correlated with good governance, political stability, and stronger national commitment to finance education. These findings imply that improving aid effectiveness requires donors to use innovative modalities for aid allocation that will take into consideration recipient countries' needs and their ability to translate aid into educational outcomes while contributing to addressing inefficiency issues.

Moga, J.-P. (2019). **Projet de loi de finances pour 2020 : Recherche et enseignement supérieur** (Rapport général fait au nom de la commission des affaires économiques N° 141 (2019-2020)). Consulté à l'adresse Sénat website: <http://www.senat.fr/rap/a19-141-5/a19-141-51.pdf>

Natale, I. D. (2019). **Réformes et politiques éducatives au Royaume-Uni entre 1997 et 2010 : quel système d'enseignement secondaire pour le Royaume-Uni depuis la promulgation de " l'Education Reform Act " en 1988 ?** Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-02356273>

Cette thèse traite des réformes et des politiques éducatives mises en place au Royaume-Uni après l'arrivée au pouvoir des nouveaux travaillistes en 1997. À la suite de la dévolution, deux Assemblées furent créés en 1999, l'une au Pays de Galles, et l'autre en Irlande du Nord, et l'Écosse se dota d'un Parlement. Cela entraîna la pérennisation des différences qui existaient entre les systèmes éducatifs du Royaume-Uni, la gestion de chaque système éducatif étant confiée à ces nouvelles institutions. La thèse analyse en profondeur les évolutions et les transformations générées au sein des différents

systèmes éducatifs entre 1997 et 2010 (période de gouvernance des nouveaux travaillistes), et dégage les divergences et/ou rapprochements qui en ont découlé. Elle montre comment chacune des quatre nations a fait évoluer sa politique éducative, tout en tenant compte des réformes qui furent mises en place par les précédents gouvernements, ces changements ayant déjà profondément bouleversé l'organisation des systèmes éducatifs (New Public Management/autonomie des écoles). Certaines réformes antérieures à la période d'étude, qui modifièrent profondément le modèle de fonctionnement et l'organisation de ces systèmes éducatifs, sont également abordées car les gouvernements du début des années 2000 durent en tenir compte lors de l'élaboration de leurs projets éducatifs. Cette étude comparative tente aussi de définir l'efficacité des réformes en matière de performance scolaire et d'égalité des chances.

OCDE. (s. d.). **Skills Matter: Additional Results from the Survey of Adult Skills**. Consulté à l'adresse https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en

In the wake of the technological revolution that began in the last decades of the 20th century, labour-market demand for information-processing and other high-level cognitive and interpersonal skills have been growing substantially. Based on the results from the 33 countries and regions that participated in the 1st and 2nd round of the Survey of Adult Skills in 2011-12 and in 2014-15, this report describes adults' proficiency in three information-processing skills, and examines how proficiency is related to labour-market and social outcomes. It also places special emphasis on the results from the 3rd and final round of the first cycle of PIAAC in 2017-18, which included 6 countries (Ecuador, Hungary, Kazakhstan, Mexico, Peru and the United States). The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), was designed to provide insights into the availability of some of these key skills in society and how they are used at work and at home. The first survey of its kind, it directly measures proficiency in three information-processing skills: literacy, numeracy and problem-solving in technology-rich environments.

OECD. (2019). **OECD Reviews of Evaluation and Assessment in Education: Georgia**. Consulté à l'adresse <http://www.oecd.org/publications/oecd-reviews-of-evaluation-and-assessment-in-education-georgia-94dc370e-en.htm>

Georgia has made remarkable progress in expanding education access and improving education quality. Nevertheless, the majority of children in Georgia leave school without mastering the basic competencies for life and work. Moreover, students' background is becoming a greater influence on their achievement. This review, developed in partnership with UNICEF, provides Georgia with recommendations to strengthen its evaluation and assessment system to focus on helping students learn. It will be of interest to countries that wish to strengthen their own evaluation and assessment systems and, in turn, improve educational outcomes.

Ogilvie, A. M., & Knight, D. B. (2020). **Engineering Transfer Students' Reasons for Starting at Another Institution and Variation Across Subpopulations**. *Journal of Hispanic Higher Education*, 19(1), 69-83. <https://doi.org/10.1177/1538192718772659>

Bolstering transfer pathways to a 4-year degree can help fill the country's increasing need for innovative, diverse, skilled workers within engineering. Drawing on survey data from a sample comprised of a disproportionately large percentage of Hispanic/Latino students, this study focuses on understanding engineering transfer students' reasons for starting at a different institution. Financial/Affordability, Nonacademic Commitments,

and Academic Flexibility were top reasons for starting at a different institution with multiple differences across subpopulations like Hispanic/Latino status.

Orazbayeva, B., Plewa, C., Davey, T., & Muros, V. G. (2019). **The Future of University-Business Cooperation: Research and Practice Priorities**. *Journal of Engineering and Technology Management*, 54, 67-80. <https://doi.org/10.1016/j.jengtecman.2019.10.001>
University-Business Cooperation (UBC) is an essential mechanism for advancing interests of business, universities and societies. To improve our understanding of the future of UBC research and practice, this study reports on a priority setting process comprising a two-stage research design. Qualitative research identifies a portfolio of six priority areas and 58 related topics. A quantitative step then evaluates the perceived future importance and current advancement of these topics. This approach contributes to shaping the future of UBC by identifying topics that require particular focus to maximise opportunities. The paper concludes with clear future directions for both UBC theory and practice.

Piacentini, M., & Pacileo, B. (2019). **How are PISA results related to adult life outcomes?** <https://doi.org/10.1787/7b60595e-en>
Every three years, the release of the PISA results provides a snapshot of the state of education around the world. For some countries, these results are a wake-up call, challenging policy makers to rethink their strategies and invest more in education. PISA also gives a glimpse into the future by providing reliable measures of the extent to which young adults are ready to participate fully in society. What can the performance of 15-years-old students in 2018 tell us about the world in 2030? Will the high-performing countries have a competitive advantage over the low-performing countries? And does performance in PISA predict the life chances of individual students?

Takyi, S. A., Azerigyik, R. A., & Amponsah, O. (2019). **The effects of multi-track year-round education on the delivery of senior high school education in Ghana. Lessons from global MT-YRE systems**. *International Journal of Educational Development*, 71, 102120. <https://doi.org/10.1016/j.ijedudev.2019.102120>
The debate on the effects of Multi Track Year-Round Education (MT-YRE) on educational outcomes remains unresolved in the conventional literature. Nevertheless, Ghana has introduced an MT-YRE in 400 schools to allow graduates from Junior High Schools, who for space constraints, would not have continued their formal educational journey, to enrol in Senior High Schools. The purpose of this study was to examine the prospects and challenges of the MT-YRE on educational outcomes and discuss their implications for educational policy in Ghana. The data used in the study were obtained through a review of literature from databases such as the Educational Resources Information Centre (ERIC), Ebsco, ProQuest and JSTOR and from grey sources such as institutional websites and online media publications. The results from a synthesis of the literature show that the MT-YRE has the prospects of increasing student enrolment while cutting down the cost of infrastructure provision. For instance, the literature indicates that student enrolment at the Senior High School level in Ghana has increased significantly with the introduction of the MT-YRE. However, other literature indicate that the MT-YRE affects educational outcomes negatively. It results in scheduling difficulties among families and denies students the opportunities to take summer jobs. A review of the Ghanaian MT-YRE reveals other challenges, which include high administrative cost (employing more teachers) and poor academic performance of students (as a result of

increased contact hours leading to behavioural problems caused by fatigue and boredom). The authors argue that poor academic performance among students is likely to defeat the government's Free SHS policy. This is because parents are likely to pay higher fees to enrol their non-performing wards in remedial classes. The cost of the lost years for these students may be difficult to quantify. Following the challenges identified, there is the need for educational policy makers to strategically plan towards the development of technical and vocational education to help accommodate the increasing students' enrolment. Finally, the progress of the MT-YRE should be carefully monitored and evaluated to guide future decision making.

Tran, T. Q., Hung Pham, H., Thi Vo, H., Thuy Luu, H., & Mai Nguyen, H. (2019). **Local governance, education and occupation-education mismatch: Heterogeneous effects on wages in a lower middle income economy.** *International Journal of Educational Development*, 71, 102101. <https://doi.org/10.1016/j.ijedudev.2019.102101>

Using data from the first quarter of Labour Force Survey 2018, this paper examines the role of provincial governance, education and job-education mismatch in wage differentials in Vietnam. We find that good provincial governance benefits those in lower wage quantiles more than those in higher wage quantiles. Also, the returns on higher education qualifications (e.g., bachelor's or master's degrees) tend to be higher for those at the bottom than for those at the top of the wage scale. However, job-education mismatch has a negative effect on wage earnings in all wage quantiles considered and harms those in lower wage groups more than those in higher wage groups. Our research findings suggest that improving the quality of provincial governance, together with investment in higher education, can be expected not only to increase the income of wage earners but also reduce wage inequality in Vietnam. In addition, education and training systems should be designed to equip workers with the skills and knowledge to match the labour demands of local enterprises in Vietnam.

Weixler, L. B., Lincove, J. A., & Gerry, A. (2019). **The Provision of Public Pre-K in the Absence of Centralized School Management.** *American Educational Research Journal*, 56(6), 2439-2473. <https://doi.org/10.3102/0002831219845623>

Using administrative and qualitative data, we investigate how decentralization affects the supply of optional educational services using the example of school-based prekindergarten (pre-K) in New Orleans during the transition to a majority-charter system. Although charter school leaders are motivated by student- and school-level benefits of pre-K, they face unique obstacles to funding classrooms. We find that the number of pre-K seats fell substantially as decision making and budgeting were decentralized. Charter schools that did offer pre-K experienced few internal benefits, on average, in terms of future enrollment or test performance, as pre-K graduates are highly mobile. This study provides initial evidence that decentralization without offsetting financial incentives can lead to reduced investments in programs that advance the social goals of education.

Pratiques enseignantes

Alcantar, C. M., & Hernandez, E. (2020). **"Here the Professors Are Your Guide, Tus Guías": Latina/o Student Validating Experiences With Faculty at a Hispanic-Serving Community College.** *Journal of Hispanic Higher Education*, 19(1), 3-18. <https://doi.org/10.1177/1538192718766234>

Through interviews with nine Latina/o students enrolled in a 2-year Hispanic-Serving Institution (HSI), this study examined their interactions with faculty utilizing validation theory as a guiding framework. Findings demonstrate the critical role faculty serve as validating agents and the importance of supporting 2-year HSIs faculty to practice validating experiences. Validating faculty interactions have the potential to increase Latina/o community college student's sense of belonging, persistence, and academic self-concept.

Chim, H. Q., Van Gerven, P. W. M., de Groot, R. H. M., oude Egbrink, M. G. A., Erkens, R. H. J., & Savelberg, H. H. C. M. (2019). **The effects of standing tutorials on learning in undergraduate students: Study protocol.** *International Journal of Educational Research*, 98, 123-133. <https://doi.org/10.1016/j.ijer.2019.08.005>

Standing classrooms could potentially counteract excessive sedentary behavior. This paper describes the protocol for an exploratory longitudinal randomized controlled trial aimed at studying the effects of standing during tutorials on learning in undergraduate students. Learning is operationally defined as the use of interactions that are conducive to learning and an improved performance on concept tests. Final examination scores are also used as a measure of learning performance. The secondary aim is to explore the unintended effects of standing tutorials through the students' subsequent physical activity, tutorial attendance, and affect. Participants were randomly recruited to a sitting or standing tutorial for nine weeks. This study addresses learning in a real-world setting and reveals insights on the effects of standing on learning.

Cicurel, F. (2019). **Pour une archéologie des pratiques enseignantes.** *Education didactique*, Vol. 13(1), 117-121.

Connelly, L., & Joseph-Salisbury, R. (2019). **Teaching Grenfell: The Role of Emotions in Teaching and Learning for Social Change.** *Sociology*, 53(6), 1026-1042. <https://doi.org/10.1177/0038038519841826>

Although literature on the role of emotions in teaching and learning is growing, little consideration has been given to the university context, particularly from a sociological perspective. This article draws upon the online survey responses of 24 students who attended sociological classes on the Grenfell Tower fire, to explore the role emotions play in teaching that seeks to politicise learners and agitate for social change. Contributing to understandings of pedagogies of 'discomfort' and 'hope', we argue that discomforting emotions, when channelled in directions that challenge inequality, have socially transformative potential. Introducing the concept of bounded social change, however, we demonstrate how the neoliberalisation of Higher Education threatens to limit capacity for social change. In so doing, we cast teaching as central to the discipline of sociology and suggest that the creation of positive social change should be the fundamental task of sociological teaching.

Devineau, S. (2018). **Le travail en école maternelle. Des gestes de métier sous l'emprise du genre.** *Regards sociologiques*, (52). Consulté à l'adresse <https://www.regards-sociologiques.fr/category/2018>

Hong, Y., & Matsko, K. K. (2019). **Looking Inside and Outside of Mentoring: Effects on New Teachers' Organizational Commitment.** *American Educational Research Journal*, 56(6), 2368-2407. <https://doi.org/10.3102/0002831219843657>

This article puts forth a multidimensional framework for empirically testing the effects of teacher mentoring, focusing on interactions between formal mentors and novice teachers and the setting in which these interactions occur. Analyzing survey and administrative data from Chicago Public Schools with a multilevel propensity-score weighting approach, our analyses identifies the combination of stronger leadership and high-quality mentoring that features at least biweekly mentor-mentee interactions, comprehensive content, and opportunities for engagement with teaching practice as the most effective for building teacher organizational commitment. The results also reveal that stronger principal leadership may protect teachers from lack of access to any mentor or to high-quality mentoring while weaker leadership may diminish the potential benefits of high-quality mentoring.

Hopkins, M., Gluckman, M., & Vahdani, T. (2019). **Emergent Change: A Network Analysis of Elementary Teachers' Learning About English Learner Instruction.** *American Educational Research Journal*, 56(6), 2295-2332.
<https://doi.org/10.3102/0002831219840352>

We study how a suburban U.S. district in the early stages of demographic change developed systems of support for teachers of English learners (ELs). Using district- and school-level social network and interview data, we examine elementary teachers' EL-related professional learning opportunities, and how district and school organizational contexts enabled or constrained these opportunities. We find that the separation of language and content at the district level limited teachers' learning opportunities, yet school leaders mitigated this separation by implementing structures that fostered norms of shared responsibility and collaborative teaching. Findings highlight the relevance of an organizational perspective for understanding how suburban districts respond to demographic change, and have implications for policymakers and practitioners with respect to creating inclusive environments for ELs.

Jarraud, F. (2019a, novembre 28). **Bien-être : Pierre Merle : Les notes peu fiables, décourageantes et anxiogènes ne sont pas une fatalité scolaire.** Consulté 28 novembre 2019, à l'adresse Le café pédagogique website:
<http://www.cafepedagogique.net/lexpresso/Pages/2019/11/28112019Article637105244496011911.aspx>

L'école française reste trop et trop tôt sélective. Dans une course aux meilleures positions, la méritocratie scolaire se traduit par la distinction d'une minorité (socialement définie) et par une relégation rapide et particulièrement coûteuse de nombreux jeunes. Pour Pierre Merle, professeur à l'INSPE de Bretagne, le chiffrage est permanent à l'école (rangs, récompenses, classements, mesures, performances) dans une sorte de mise en rang compétitive, de mise en concurrence délétère, de mise au pas qui est contre-productive pour l'intérêt général autant que pour l'épanouissement des élèves comme des professeurs.

Jarraud, F. (2019b, novembre 28). **La sanction en éducation.** Consulté 28 novembre 2019, à l'adresse Le café pédagogique website:
<http://www.cafepedagogique.net/lexpresso/Pages/2019/11/28112019Article637105244578513495.aspx>

Peut-on étudier les sanctions en éducation au niveau mondial ? C'est l'objectif du dernier numéro de la revue internationale d'éducation de Sèvres. En apparence oui : la revue nous emmène dans 9 pays : Burkina Faso, Bénin, Japon, Russie, France, Algérie,

Angleterre, États-Unis et Québec. Mais en réalité, la notion de sanction n'est plus un objet assumé d'étude en Europe du Nord et aux États-Unis. Dans ces pays, deux nouveaux mythes remplacent les vieilles sanctions : la justice réparative et la discipline positive. Pour Eirick Prairat, qui coordonne ce numéro, « tout le sel de la tâche éducative réside dans ce paradoxe : comment se servir de la contrainte pour rendre l'autre libre ? »

Johnson, A., Galloway, C., Friedlander, E., & Goldenberg, C. (2019). **Advancing educational quality in Rwanda: Improving teachers' literacy pedagogy and print environments.** *International Journal of Educational Research*, 98, 134-145. <https://doi.org/10.1016/j.ijer.2019.08.016>

This study investigates the impact of a teacher professional development (PD) program in rural Rwanda, part of a randomized controlled trial of Save the Children's early literacy intervention, "Literacy Boost." We focus on the impact of training on teachers' pedagogical content knowledge (PCK), classroom practices, and classroom print environment. Teachers in sectors assigned to receive PD had significantly higher levels of early literacy PCK than teachers in control sectors, and they reported using significantly more research-based literacy pedagogical practices. Classroom observations also suggested increases in desired pedagogical practices, but differences were not statistically significant. The impact on classroom print environments was large and significant. We discuss implications for improving the quality of early literacy instruction in the least developed countries.

Johnson, C. C., Sondergeld, T. A., & Walton, J. B. (2019). **A Study of the Implementation of Formative Assessment in Three Large Urban Districts.** *American Educational Research Journal*, 56(6), 2408-2438. <https://doi.org/10.3102/0002831219842347>

In this study, we examined the enactment of formative assessment by administrator-selected master teachers in large, urban, public school districts in three regions of the United States. Furthermore, this study also included an investigation of the perceptions and frequency of use for all teachers within the same districts to gather a snapshot of the state of use of formative assessment within those settings overall. Currently, the research base is limited regarding how effective teachers implement formative assessment strategies in their classrooms and how teachers in general perceive formative assessment. Thus, the purpose of this study was to gain a broader understanding of how teachers conceptualize and enact formative assessment strategies in their classrooms with the aim of providing guidance to teacher educators, professional development providers, and policy makers about gaps in teachers' understanding of and use of formative assessment. Findings from classroom observations revealed that master teachers implemented some aspects of formative assessment effectively and other areas were used much less frequently and/or effectively. Teachers within the participating districts reported similar use frequencies. Implications for research and practice in the area of formative assessment are discussed.

Laugier, M., Montagne, Y. F., & Loizon, D. (2019). **Le rapport au savoir en formation continue: les effets de l'inconscient chez un professeur des écoles. Une étude de cas.** *Recherches en éducation*, (38). Consulté à l'adresse http://www.recherches-en-education.net/IMG/pdf/REE_38.pdf

Lecomte, C. (2019). **Coopération versus coordination: le travail collectif école-collège en tension.** *Recherches en éducation*, (38). Consulté à l'adresse http://www.recherches-en-education.net/IMG/pdf/REE_38.pdf

Liao, Y.-H., Luo, S.-Y., Tsai, M.-H., & Chen, H.-C. (2020). **An exploration of the relationships between elementary school teachers' humor styles and their emotional labor.** *Teaching and Teacher Education*, 87, 102950. <https://doi.org/10.1016/j.tate.2019.102950>
Teaching requires emotional labor. Humor is a promising but under-explored means of coping with such labor. A questionnaire was administered to 302 primary teachers to assess three kinds of emotional labor (surface, deep, and genuine acting) and four humor styles: two adaptive (affiliative and self-enhancing) and two maladaptive (aggressive and self-defeating). Affiliative and self-enhancing humor were positively correlated with emotional labor, whereas aggressive and self-defeating humor were negatively correlated with such labor. These results can help raise awareness of teaching's emotional demands, and encourage teacher-training and professional-development programs to showcase appropriate ways, including humor, of coping with workplace emotions.

Manach, M. (2019). **Analyse multi-niveaux de l'activité en situation de formation : proposition méthodologique pour une étude synchronique et diachronique.** *Recherches en éducation*, (38). Consulté à l'adresse http://www.recherches-en-education.net/IMG/pdf/REE_38.pdf

Cette contribution propose de rendre compte d'une méthodologie de construction des données empiriques issue de l'articulation entre l'approche sociotechnique des environnements de formation (Albero, 2010a/b/c) et le cadre théorique et méthodologique du cours d'action (Theureau, 2006, 2015), dans le cadre d'une analyse de l'activité en situation de formation. Cette articulation a pour but de comprendre l'activité des formateurs et des apprenants dans une perspective diachronique et synchronique, en s'intéressant à l'influence de la dimension sociale, matérielle et symbolique de l'environnement de formation sur l'activité et ses transformations successives

Miller, M. (2019, novembre 26). **Face aux écrans, la bataille des enseignants pour maintenir l'attention des étudiants.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/11/26/face-aux-ecrans-la-bataille-des-enseignants-pour-maintenir-l-attention-des-etudiants_6020521_4401467.html

Interdire ou non les ordinateurs en cours : dans l'enseignement supérieur, la question fait débat. Pour maintenir l'attention d'une génération qui « décroche » plus facilement, les enseignants appliquent de nouvelles stratégies.

Roose, I., Vantieghem, W., Van Damme, K., Lambert, P., Vanderlinde, R., & Van Avermaet, P. (2019). **Measuring teachers' professional vision of inclusive classrooms through video-based comparative judgement. What does it mean to misfit?** *International Journal of Educational Research*, 98, 257-271. <https://doi.org/10.1016/j.ijer.2019.09.004>

Standardised measurement of teachers' professional vision (i.e., noticing and reasoning) is commonly done through analytic assessment methods. These are effective to measure teachers' reasoning but are inadequate to measure noticing in an uninfluenced way. Video-based comparative judgement (CJ) is presented as a

holistic alternative to measure teachers' noticing. This study investigates the validity of a CJ misfit measure as an indicator of teachers' noticing. Analysis on data of 492 teachers in 23 schools through a multivariate multilevel framework substantiate the validity of the misfit measure and provide insight in the relationships between teachers' noticing and reasoning for inclusive classrooms.

Serrano Rodríguez, R., Amor Almedina, M. I., Guzman Cedeño, Á., & Guerrero-Casado, J. (2020). **Validation of an Instrument to Evaluate the Development of University Teaching Competences in Ecuador.** *Journal of Hispanic Higher Education*, 19(1), 19-36. <https://doi.org/10.1177/1538192718765076>

This study is to design and validate an instrument to evaluate the level of development of teaching competences (academic, social, personal, and instrumental) of the university teachers. Exploratory and confirmatory analyses are applied to validate the theoretical model. The results confirm that the University Teaching Competence Scale is a valid instrument to evaluate this set of competences.

Skott, C. K., & Møller, H. (2020). **Adaptation of lesson study in a Danish context: Displacements of teachers' work and power relations.** *Teaching and Teacher Education*, 87, 102945. <https://doi.org/10.1016/j.tate.2019.102945>

Though lesson study adaptations in the West have flourished, there is scarcity of associated culturally sensitive research. We contribute such research by exploring the conflicts that emerge when Danish teachers engage in lesson study. Using figured worlds, we analyze how teachers realize lesson study in their local setting through their dynamic orientations towards possibly conflicting worlds. We show how this realization challenges the teachers' work and power relations and is influenced by broader issues of culture and power. We conclude that, in order to adapt lesson study in Denmark, it is necessary to address the overriding cultural characteristics we identify.

Symeonidou, S., & Chrysostomou, M. (2019). **'I got to see the other side of the coin': Teachers' understandings of disability-focused oppressive and anti-oppressive pedagogies.** *International Journal of Educational Research*, 98, 356-365. <https://doi.org/10.1016/j.ijer.2019.09.012>

This paper contains an exploration of teachers' understandings of disability-focused oppressive and anti-oppressive pedagogies. The framework of the study draws from the literature on inclusive and anti-oppressive pedagogies. Analysis of teachers' interviews before and after their engagement in a programme of professional development, and other sources (e.g., teachers' lesson plans, handouts, reflective diaries, learners' artefacts), shed light on how they understand oppressive and anti-oppressive pedagogies. At the same time, the data reveal some promising curricular and teaching approaches stemming from teachers' interaction with ideas from disability studies and disability narratives and arts. The discussion focuses on how the identified key elements of disability-focused anti-oppressive pedagogies can add to existing work on anti-oppressive education.

Tan, F. D. H., Whipp, P. R., Gagné, M., & Van Quaquebeke, N. (2020). **Expert teacher perceptions of two-way feedback interaction.** *Teaching and Teacher Education*, 87, 102930. <https://doi.org/10.1016/j.tate.2019.102930>

Thomson, M. M., Walkowiak, T. A., Whitehead, A. N., & Huggins, E. (2020). **Mathematics teaching efficacy and developmental trajectories: A mixed-methods investigation of**

novice K-5 teachers. *Teaching and Teacher Education*, 87, 102953.
<https://doi.org/10.1016/j.tate.2019.102953>

The current mixed-methods study investigated the development of mathematics efficacy trajectories for novice teachers over the course of their teacher preparation and into their first two years of teaching. Participants (N = 245) were graduates of an elementary STEM-focused program from a major university in the United States. Overall, quantitative results showed that participants' efficacy trajectory increased during their teacher preparation program and decreased during their first years of teaching. Additionally, efficacy trajectories were identified for particular groups that displayed patterns of either increased or decreased efficacy over time. Qualitative data helped explain when and why changes in teaching efficacy take place.

Tschopp, G. (2019). **Journal de bord d'enseignants: sens de cette pratique pour le développement professionnel.** *Recherches en éducation*, (38). Consulté à l'adresse http://www.recherches-en-education.net/IMG/pdf/REE_38.pdf

VanDerHeide, J., & Johnson, A. (2020). **Examining preservice teachers' narratives of teaching dialogically.** *Teaching and Teacher Education*, 87, 102946.
<https://doi.org/10.1016/j.tate.2019.102946>

Zulauf, C. A., & Zinsser, K. M. (2019). **Forestalling Preschool Expulsion: A Mixed-Method Exploration of the Potential Protective Role of Teachers' Perceptions of Parents.** *American Educational Research Journal*, 56(6), 2189-2220.
<https://doi.org/10.3102/0002831219838236>

Preschoolers are being expelled at an alarming rate and little is known about protective factors. One factor may be the relationship between parents and teachers. Using surveys and interviews, the present study explores teachers' perceptions of parents and center support as they relate to teachers' requests to have a child removed from their classroom, an action related to expulsion. Teachers who have more negative perceptions of parents and perceive less center support working with parents were more likely to have requested a removal of a child in the past year. Qualitative comparisons yield differential themes around attribution of child behavior to parents and styles of engagement with parents between teachers who have requested a removal and those who have not.

Réussite scolaire

Chermann, E. (2019, novembre 25). **Pourquoi les enfants de prof réussissent mieux leurs études.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2019/11/25/connaissance-de-l-institution-regles-et-discipline-pourquoi-les-enfants-de-prof-reussissent-mieux-leurs-etudes_6020386_4401467.html

S'ils brillent souvent dans leurs parcours scolaires et universitaires, c'est notamment car ils développent un rapport particulier au savoir et à la gestion du temps.

Dahal, T., Topping, K., & Levy, S. (2019). **Educational factors influencing female students' dropout from high schools in Nepal.** *International Journal of Educational Research*, 98, 67-76. <https://doi.org/10.1016/j.ijer.2019.08.010>

Female students' retention rate in schools is a serious issue in Nepal, as in other countries. This paper reports on the findings of a qualitative study on the effect of educational factors on female students' retention rates in high schools in Nepal. Data gathering locations were chosen on the basis of female students' dropout rates published in the consolidated report of the Ministry of Education (2011). Face to face interviews were conducted with 96 participants. The findings showed that weakness in policy implementation resulted in low motivation in teachers and students, poor learning achievement and student dropout. The participants mentioned weaknesses such as inadequate scholarship quotas and amounts for female students, impractical scholarship criteria, inadequate teaching and untested methods of evaluation.

Galla, B. M., Shulman, E. P., Plummer, B. D., Gardner, M., Hutt, S. J., Goyer, J. P., ... Duckworth, A. L. (2019). **Why High School Grades Are Better Predictors of On-Time College Graduation Than Are Admissions Test Scores: The Roles of Self-Regulation and Cognitive Ability**. *American Educational Research Journal*, 56(6), 2077-2115. <https://doi.org/10.3102/0002831219843292>

Compared with admissions test scores, why are high school grades better at predicting college graduation? We argue that success in college requires not only cognitive ability but also self-regulatory competencies that are better indexed by high school grades. In a national sample of 47,303 students who applied to college for the 2009/2010 academic year, Study 1 affirmed that high school grades out-predicted test scores for 4-year college graduation. In a convenience sample of 1,622 high school seniors in the Class of 2013, Study 2 revealed that the incremental predictive validity of high school grades for college graduation was explained by composite measures of self-regulation, whereas the incremental predictive validity of test scores was explained by composite measures of cognitive ability.

George, S. V., & Richardson, P. W. (2019). **Teachers' goal orientations as predictors of their self-reported classroom behaviours: An achievement goal theoretical perspective**. *International Journal of Educational Research*, 98, 345-355. <https://doi.org/10.1016/j.ijer.2019.09.011>

Achievement Goal Theory has been adapted as a useful framework for studying teacher motivation in terms of their different goal orientations. This paper reports findings from an Australian study with 257 teachers, that explored their mastery, work-avoidance, and relational goal orientations and four dimensions of self-reported classroom behaviours: expectation, structure, autonomy support, and relatedness. Structural equation modelling underscored the importance of mastery and relational goal orientations as adaptive goal orientations that positively predicted teachers' perceptions about their expectation, structure, and relatedness with students. Interestingly neither of these adaptive goal orientations predicted teachers' self-reported behavior of autonomy support. The only significant predictor was work-avoidance goal orientations, which negatively predicted teachers' discernments of supporting student autonomy.

Heinrich, C. J., Darling-Aduana, J., Good, A., & Cheng, H. (Emily). (2019). **A Look Inside Online Educational Settings in High School: Promise and Pitfalls for Improving Educational Opportunities and Outcomes**. *American Educational Research Journal*, 56(6), 2147-2188. <https://doi.org/10.3102/0002831219838776>

This research examines online course-taking in high schools, which is increasingly used by students falling behind in progress toward graduation. The study looks inside educational settings to observe how online courses are used and assess whether students gain academically through their use. Drawing on 7 million records of online instructional sessions linked to student records, we find mostly negative associations between online course-taking and math and reading scores, with some gains in credits earned and grade point averages by upperclassmen. Those least prepared academically and with weaker course-taking behaviors fared more poorly and were likely set back by online course-taking. Limited resources constrained the implementation of district-recommended practices and instructional supports, such as live teacher interactions and individualized content assistance.

Liang, W., Liu, S., & Ye, X. (2019). **Internal migrant children in Chinese classrooms: Do they influence students' achievements?** *International Journal of Educational Research*, 98, 106-122. <https://doi.org/10.1016/j.ijer.2019.08.013>

This paper analyzes whether internal migrant children have negative peer effects on students' academic achievements and to explore the mechanisms of these effects, if present. We firstly divided the migrant students into different groups according to their migrant experience. We then examined peer effects of different groups of migrant children, and the effects in differently ranked schools were particularly explored. It is found that rural-urban migrant children had negative peer effects, particularly in low- and middle-ranked schools, while the urban-urban migrant children had no negative peer effects. Endogenous and correlated effects are found as the mechanism of these peer effects.

Miller, A., Gore, J., Wallington, C., Harris, J., Prieto-Rodriguez, E., & Smith, M. (2019). **Improving student outcomes through professional development: Protocol for a cluster randomised controlled trial of Quality Teaching Rounds.** *International Journal of Educational Research*, 98, 146-158. <https://doi.org/10.1016/j.ijer.2019.09.002>

Translation of teacher professional development into improved student outcomes is of global interest, with experimental methods required to demonstrate potential professional development intervention effects. This protocol for a four-arm cluster randomised controlled trial is designed to test the efficacy of a structured collaborative approach to professional development called Quality Teaching Rounds (QTR). Linear mixed models will be used to compare a QTR group to two time-equivalent intervention groups and a usual-practice control group. The primary outcomes are at the student level (reading, mathematics and science). Secondary outcomes are assessed at student level (quality of school life and aspirations), and teacher level (teaching quality, engagement, morale, teaching efficacy and collective efficacy). Qualitative methods are used to complement quantitative analysis.

Morilla, X. R., & Errico, L. M. (2019). **Selection and educational attainment: Why some children are left behind? Evidence from a middle-income country** [Working Paper].

Consulté à l'adresse Department of Applied Economics at Universitat Autònoma de Barcelona website: <https://econpapers.repec.org/paper/uabwprdea/wpdea1901.htm>

We model schooling as a sequential process and examine why some children are left behind. We focus on the factors that explain selection at early stages of the education system. Our findings for Uruguay suggest that long-term factors, such as parental background or ethnicity matter across all education stages while the effect of short-

term factors, such as family income, wear out as individuals progress in the education system, suggesting a severe selection process at early stages.

Sarouphim, K. M., & Issa, N. (2020). **Investigating Identity Statuses Among Lebanese Youth: Relation With Gender and Academic Achievement.** *Youth & Society*, 52(1), 119-138. <https://doi.org/10.1177/0044118X17732355>

This study examined Marcia's identity paradigm among Lebanese adolescents in relation to gender and academic achievement. Participants were 429 students in Grades 7 to 11, aged 12 to 17 years. The Ego Identity Process Questionnaire (EIPQ) was used to classify participants into the four identity statuses: Achievement, Moratorium, Foreclosure, and Diffusion. Results showed that females were mostly in Moratorium (37.4%) whereas males in Foreclosure (35.1%). The difference was statistically significant, $\chi^2(3) = 20.40$, $p = .001$. Also, females scored significantly higher on the Exploration subscale, $t(425) = -2.68$, $p = .04$, whereas males scored significantly higher on the Commitment subscale, $t(426) = 4.19$, $p = .01$. No significant achievement differences were found among students in the four identity statuses, $F(3, 419) = .38$, $p = .13$. These results suggest possible shifts in cultural norms with females developing identity through pathways believed to be males' in traditional societies.

Theron, L. (2020). **Adolescent Versus Adult Explanations of Resilience Enablers: A South African Study.** *Youth & Society*, 52(1), 78-98. <https://doi.org/10.1177/0044118X17731032>

This aim of this article is to account for the resilience of adolescents who are challenged by structural disadvantage and to highlight that how adolescent resilience is accounted for depends on whether adolescent or adult views are foregrounded. To do so, I report a South African phenomenological study. I draw on a thematic content analysis of qualitative data and subsequent frequency count of the themes to contrast how 385 Black adolescents and 284 adults (who educate or provide services to youth) explain what enables adolescent resilience in the face of structural disadvantage. Adolescent and adult explanations differed substantially with regard to personal strengths, family support, and education pathways. These differences reflect conceptualizations of resilience, which are probably related to developmental stage and cultural fluidity and which caution that, despite adult perspectives being valuable, societies need to prioritize adolescent insights.

Willis, A., Hyde, M., & Black, A. (2019). **Juggling With Both Hands Tied Behind My Back: Teachers' Views and Experiences of the Tensions Between Student Well-Being Concerns and Academic Performance Improvement Agendas.** *American Educational Research Journal*, 56(6), 2644-2673. <https://doi.org/10.3102/0002831219849877>

Youth mental health in Australia is concerning with 25% of young people reported as experiencing mental health issues in a 12-month period. Meanwhile, Australian schools march forward with academic improvement agendas. Survey research conducted among primary and secondary school teachers, most drawn from the Australian state of Queensland, revealed that although teachers value student well-being initiatives, they are experiencing very real tensions dealing with student mental health concerns and performance targets, which is complicated by a lack of confidence in the efficacy of well-being programs in schools. These findings raise concerns about the need for government authorities, school leaders, and teacher education providers to further investigate the need for balance between school performance improvement agendas and student well-being concerns.

Zaff, J. F., & Malone, T. (2020). **Moving Beyond Academics: The Role of Adult Capacity in Keeping Young People in School.** *Youth & Society*, 52(1), 55-77. <https://doi.org/10.1177/0044118X17725970>

The U.S. high school dropout rate continues to decline. Possible reasons for this decline include stronger academic standards, persistent state and district actions, and implementation of programs to help disconnected youth reconnect to educational opportunities. In the current study, we propose a complementary hypothesis for rate improvements: adult capacity. When adults nurture, socialize, and teach youth, youth are more likely to achieve academic and life success. Likewise, neighborhoods need enough adults to provide these relationships. Using the Decennial Census data (1970-2010), we examined whether an increase in the adult-to-youth ratio in a neighborhood covaries with a reduction in the status dropout rate. We find that a 1% increase in the ratio is associated with a 1% decrease in the dropout rate. The effect is substantially greater in predominantly Black or African American neighborhoods and higher income neighborhoods. Policy implications are discussed, specifically how the adult-to-youth ratio could be increased.

Valeurs

Blaskó, Z., da Costa, P. D., & Vera-Toscano, E. (2019). **Non-cognitive civic outcomes: How can education contribute? European evidence from the ICCS 2016 study.** *International Journal of Educational Research*, 98, 366-378. <https://doi.org/10.1016/j.ijer.2019.07.005>

This article explores the diverse associations between different educational approaches in civic and citizenship education and a number of civic attitudes and behaviours, including citizenship, expected participation and attitudes towards equal rights, among teenage students in 13 European countries. The results obtained using the 2016 International Civic and Citizenship Survey (ICCS) show that all three educational approaches identified (formal civic learning, school democracy and active community involvement) are related to what students think and how they feel about civic and citizenship issues, although the role of each approach varies considerably across the different civic attitudes and behaviours. Furthermore, students' civic and citizenship knowledge shows somewhat controversial associations with the various attitudes and behaviours discussed here, while civic self-efficacy is consistently positively related to them.